St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford CE Primary School

SEND Policy

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Approved by the Committee/Governing body	*LGB – Long Melford CE Primary and Nursery School*
Signature of Chair of Governors	*Cheryl Morgan*
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SEND Policy

At Long Melford Church of England Primary School we are committed to offering a broad and balanced curriculum to ensure the best possible progress for all our pupils. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter, including those identified as having special educational needs or disabilities. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The governing body believes that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment where there is a shared sense of purpose supported by mutual trust and respect.

How our policy was developed

This policy was developed with the Headteacher, SENDCO, staff and governors and reflects the legal requirements of the 2015 SEND Code of Practice, 0-25 guidance.

Our school

Long Melford is a small Church of England Primary Academy in a rural community. It is a member of the Diocese Multi Academy Trust. The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the Pupil Premium) is around the national average. Most pupils identify as White British. The proportion of pupils who are supported at SEND support is approximately 12%. The proportion supported with an EHCP is approximately 1.5%. This is just below the national average for SEND support at 13% and below the national average for children with EHCP at 4.5%.

Aims for our children

Our objectives

- To be an inclusive school by ensuring that quality first teaching, adapted and scaffolded for individual pupils, is embedded in every class and that teachers are accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise his or her full potential and optimise his or her self-esteem.
- To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- To enable all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that may occur in their education, seeking their views and taking them into account.

Definition of SEND

A child has a Special Educational Need or Disability if he or she has a learning difficulty or disability that means he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Identifying Special Educational Needs and Disabilities (SEND)

Within the 2015 SEND Code of Practice, 0-25 guidance there are 4 broad areas of need. These include Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health needs and Sensory and/or Physical needs. The purpose of these 4 broad areas of need for is to guide us to work out what action needs to be taken for each individual child. These are as follows:

1. **Communication and interaction**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder/Condition (ASD/ASC) including Sensory Processing needs

2. **Cognition and learning**

- Specific Learning Difficulty/Difference (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. **Behavioural, Social, Emotional and Mental Health**

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

4. **Physical and sensory**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

There are many factors which may also impact on progress and attainment, but which are not SEND.

These include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We acknowledge that any child's behaviour is an underlying response to a need which we would hope to recognise and identify clearly as we will know the child well.

The Graduated Approach to SEND Support

At Long Melford CE Primary and Nursery School, inclusion and quality first teaching from the class teacher is of paramount importance for all pupils. In accordance with this, the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have received interventions and adjustments alongside the personalised teaching that we provide. This can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Teachers are responsible and accountable for the progress of the pupils in their class, including those children that access support from learning support staff or outside agencies. High quality teaching including Mastery teaching, scaffolded or adapted for individual pupils, is the first step to responding to pupils who may have SEND.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This reviewing is carried out by the Headteacher and our SENDCo and occurs on a termly basis. Continuous monitoring of children with SEND is maintained through learning walks, classroom and teaching observation; Individual Education Plans; monitoring interventions and their impact; costed Impact Provision Maps for children receiving High Tariff Needs Funding, One Page Profiles and regular discussions with parents, class teachers and all staff that are involved with each child.

We make special educational provision by working closely with the class teacher and SENDCo. They then consider all the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality, accurate formative assessment, use of effective tools and early assessment materials.

For higher levels of need we refer to specialists for assessments from external agencies. These commonly include Inclusion Support Meetings; Solution Circle Meetings; Specialist Education Services (SES) Referrals; Speech and Language Therapy; Occupational Therapy; Educational Psychologist among others. We follow standardised procedures for each referral and include information about how we have adapted our provision for the child so far, the impact of that provision and how we have followed the Graduated Response including at least two cycles of Assess, Plan, Do, Review. We will also include parent and child views on referrals and any information about health and social care if it is appropriate. This enables us to provide a holistic view of the child to any outside agency or professional that comes to Long Melford CE Primary and Nursery School.

Additional Needs Register

This is a register of all vulnerable pupils who are receiving interventions to address gaps in learning, to accelerate learning or to address barriers to learning which may be pastoral or because of social,

emotional and mental health issues. This incorporates the SEND register. We also have a simplified SEND register.

Identifying Pupils and placing them on the SEND register

Early identification is of the utmost importance and where possible we will identify any needs a child may have at the earliest opportunity. Pupils are placed on our SEND register based on a continuous 4-part process (Assess, Plan, Do, Review) outlined by the Code of Practice. We take action to remove barriers to learning and put effective special educational provision in place. Within the cycle we revisit earlier decisions and actions with the aim to refine and revise these with a growing understanding of the pupil's needs and how the pupil is making good progress and securing good learning outcomes. The 4-part process is as follows:

The Graduated Approach – Assess, Plan, Do, Review

Assess

If a child is identified as needing SEND support, the class teacher working collaboratively with the SENDCo will carry out a clear analysis of the child's needs. This draws on:

- Teacher assessment, their experience of the pupil, previous attainment and behaviour.
- The child's development in relation to peers and nationally agreed outcomes.
- Parent's views and experiences
- Pupil views and experiences
- Advice from external support agencies

We take any concerns raised by parents very seriously and compare them to our own assessment and information on how the child is developing. These assessments are reviewed regularly to ensure the intervention that the child receives is matched to their needs and overcomes any barriers to learning. If appropriate, and with parental consent, we contact external agencies and professionals to liaise with the school and inform some assessments.

