

# Sherborne C of E Primary School – SEND Policy

Created by: John Moore  
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Version	Date	Page	Description of Change	Origin of Change
1	02/01/2017	All	Created new SEND Policy	John Moore
2	01/10/2018	3, 5	Policy updated	Karen Hughes
3	21/09/2020	All	Policy updated	John Moore
4	10/09/2021	All	Updated procedures	John Moore
5	09/11/2022	6	Updated contact details	John Moore

## Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Performance and Standards Committee.

## Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

- Our school nurtures a [Love of Learning](#)
- Our school promotes [Independence and Individuality](#)
- Our school is [Fun and children leave with a sense of Fulfilment](#)
- Our school expects [Excellence from pupils and staff, and Enjoyment fills every classroom](#)

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

## Rationale

Sherborne C of E Primary School is committed to ensuring that the necessary provision is made for every pupil in the school's community. The School is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all children aged 4 to 11, including those with a learning difficulty, disability, disadvantage or special educational need. We have high expectations of every child in our care and SEND is never used as a reason for a child not to experience the full range of the curriculum. We do not set 'glass ceilings' for any of the children and we accept that every child has unique strengths and needs,

The Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The School strives to deliver appropriate curriculum content which:

- Provides suitable learning challenges;
- Meets the children's diverse learning needs;
- Removes the barriers to assessment and learning.

## Objectives

Provision for children with SEND is a whole school matter. In line with the Code of Practice, the School will:

- Expect all teachers to provide for the learning needs of all children in their class;
- Identify and address the SEND of the pupils we support;
- Use our best endeavours to ensure that a child with SEND gets the support they need;
- Ensure that children with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment;
- Provide for the individual needs of all children with SEND and ensure their progress is at least in line with their peers;

- Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed;
- Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education;
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education;
- Designate a teacher responsible for the coordinating of SEND provision i.e. the SENDCO.

### Context

A child is defined as having SEND if he or she has a learning difficulty which calls for a special educational provision, namely provision different from or additional to that normally available to children of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into four broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action the School needs to take to support children in mainstream education. It is not to fit children into specific categories.

### Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved through:

- Making SEND provision an integral part of each School Development Plan;
- Enabling identified pupils with SEND to reach their full potential;
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering an alternative/personalised curriculum at all key stages to meet the needs of the individual;
- Arranging specialised provision to meet the needs of groups with low-level achievement;

- Enabling all SEND children to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- Ensuring the quality of teaching children with SEND and progress made by these children is a core part of the school's monitoring arrangements;
- Supporting the professional development of teaching and support staff in the area of SEND;
- Regular monitoring of the progress and development of all pupils throughout the School;
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual;
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs;
- Ensuring that appropriate staffing and funding is in place for pupils with SEND;
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School's SEND provision and inclusion overall;
- Involving the Governing Body in the future development and monitoring of this policy.

### Staffing and Professional Development

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Headteacher and governors every year in accordance with the School's review cycle.

### Safeguarding

Our school recognises that children with SEND can be more vulnerable to abuse and our safeguarding policy will be carefully followed at all times.

### Appendices

- Appendix 1: Roles and Responsibilities
- Appendix 2: Identification, Assessment, Provision and Review
- Appendix 3: Transition and Admissions Arrangements
- Appendix 4: Access Arrangements
- Appendix 5: Pupil Referral Form (SEND)

## Appendix 1: Roles & Responsibilities

All Local Authority schools must ensure that there is a qualified teacher designated as the Special Educational Needs Coordinator (SENDCO) for the school. This teacher must also hold the postgraduate National SENDCO award or be working towards it within 3 years of appointment to the role.

