**Tattingstone Church of England Voluntary Controlled Primary School**

**Special Educational Needs and Disabilities Policy (SEND)**

**To promote the successful inclusion of pupils with special educational needs and disabilities at Tattingstone Church of England Voluntary Controlled Primary School**

# 1. Introduction

At Tattingstone CEVC Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

* Pupils have special educational needs if they have a learning difficulty which calls for additional provision to their education to be made for them.
* Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special provision to be made for them, that is anything that is additional to or different from what is normally available in the schools in the area.

# 2. Aims and Objectives

The specific objectives of our SEN policy are as follows:

* To identify pupils’ special educational needs and disabilities and ensure that these needs are met.
* To ensure that pupils with special educational needs and disabilities can be involved and join with their peers during all school activities.
* To ensure that all pupils make the best possible progress.
* To ensure parents are informed of their child’s special educational needs and disabilities and involved in support, through effective communication between parents and school
* To ensure that pupils express their views and are fully involved in decisions which affect their education
* To promote effective partnerships and involve outside agencies when appropriate

The success of the school’s SEND policy will be judged against the aims set out above. The Governing Body is reported to termly about the implementation of the policy and the effectiveness of the provision made.

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. There is a range of support made in the school each year in response to identified needs.

The teacher responsibility for special educational needs and disabilities (SEND) is the Inclusion and Diversity leader Mrs Beverley Derrett. She works closely with our SEND governor, Mrs. T Vinnicombe, although the Governing body as a whole is responsible for making provision for the pupils with special educational needs and disabilities.

# 3. Roles and responsibilities

The Inclusion and Diversity Leader will have responsibility for:

* Supporting pupils, parents and staff in the day to day support of children identified as having SEND; ensuring action plans and ‘One Page Profiles’ are being followed, regular review meetings take place and outside agency support is requested, reviewed and followed.
* Liaising with outside agencies in respect of children with special educational needs and disabilities. Outside agencies include speech and language therapists, occupational therapists, educational psychologists, specialist teachers, behaviour support service and other educational and medical groups.
* Advising and supporting other practitioners in the setting (including contributing to in-service training)
* Ensuring that relevant background information obtained by staff about individual children with SEND is collected, recorded and updated.
* Arranging the drawing up and review of a pupil’s ‘One Page Profile’ and action plan.
* Overseeing the day-to-day operation of the schools SEND policy.

The Inclusion and Diversity Leader will take the lead in carrying out, or requesting the involvement of an outside agency to carry out, further assessment of the child’s particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. They will also ensure that appropriate records are kept including a record of children receiving School Support and those with Statements of Educational Need/Education, Health and Care Plans.

The class teacher will have responsibility for:

* Identifying pupils who may have special educational needs by carrying out initial assessments and collecting evidence to support the child’s identification.
* Making initial contact with a pupil’s parents to raise their concerns about additional needs.
* Notifying the Inclusion and Diversity Leader about the outcome of the initial meeting with a pupil’s parents and agreed next steps.
* Arranging a meeting with the pupil, their parents, the Inclusion and Diversity Leader and themselves when the decision has been made to add a child to the SEND register.
* Arranging and collating information for termly parent consultation meetings that include both the pupil and their parents.
* The day to day planning, delivering and monitoring of support for a pupil on the SEND register.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs and disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice 0 – 25 (2014) and Equality Act 2010: advice for schools DfE Feb 2013. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school’s Accessibility Plan makes reference to access arrangements for SEN pupils.

The school does not have a special unit.

# 4. Inclusion

Pupils with SEND are encouraged to express their views through suitable means or media when writing and reviewing their action plan. They may draw, writing, produce an audio recording, video record or attend the planning meeting, depending on the child.

Support will, wherever possible, be under taken within the normal classroom environment and at times when the rest of the class may be involved in similar activities e.g. English or maths when work has been differentiated for a group of children.

On rare occasions, it may be necessary to withdraw a pupil for specific activities, as this is more suitable to their development. Such withdrawal would be minimal and, where possible, for an agreed period of time, allowing normal classroom relationships to continue. The class teacher will observe interactions as to avoid isolation or discrimination.

**5. Identification and assessment of special educational needs and disabilities.**

The school is committed to early identification of special educational needs and disabilities and adopts a graduated approach to support.

