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# Special Educational Needs and Disabilities (SEND) Policy

*At Downview School we grow and learn together every day.*

*At Downview School we are kind, respectful and safe.*

## Contents

1. Vision and Values .....	3
2. Aims and Objectives .....	3
3. Legislation and guidance .....	4
4. Inclusion and equal opportunities.....	4
5. Definitions .....	4-5
6. Roles and responsibilities .....	6
7. SEND information report.....	9
8. Our approach to SEND support .....	9
9. Expertise and training of staff.....	111
10. Links with external professional agencies .....	111
11. Admission and accessibility arrangements .....	121
12. Complaints about SEND provision.....	122
13. Monitoring and evaluation arrangements.....	123
14. Links with other policies and documents.....	13

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## Vision and values

At Downview Primary School we want all children to achieve their best and lead happy, fulfilled lives. It is important to us that we recognise and acknowledge the individual strengths of our children as well as identifying their individual learning needs. We offer high quality teaching to support the inclusion of all children by making reasonable adjustments and adaptations within a broad and balanced curriculum. Those who are identified with Special Educational Needs and/or Disabilities (SEND) require careful consideration to enable them to access the curriculum effectively. We use our very best endeavours to provide personalised learning opportunities, removing barriers to learning to enable children with SEND to have a sense of achievement and progress. In addition, we provide excellent pastoral care to support the emotional well-being of the child. At Downview Primary School, we encourage all children to be 'kind, respectful and safe' as 'we grow and learn together every day'.

## Aims and objectives

We are committed to offering an accessible and inclusive curriculum for all to ensure the best possible progress for our children. In implementing this policy, we believe that children with SEND will be fully supported through effective provisions enabling them to make progress in their learning. We embrace working collaboratively together with the child, parents/carers, teachers, support staff and where relevant, other professionals.

This policy aims to ensure:

- that **all** children have access to a broad and balanced curriculum with a focus on inclusive practice and removing barriers to learning
- provision of a curriculum that is appropriate to the individual's needs and ability
- the early identification of children requiring SEND provision and early intervention to support them
- that children with SEND are supported and able to engage in all school activities
- that the views, wishes and feelings of the child and their parents/carers are fully considered
- the child and parent/carer are kept informed of support, targets, progress and attainment
- a graduated approach for identifying, assessing, planning, providing and reviewing with the child at the centre of the process
- a strong focus on high aspirations and improving outcomes for our children
- collaboration between education, health and social care services to provide support for children and parents where needed
- the children are successfully prepared for the next stage in their lives, i.e. transition to the next year group, Key Stage and next school
- roles and responsibilities of everyone involved in providing for pupils with SEND are clear
- training and support for all staff in order to develop practice
- our school fully implements national legislation and guidance regarding pupils with SEND

## Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Inclusion and equal opportunities

At Downview Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments and adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## Definitions

### Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and responsibilities

### The SENCO

The SENCO at our school is Lisa Jackson (LJackson@downviewprimary.co.uk)

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## The SEND link governor

The SEND link governor is Georgia Harmsworth.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - Set clear outcomes on the Individual Learning Plan (ILP) and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

## The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## Our approach to SEND support

### Identifying pupils with SEND and assessing their needs

Identifying and teaching children with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in children's abilities, aptitudes, and interests. When children are identified as having SEND, the school will intervene at the earliest stage possible and will consult with parents/carers. We assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make

Children with SEND may need increased levels of provision and support. The class teacher remains responsible for working with and devising Individual Learning Plans for these children. At Downview Primary School we follow The Code of Practice 2015 and this advocates a graduated response to meeting pupils' needs. This is a four-part cycle- Assess, Plan, Do and Review. The teacher and/Senco will carry out assessments and the learning plan will identify targets and actions implemented to support the child's individual needs considering the use of practical resources, adapted teaching styles, support staff, small group tuition or 1 to 1 interventions. External support services may also contribute to the plan, providing information and advice for school and parents e.g Speech and language Therapist, Occupational Therapist or Educational Psychologist.

SEND Intervention can be triggered through concerns from the child, parents, teacher or SENCO, supplemented by evidence that, despite receiving adapted teaching, the child:

- Makes little or no progress over time and works at levels considerably lower than expected for a child of similar age
- Demonstrates difficulty in developing cognition and learning particularly with literacy and/or numeracy skills
- Shows persistent social/mental/emotional/ difficulties producing a barrier to their progress in learning

- Has sensory/physical problems, and makes little progress despite the provision of specialist equipment
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Experience communication and/or interaction problems and make little or no progress despite experiencing an adapted curriculum (including Autism Spectrum Condition)
- Has social, communication or interaction problems that impede the development of social relationships (including ASC), thus presenting barriers to learning.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

If a pupil is joining the school and their previous setting has already identified that they have SEND, they have reports from external agencies or are in receipt of an Educational Health Care Plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record
- We will notify parents if it is decided that a pupil will receive special educational provision

### Levels of support

#### School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

## **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Learning and Behaviour Team
- Autism and Social Communication Team
- Educational psychologists
- Occupational therapists,
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Team – Thought-full
- Children's services including Enabling Families, Early Help Team and Social Services

## Admission and accessibility arrangements

### Admission arrangements

At Downview Primary we welcome parents/carers to visit the school prior to application. The SENCO is available to discuss any SEND needs prior to admission and is happy to talk through the resources and any adaptations that can be made to meet the needs of the child.

As stated in our Admissions Policy 'In the event of oversubscription, places will be offered using the following criteria:

Any child with an Educational Health Care Plan naming the school will automatically be admitted to a school, under section 43 Children and Families Act 2014.'

### Accessibility arrangements

As stated in our Accessibility Plan, We aim:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to the curriculum for disabled pupils; including teaching and learning, access to after school clubs run by school staff and school visits.

## Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher then SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to be submitted in writing to the Chair of Governors. The Chair of Governors will acknowledge receipt of the complaint before considering it and issuing a final written response.

## Monitoring and evaluation arrangements

### Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## Monitoring the policy

- This policy will be reviewed regularly by the SENCO . It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
- It will be approved by the full governing board.

## Links with other policies and documents

This policy links to the following documents:

SEN information report

The local offer

Accessibility plan

Behaviour and anti-bullying policy

Equality objectives and public duty policy

Equality and diversity policy

Medicine Policy

Attendance policy

Child protection and safeguarding policy

Complaints policy