### The SENDCO is responsible for:

- Using baseline data to identify and monitor all children with SEND;
- Informing teaching staff of children's SEND and the provision needed;
- Maintaining the school provision map;
- Ensuring the correct provision is in place for all children with SEND;
- Monitoring, evaluating and reviewing the curriculum that is in place for all children with SEND;
- Ensuring that access arrangements are in place, when required, for external examinations;
- Coordinating smooth transition from feeder pre-schools, nurseries and child-minders, and to secondary education establishments, attending and organising meetings where appropriate;
- Conducting Annual Reviews and monitoring the progress of children with Education Health Care plans;
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate;
- Overseeing the provision of Wave 1, Wave 2 and Wave 3 interventions.
- Overseeing and leading the Team Around the Child meetings;
- Liaising with staff and the school governor with responsibility for SEND;
- Acting upon 'referrals' from staff;
- Arranging and delivering appropriate whole school CPD on Inclusive Education;
- To liaise with outside agencies and county support services where necessary, including the Hearing and Visual Impairment Team, Speech and Language Therapy Service and the Child and Young People Service.
- Liaise with Social Services, Health services, the Early Help Team, Family Support workers, the Educational Welfare Officer and Educational Psychologists.

The SENDCO is **not** responsible for planning, teaching or assessing children on a day-to-day basis. Neither is the SENDCO responsible for the progress and attainment of individual children. The SENDCO *coordinates* and has oversight of the school's provision. The role of the SENDCO is therefore to develop and improve provision for children with SEND across the school.

Teachers are responsible for:

- Planning, teaching and assessing every child in their class;
- The progress and attainment of every child in their class;
- Meeting the individual needs of the children in their classes by regularly checking and acting upon information provided during day-to-day assessment, summative assessment, Team Around the Child meetings and advice from the SENDCO and any external agencies supporting the child;
- Working on children's individual targets, at least weekly;
- Ensuring that schemes of work are appropriate for the needs of all the children they teach;
- Using differentiation appropriately in all lessons, following advice from the SENDCO and outside agencies;
- Setting achievable, aspirational targets for individual children and evaluating the success of these targets;
- Contributing to the Annual Review of children with Education, Health and Care Plans;
- Speaking with parents and carers where there is a concern about a child's progress, attainment, physical needs or emotional, mental and social needs;
- Raising concerns regarding children who are having difficulties with the SENDCO;
- Speaking with parents and carers to provide updates of progress made against concerns raised, along with intended next steps;
- Completing Appendix 5 of this document to place a child on the school's SEND register;
- Providing ongoing support for children with SEND and finding new and engaging ways to support achievement;
- Attending training sessions provided by the SENDCO.

The SENDCO has the responsibility to ensure the implementation of the SEND Policy. The appointed governor for SEND plays a vital role in ensuring that SEND stays on the governor's agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND.

The current SENDCO at Sherborne C of E Primary School is: Mr John Moore. If you have any concerns about your child's educational needs, please do not hesitate to contact him using [admin@sherborne.gloucs.sch.uk](mailto:admin@sherborne.gloucs.sch.uk)

## Appendix 2: Identification, Assessment, Provision & Review

Where a child is identified with SEND, Sherborne C of E Primary School will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

### The Graduated Response

#### **Assess**

Sherborne C of E Primary School has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognise the importance of identifying children's additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. The School will carry out baseline testing with all children on entry and assess each child's current skills and levels of attainment. Where a child joins the school outside of the Reception year and does not yet meet age-related expectations from the previous year, the class teacher will be responsible for assessing the child's starting point within three weeks of them starting at the school.

The class teachers make regular assessments of progress for all children. These seek to identify children making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the School's expectation of their progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

Any child who does not make expected progress over a term (approximately twelve weeks) will be discussed during a Team Around the Child meeting. This meeting will be attended by the SENDCO, class teacher and teaching assistant. During the meeting, one or more targets are set for the child to work on over the next term to enable them to 'catch up'. These targets will be worked on with the class teacher and the teaching assistant, either 1:1 or in a small group.

The School uses a referral system (see Appendix 5) for staff to highlight concerns. The SENDCO will fully investigate all referrals through additional diagnostic assessments, either in-house or through using outside support agencies.



Sherborne C of E Primary School has a very proactive approach to assessing Special Educational Needs and Disabilities, along with wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

## **Plan**

Once a child has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place by the class teacher. A 'My Profile' will also be completed by the teacher to help identify learning habits, preferences and behaviours. Parents/carers will also be notified of a child being placed or removed from the SEND register.