The graduated approach follows a four step cycle of ‘assess’ – ‘plan’ – ‘do’ – ‘review’.

A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress the class teacher will consult with the pupil’s parents and Inclusion and Diversity Leader in order to decide whether ‘additional to’ and/or ‘different from’ provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs and disabilities unless the school is taking ‘additional to’ or ‘different from’ action.

Provision that is ‘additional to’ or ‘different from’ that available to all peers will be recorded through a ‘One planning’ meeting which will result in a ‘One Page Profile’ and, in some cases, an action plan. The ‘One planning’ paperwork, additional assessments, copies of requests to outside agencies and outside agency reports will be held in a secure, central area. A copy of the ‘One Page Profile’ and action plan will be kept in the class SEND folder for day to day reference, as this document will include the views of all parties, including outside agencies, where appropriate. Parents will receive copies of relevant paperwork and a copy of the ‘One Page Profile’ will be kept in the front of the pupil’s reading record.

If, despite significant support and intervention, the school has evidence that a pupil is making little progress we may seek further advice and support from outside agencies. We may only seek support from outside agencies with the consent of a pupil’s parent or carer. If consent is given, these professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of outside agencies and proposed interventions.

For pupils who have statements of special educational need or Education, Health and Care plans (EHCP), in addition to the termly reviews, their progress and the support outlined in their statement or EHCP will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress a statement or EHCP may be discontinued by the Local Authority.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered at Tattingstone CEVC Primary and notification being received from their new school.

The schools’ complaint procedures are set out in the school prospectus and can also be found on the school website. Your pupil’s teacher will work closely with parents at all stages in his/her education and should be the first port of call. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about the process available on request.

The school will provide information about the Parent Partnership Service to all parents of pupils with SEND. Our local Parent Partnership worker can be contacted through the Local Authority. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs and disabilities e.g.

* The school receives regular visits from the Educational Welfare Officer. The Educational Psychologist will visit on request.
* The school may seek advice from the Learning and Improvement Service including the specialist advisory teachers for children with sensory impairment or physical difficulties.
* The Speech and Language therapist visits termly and contributes to the reviews of pupils with significant speech and language difficulties.
* Multi -agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils.

# 6. Role of Parents

Parents will always be consulted on their child’s progress and action plan. It is hoped that the parents will support their child to work towards meeting their targets at home, and communicate with the class teacher on the child’s progress or any problems/queries they may have.

# 7. Funding

A new funding formula is now in place for pupils with special educational needs and disabilities. The school is expected to meet the needs of all of its pupils up to £10,000. The school has to make a request for ‘top-up’ funding for pupils whose needs are in excess of this.

# 8. Safeguarding

The Head teacher is responsible for the internal organisation, management and control of the school. However, staff and volunteers have an integral responsibility in ensuring that the school environment is safe and secure for children and that appropriate procedures are followed and that individuals safeguarding needs are identified. (See Safeguarding Policy)

Tattingstone Primary School considers the Safeguarding Disabled Children and Young People Practice Guidance 2017 within its own safeguarding practice. We acknowledge that:

**“Disabled children** are recognised as the most vulnerable group in respect of **safeguarding** their wellbeing. They may have physical, sensory and learning disabilities and difficulties. Severely **disabled children** often rely on parents and carers to meet most or all of their needs.”

As mentioned in the guidance, research has shown that children with a disability may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect than children who do not have a disability. Safeguards for disabled children are essentially the same as for non-disabled children, although staff are aware of the higher risks of harm. In response, we make it common practice to help ***all*** children make their wishes and feelings known in parent/pupil consultations and when reviewing the pupil profiles of our pupils with SEND. Where a disabled child may have communication impairments, special attention will be paid to their communication needs.

Where there are any concerns about the welfare of a disabled child, they will be acted upon in accordance with our Safeguarding Policy, in the same way as any other child. The Threshold Guidance for Children with a Disability (2017) advises referring some children and young people to The Disabled Children and Young People’s (DCYP) team in Suffolk, in accordance to their guidelines for specialist help. Referrals can be made to this team as and when necessary.

# 9. Equal Opportunities

This policy complies with and should be read in conjunction with the Equalities Policy.

This policy is subject to annual review.

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