



# Special Educational Needs & Disabilities (SEND) Policy 2024-2026

## Proud of who we are

At Seaton Primary we provide an inclusive, child-centred experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next step. We draw on the richness of our local environment and community to nurture the whole child and create a sense of belonging. We are proud of who we are and what we achieve together.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report.

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# Special Educational Needs and Disability (SEND) Policy

## 1. Policy Statement

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head Teacher and Deputy Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Head Teacher, Deputy Head Teacher and the SENDCo will work together closely to ensure that this policy is working effectively.

## 2. Inclusion Statement

At Seaton Primary School the achievement and wellbeing of every child matters. All children should have access to an education that enables them to experience success at the highest possible standard and make progress so that they achieve their potential and become confident individuals, with successful transition into adulthood. Inclusion is viewed as the responsibility of every member of our school community. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Seaton Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

## 3. School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

## 4. Aims

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 5. Objectives

The SEND Policy of Seaton Primary School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

## 6. Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** 'Ordinarily available inclusive provision'. ANY School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Seaton Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

## **7. Areas of Special Educational Need**

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) and or disability will be considered within one or more of the following categories of need:

### **7.1. Cognition and Learning;**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### **7.2. Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### **7.3. Communication and Interaction needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### **7.4. Sensory and/or Physical needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

## 8. Identifying and supporting Special Educational Needs & Disabilities

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. If concerns are raised by the child's class teacher, or their carers, then an initial meeting will be held with the class teacher and carers to discuss these concerns and gain the views of all parties.

We will follow the graduated approach to identifying and meeting needs and the four-part cycle of assess, plan, do, review, using The Devon Graduated Response Tool alongside the school's 'cause for concern' form. The Devon Graduated Response Tool is an electronic tool to support teachers and SENCO's to identify, assess and record the needs of children and young people requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress. This involves identifying the child's needs, making a plan to address these needs and then monitoring the child's progress over a short period, with a view to moving to targeted or specialist provision if ordinarily available provision is not meeting the child's needs.

The class teacher will work with the SENCO to carry out a clear initial analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

We will also assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If we feel that we need to move to more targeted support and that a pupil has underlying special educational needs, following the use of the Graduated Response Tool, and a cycle of assess, plan, do, review, we will add the pupil to the SEND register with the agreement of the child's carers.

When a child is added to the SEND register an individual plan will be drawn up by the child's teacher and reviewed by the carers and SENDCo. The exact nature of the plan will depend on the child's needs, examples include:

- Individual Education Plan (IEP)
- Pupil passport
- Relational support Plan
- Visual support Plan
- Disability support Plan
- Stammer support plan

These plans are reviewed termly, with pupils carer, with support from the SENDCo.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on achieving their desired outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.



## 9. Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set. Our Individual Education Plans record our Assess, Plan, Do, Review process. We assess and set outcomes, put the provision into place, drawing upon the advice of external agencies and professionals, if available. We then monitor these outcomes and the suitability of the provision at the end of each term, however constant monitoring takes place during the term by all adults working with the child

### Graduated Response

#### Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school and taking into account any special circumstances for the pupil at that time.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

## Plan

- Parents/carers, with their child, will meet with the class teacher and often the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded the pupil's IEP.
- The IEP will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IEP will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the IEP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

## Do

- The class teacher remains responsible for the implementation of the IEP and working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

## Review

- There will be a review of progress, utilising the IEP at the end of each term. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

## 10. Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

## 11. Monitoring and Evaluation of SEND Provision

We continue to follow the graduated approach and the four-part cycle of assess, plan, do, review, using The Devon Graduated Response Tool and individual Plans to monitor and assess needs.

Using the individual plans, we will review each term, the effectiveness of the support and interventions and their impact on the pupil's progress. Carers will be part of these discussions during termly SEND family meetings. Carers views on appropriate targets will be taken in to consideration when drawing up new targets.

Teachers use Insight Tracking system to input termly data for pupils.

The SENDCo will carry out Pupil Progress Meetings, along with the Deputy Head Teacher and class teachers. During this meeting each child in the class is discussed, individually. Discussions are based around the child's strengths, areas for developments/ concerns and the provision in place for that child.

## 12. Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The SENDCo would be pleased to meet with parents/carers, without prior arrangement, whenever possible.