Plan

As a team of support for the child, the class teacher, SENDCo, parent/s and child will work closely together to create a plan of intervention. Most children will simply need monitoring – with possibly some intervention - and be placed on our monitoring list, but occasionally some children will need to be included on our Special Educational Needs Register. If parents and professionals deem it appropriate after meeting and looking at all the evidence available, the child will then be placed on the Special Educational Needs register and an Individual Education Plan (IEP) and a One Page Profile will be written. Parents will always be consulted with regards to inclusion on the SEND register, the IEP/One page profile and any intervention that their child is receiving. All parties will agree the impact on progress, development and behaviour with a clear date for review. All members of staff that work with that child are made aware of the pupil's needs and any strategies or approaches that should be sought. We will work closely with parents to seek their involvement to reinforce and contribute to progress at home.

Do

Our class teachers remain responsible for working with the child on a daily basis. Whenever interventions involve other teaching away from the main class, the teacher always remains responsible for the child's progress. All staff that work with each child work closely together to plan and assess the impact of the support given. Our SENDCo supports the class teacher and other adults to further assess the child's needs and advises effective implementation of support.

Review

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress the SENDCo works closely with the class teacher,

alongside the parent/s and pupil, to revise support for the child in light of changes in need and development. In the instance that a child has an EHC plan we review the plan every 12 months and involve parents, the child, professionals and class teacher alongside the SENDCo to carry out the review and implement revised or additional strategies of support.

Managing Pupils on the SEND Register

In order to manage the pupils on the SEND register we constantly monitor the needs of the children on it, with the consideration of the support they are receiving. We use the process used above to support this and on a termly basis review and produce Individual Education Plans. Where necessary, we change and review these documents more regularly to meet the specific needs of the children in our care. Teachers hold responsibility for updating and evidencing the progress made towards the outcomes of these plans. The SENDCo will then monitor the documents to ensure they are regularly updated. The SENDCo keeps the SEND register up to date, with any additional reports, interventions and diagnoses. The SEND register is a working document and the children that feature on the register are discussed at pupil progress meetings. The level of provision for each child is decided and based on the child's individual needs. We assess and monitor children's progress on a termly basis to ensure that anyone who does meet our SEND criteria is added to the register.
If as a school we are unable to meet the needs of a child with SEND we will include other professionals. We work closely with other professionals to support the needs of the children in our schools. The costings of such input is the responsibility of the Executive Headteacher. The monitoring of these services and their input lies with the SENDCo, with the support of the Executive Headteacher. Parents and children will always be involved in any additional provision for children that we organise so that they can support the provision that we put in place.

If we identify that additional funding and support are needed from the LA Higher Tariff Needs Block we use the advice from Suffolk County Council to assess the needs of our children. This can all be found on the www.suffolklearning.co.uk website and includes:

- Pupil profiling criteria
- The application form
- Policies and guidance

During our applications for additional funding the SENDCo, teachers and families will work closely together to gain evidence of the child's needs.

Criteria for exiting the SEND Register
At Long Melford CE Primary and Nursery School, if a child has remained on the SEND register even after their needs have been resolved and subsequent support has been removed, we consider closely whether they should be removed from the register entirely. This is in discussion with parents, the leadership team, class teacher and other professionals involved if appropriate. If the child has not received any support for the last 12 months they are removed from the register if all parties are in agreement that their SEND needs have been met. We will continue to monitor the child's progress closely to ensure that they will not require any additional support in the future.

Supporting Pupils and Families
Long Melford CE Primary and Nursery School has access to a number of agencies to support the family and pupil.

Our admissions agreement
We follow Suffolk County Council's admission agreements which can be found at http://www.suffolk.gov.uk/education-and-careers/schools-and-support-in-education/applying-for-a-school-place/ You can find details of the admissions team and guidance here.

Exams

Children with SEND are able to access exams within the school using a range of modified resources and support, in accordance with Standard Test Access arrangements. Some of these include:

- Readers
- Extra-time
- Quieter rooms to work in

The responsibility for this is shared between the Headteacher, SENDCo and class teachers of the specific child.