All children who are placed on the SEND register will have a Special Educational Needs and Disabilities plan drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents. There are three different types of plan:

1. My Plan – this involves the early identification of additional needs associated with learning, health, emotional wellbeing, social inclusion, care and communication. As soon as a child is identified with additional needs, the class teacher and SENDCO will meet with his/her parents/carers to complete a plan that identifies the needs, outcomes and actions needed to address the needs identified. 'My Plan' uses the 'My Profile' to inform the outcomes and ways in which they could be met that would best suit the individual child. My Plan is reviewed every term by the class teacher and SENDCO to monitor progress and to look at what is working and not working in order to make adjustments to enable outcomes to be met.
2. My Plan+ - where needs have been identified which require assessment and intervention from different agencies, a multiagency framework is written to ensure that all assessments and support planning is brought together into one single plan. The My Plan+ format is used to record this. Information from the My Plan + will be needed to inform the constructing of an Education, Health and Care Plan should that be appropriate.
3. Education, Health and Care Plan (EHCP) – some children and young people with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan. An EHCP is a legal document which is reviewed annually (although emergency reviews may be called where necessary). My Plans are written as appropriate to help break down the targets within the EHCP.

## **Do**

All teachers are teachers of SEND and therefore will remain responsible for working with children on a daily basis, with support and advice from the SENDCO.

The SENDCO will observe children in class, undertake diagnostic tests and refer to other agencies as necessary.

The SENDCO will support all staff and children within the school to ensure Inclusive Education for All.

## **Review**

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, child and staff feedback. Where a child continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEND register, you will have the opportunity for direct contact related to your son/daughter's progress, with the class teacher and/or the SENDCO, at least three times per year. This contact can include annual parents' evening, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent or carer has concerns about their child, the SENDCO would welcome a phone call to discuss this further.

## Education, Health and Care Plans (EHCPs)

As a parent you have the right to request an Education, Health and Care Needs Assessment if you believe that, despite the School taking relevant and purposeful action to identify, assess and meet the needs of your child, they have still not made expected progress. If you would like to request an Education, Health and Care Needs Assessment, please contact the SENDCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent or carer
- The young person over the age of 16 but below the age of 25,
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

### Appendix 3: Admission Arrangements

Children with SEND are admitted within the normal admissions procedure of the school. Parents, carers and pupils are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

The Equality act 2010 prohibits schools from discriminating against disabled children in respect of admissions related to their disability. The school admissions Code of Practice requires that a child with SEND be treated fairly. Admissions:

- Must consider applications from parents and carers of children who have SEND, but do not have an Education Health Care Plan;
- Must not refuse to admit a child who has SEND because they do not feel able to meet their needs;
- Must not refuse to admit a child on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Sherborne C of E Primary School to assist accessibility for all children. This is laid out in the school Accessibility plan.

#### Appendix 4: Access Arrangements at Sherborne C of E Primary School

Access arrangements are agreed for individuals before official assessments take place. They allow children with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a child who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENDCO uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals access arrangements for external exams. All exam access arrangements follow regulations and are applied for in conjunction with Access Arrangements Online.

The SENDCO, with support from all teaching and support staff, will determine and implement appropriate access arrangements at Sherborne C of E Primary School.

## Appendix 5: Pupil Referral Form (SEND)

<b>Name of child</b>		<b>Class/year group</b>
<b>Attached documents</b>	<input type="checkbox"/> Pupil's 'My Profile' <input type="checkbox"/> Evidence of quality-first teaching (QFT) <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Letter to parent formally raising concern <input type="checkbox"/> Data tracking of progress <input type="checkbox"/> Other observations	
<b>Area(s) of concern (including evidence)</b>		
<b>What has been done to date (including impact)</b>		
<b>What needs to happen next and why</b>		
<b>Any other comments?</b>		
<b>Date of referral</b>		
<b>Teacher's name</b>		<b>Signature</b>