Depending on individual circumstances we may hold regular TAF meetings for some pupils.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including **Devon Information Advice and**

**Support (DIAS)**). DIAS are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **13. Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

### **14. Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of TAF meetings and at the end of a targeted intervention.

### **15. Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The schools SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

### **16. Transition**

We recognise that any transition may be very challenging for pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix 2**.

## **17. Training and Resources**

### **17.1 Allocation of resources**

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group or class; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- Support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

### **17.2 Continuing Professional Development (CPD) for Special Educational Needs**

- The SENCO will identify and sign post staff to training when appropriate.
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary. The SENCO may not complete the appraisal process for all Teaching Assistants; however the SENCO will be responsible for organising any training needs that may arise from the appraisal process.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## **18. Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an Education Health and Care Plan Needs Assessment.

## **19. Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP). Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Decisions on personal budgets are made by the local authority.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO. This is provided by the Local Authority and it is the Local Authority which makes any decisions regarding issuing Personal Budgets.

## 20. Statutory Assessment of Needs (EHC)

Based on individual circumstances, the SENDCo (or carer) may apply for an EHCP if a child meets a range of the following criteria:

- despite intervention, continues to make little or no progress in specific areas over a long period
- despite intervention, continues working at levels substantially below that expected of children of a similar age
- despite intervention, continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- despite intervention and action plans sought from external agencies the child continues to lack progress or needs further support, beyond currently being given or available within the provision offered by the school.

All decisions on whether to issue a EHCP is made by the local authority.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and we will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

In Devon we use the EHC Hub to apply for EHC Needs Assessments and once a child is issued with an EHCP the Hub is used as a central system to manage the EHCP. Should your child have an EHCP, or if we have applied for a Needs Assessment, parents will be issued with the information needed to log onto the Hub to access all information relating to their child.

## 21. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher / Deputy Head Teacher and SENDCo, all members of staff have important responsibilities.

The SENDCo will:

- Work with the Head Teacher, Deputy Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher / Deputy Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Head of School will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Reviewing and updating individual plans for children in their class
- Holding termly SEND family meetings with cares to discuss the progress of the child and the next step
- Ensuring they follow this SEN policy

Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

## **22. Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the TAF framework. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The 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 have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Medical Policy for further details.***



## **23. Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

## **24. SEND Information Report**

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **25. Monitoring and Accountability**

- Accessibility

Seaton Primary School is compliant with the Equality Act 2010 and Accessibility legislation. The school works hard to develop its accessibility and each school has an accessibility plan detailing how this is being developed.

- Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance and GDP Regulations.

- Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

## **Appendix 1 Assessment Tools and Materials**

Seaton Primary School has access to a range of assessment materials and online tools to assess needs.

This includes:

- Insight Tracking Data Platform
- The Devon Graduated Response Tool
- Educational Psychology Service
- Speech and Language Link
- Classroom Observation
- Joint Classroom observations
- Speech and Language Service
- Other link agencies
- Pearson Dyslexia Screening Test
- Read Write Ink assessment
- Phonological screening

Staff identify the materials and tools that might be needed each year and make arrangements for those to be available for the children in their care.

## **Appendix 2: Transition Information**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is a part of life for all pupils and planning for transition is a part of our provision for all pupils.

### **Pre-school settings > School:**

Early years teachers visit settings and maintain professional dialogue throughout the year if children are coming to us with very complex needs. Children who require it will have enhanced transition documentation. Some children will have additional visits and TAF meetings with all parties. Plans will be made in the year before transition. The SENDCo visits the pre-schools early in the Spring term to gather information on children coming into the school in the Reception year.

### **Year > Year:**

All schools will have a half or whole “moving up” day. Any necessary physical or resourcing arrangements will be sorted out in advance. Teachers meet to share information in the summer term and attend any relevant meetings held for children. We also hold a transition meeting for parents with the current and future class teacher for pupils with SEND.

### **Primary > Secondary**

Transition to Secondary school is very unique and individual to each child and each setting and we plan this around the child's needs. The SENCo and Pastoral Manager will carry out a transition meeting with secondary schools and ensure that information regarding SEN pupils is transferred in a confidential manner.

Additional visits to secondary school for children with identified needs will be organized by the SENDCo