Transition

To ensure a smooth transition from class to class, teachers have transition meetings to discuss the needs of each child in the class. In addition to this, children spend time with their new teacher as an opportunity to get to know each other. Parents meetings are held at the beginning of each academic year for children with SEND to involve the parents and ensure they are aware of the support that we can provide them with as a school. Also, it creates an excellent opportunity for parents to ask questions and have discussions about specific pupil needs that may have arisen over the summer. If a child moves to another school it is the responsibility of the school SENDCo to transfer any information and documentation about the child. At Long Melford CE Primary and Nursery School we endeavour to support a new school to meet the needs of the pupil as quickly and easily as possible.

In addition to this, if the child is moving to secondary school we have transition meetings with the school to discuss and handover the relevant information about a child. There are also opportunities for the child and parents to attend the school and look at how the provision will continue or alter in secondary school. The schools to which Long Melford pupils most commonly transfer are Thomas Gainsborough School, Ormiston Sudbury Academy and Stour Valley Community School. Extra transition visits may be arranged where necessary. We are also able to access support from the Specialist Education Service for children who may experience anxiety over transition.

Supporting Pupils at school with Medical Conditions

Long Melford CE Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with requirements under the Equality Act 2010.

Some children may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their additional educational provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

We carefully monitor and review the quality of the provision we offer to all pupils. We do this by regularly revising Individual Education Plans, One Page Profiles, interventions and pupil support. We will ask for pupil perception and parent perception to support us to improve the quality of practice we provide to the children at Long Melford CE Primary and Nursery School. We have a SEND LGB member who supports the SENDCo to monitor the attainment and progress of pupils with SEND. Other members of the LGB monitor the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

We receive a fixed sum for each pupil at the school and may receive top up funds depending on the level of need of the pupil. There are also other sources of funds we are able to use with specific children, such as those that are looked after or in receipt of free school meals.
Staff training and development needs are closely monitored by the senior leadership team. These are then discussed with the staff members and often form part of the appraisal process at the school. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. We work within the Multi Academy Trust to share our expertise and upskill staff members regularly.
The school's SENDCo regularly attends the SENDCO network meetings and MAT SENDCo Forums in order to keep up to date with local and national updates in SEND. We also have a membership to NASEN and have built and maintained many relationships with the Local Authority and other professionals in the area to ensure we can provide appropriate support.

Roles and Responsibilities

Parent: The school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with their child's school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

Class teacher: In the first instance, the class teacher will be responsible for delivering high quality teaching adapted/differentiated for individual pupils, identifying any possible SEND concerns and liaising with the parents and SENDCo. Class teachers are also responsible for target setting within interventions, monitoring their impact and incorporating strategies the child has learned from the interventions into class teaching and learning.

Special Educational Needs Coordinator (SENDCo): The SENDCo is currently Mrs Riddleston. She is a qualified and experienced teacher, holds the National Post Graduate SENDCo Award and has responsibility for co-ordinating SEND provision as well as teaching Year 4.

Headteacher: Amanda Woolmer, the Executive Headteacher, has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.

SEND LGB member: The governor in this school with responsibility for SEND is Abi Osbourne. She liaises regularly with the SENDCo about developments in SEND, undertakes monitoring to see that statutory requirements for meeting SEND within the school are met and presents the SENDCO reports to the LGB.

Safeguarding, Pupil Premium and Looked After Children: The member of staff with responsibility for child protection is the Executive Headteacher, Amanda Woolmer. The alternate designated members of staff at Long Melford Primary and Nursery School are Head of School, Mr Vale-Smith, Assistant Headteacher, Marie Ryan and Early Years Foundation Stage teacher, Mrs Graham. The governor with responsibility for child protection is Mrs Cheryl Morgan.
The Executive Headteacher is responsible for making decisions about the use of pupil premium and is responsible for Looked After Children.

The Local Governing Body (IEB): Is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Executive Headteacher to account for the provision for and outcomes of children with SEND. It will ensure that IEB members receive appropriate training to fulfil their roles.

The Local Authority: The Local Authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

Storing and Managing Information
We ensure that our record keeping is in line with the Data Protection Act 1998 and 2019 GDPR requirements. The information is recorded accurately and kept up to date. Documents are stored on password protected computers and in locked cabinets.

Reviewing the Policy
Given the climate of reform as we have now moved into the new requirements of SEND for schools, we will continue to review the SEND policy annually. We will continue to monitor the policy throughout the year, based on any changes that are made.

Accessibility - Statutory Responsibilities
The DDA, as amended by the SEN and Disability Act 2001, place a duty on all schools and LAs to plan and increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school.

Bullying
Bullying is not tolerated at Long Melford CE Primary School. We work to ensure the children are given a holistic and inclusive learning experience which teaches children that bullying is damaging to both victim and perpetrator. To encourage children to be accepting of the diverse abilities in our school, we work closely with parents and other professionals to enable us to educate all children effectively and appropriately according to our behaviour policy.

Dealing with Complaints
The Governing Body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the Multi-Academy Trust's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the Executive Headteacher and follow the school's complaints procedure.