



***Let your light shine***  
**Matthew 5 v16**

**Special Educational Needs Policy**  
**March 2022**

This report should be read in conjunction with the school's SEN Information Report and Local Offer Leaflet; which is available on the school website or from the school office.

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**Acronyms**

AN – Additional Needs

COP – Code of Practice

EHC Plan – Education and Health Care Plan

HN –Higher Level Needs

IEP – Individual Education Plan

LA – Local Authority

SEN – Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

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## **Definition of Special Educational Needs**

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.”  
SEND Code of Practice 2014

## **Compliance**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 2014. The code provides statutory guidance on duties, policies and procedures relating to:

- part 3 of the Children and Families Act 2014 and associated regulations;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- Schools Admission Code 2012;
- The National Curriculum I England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teacher’s Standards 2012.

## **Our School SEN Policy Statement**

Exford, is an inclusive school and is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with Special Educational Needs and/or Disability (SEND) to fulfil their optimum potential. This is achieved by ensuring the well-being of all pupils in relation to:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving social and economic wellbeing

Well-being outcomes are embraced in every aspect of school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through parents, teachers, pupils, outside agencies and the local community working together.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The school’s policy is in line with the SEND Code of Practice 2014 (CoP) focusing on early identification and remediation.

## **Aims and Objectives of our School**

At Exford First School we aim to work within the guidance provided by the SEND Code of Practice 2014 to:

- identify and provide for all pupils who have SEN
- raise the aspirations and expectations for all children with SEN
- provide children with SEN access to a broad, rich and relevant curriculum;

- provide a differentiated curriculum appropriate to the individual child's needs and abilities;
- ensure that parents and carers of pupils with SEN are kept fully informed of their child's progress and attainment;
- ensure that pupils are fully involved in decisions about how they should be supported (where age / maturity allows);
- be a school where all teachers and Learning Support Assistants are inclusive teachers of children with SEN and are fully involved in providing for each child's needs.
- work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ensure a high level of staff expertise to meet children's needs through well targeted continuing professional development.

### **Admission Arrangements**

The Federation Governing Body, in line with current government legislation, believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that:

The School Admissions Code of 2012 requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs;
- must not refuse to admit a child on the grounds that they do not have an EHC plan. (SEN CoP 1:27);
- the Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. (SEN CoP 1:28).

The school will assess each child's current levels of attainment (including reviewing pre-school or the child's previous school's records) on entry in order to have a clear understanding of their level of attainment and needs. If the child already has an identified SEN then they will be placed on the school's SEN Register at SEN Support Additional Needs or Higher Needs.

### **Inclusion**

Exford First School aims to be a fully inclusive school. We believe that every child and young person should have the equal right to:

Be included as a valued, responsible and equal member of the learning community along with all other children and young people of the same age, having access to a common range of experiences.  
 Have access to a broad, balanced and inclusive curriculum with differentiated learning which enables them to achieve their full potential and be included in a lifelong learning process.  
 Attend appropriate and local provision with appropriate resources and support networks.  
 Have their views heard and contribution recognised.

At our school we aim to fully include all of our children in all aspects of school life. However, we recognise that certain aspects of a child's support may need to take place outside the normal classroom setting.

As a school our policy is to admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. All children, regardless of SEN, will be considered following the published admissions procedures.

Our school welcomes children with Education and Healthcare Plans and will work with the LA (as the body responsible for arranging the special education provision for a child with an Education and Healthcare Plan) to ensure that our school is the most suitable place for the child to attend.

In addition the school acknowledges that a minority of children will enter school with language and communication needs. The school recognises that it is their right to have these needs met. To this end the school is committed to providing a communication supportive environment and ensuring that all staff receive adequate training and have access to the necessary resources to develop communication supportive practice.

The school also acknowledges that a significant number of pupils will have a specific learning difference that will impact on their acquisition of literacy and/ or maths skills. The school recognises their right to receive quality teaching in a style that meets their needs.

### **Identifying Special Educational Needs**

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

‘Less than expected progress’ will be characterised using the following stipulations:

1. Progress is significantly slower than the class average, from the same baseline
2. Progress does not match or better the pupil’s previous rate of progress
3. Progress fails to close the attainment gap within the class
4. The attainment gap is widened by the plateauing of progress

As a school we recognise that there are factors that may have an impact on a child’s progress that do not constitute SEN. These are:

- Disability (the Code of Practice outlines a ‘reasonable adjustment’ duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium;
- Being a Child Looked After;
- Being a child of a serviceman/woman.

### **Graduated Response – Assess, Plan, Do, Review (APDR)**

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil’s needs by:

1. Establishing a clear assessment of the pupil’s needs (**Assess**)
2. Planning, with the pupil’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review (**Plan**)
3. Implementing the interventions, with the support of the SENCO (**Do**)
4. Reviewing the effectiveness of the interventions and making any necessary revisions (**Review**)

## **Progress of all Children**

Our aim will be for all children to make expected or better progress in their learning and development.

All teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants. All teachers will adhere to the Core Standards as set out by Somerset Local Authority which can be found here:

<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

- The progress and achievement of all pupils will be reviewed by class teachers on an on-going basis and discussed with the Headteacher/ SENCO at termly Pupil Progress meetings or at any other time if there are causes for concern. A variety of assessments will be employed to help teachers identify the achievement, progress and needs of all children. These include:
- evidence obtained by teacher observation and assessment;
- their performance in the National Curriculum judged against level descriptions;
- standardised screening of spelling and reading ability;
- records and information from pre-schools;
- where appropriate, information from and views of children;
- information from and views of parents;
- assessments in English and Mathematics;
- on-going pupil progress records;
- children's work

When necessary, individual diagnostic testing is carried out to identify specific areas of learning difficulty. The key indicator of the need for additional action is evidence that current rates of progress are inadequate.

Adequate progress is that which:

- closes the attainment gap between the child and his / her peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This will include access to school intervention programmes (see Appendix 1). If a child's progress is inadequate the class teacher will work with learning support assistants and the SENCO to provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum. In addition the school may seek outside help to aid with the assessment, programme planning and teaching of pupils with SEN.

## **Where Progress is not Adequate and Concerns Remain**

Where children are not making adequate progress compared to National/ LA age related data and once they have had access to appropriate interventions or adjustments have been made to the provision being made for them then consideration will be given to placing them on the school's SEN register. This will mean that the child concerned requires help over and above that which is normally available within the class or particular subject. This will be done in consultation with parents and carers, members of school staff, the SENCO and SEN professionals.

## **Children needing SEN Support**

For those children that the school has identified as having SEN the 2014 SEND Code of Practice describes four broad categories of need by which a child will be classified. These 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 provide support and not to fit a child into a specific category. At Exford First School we will identify the needs of the whole child, not just their special educational needs.

## **SEN Support**

Children needing SEN support is characterised by interventions that are different from or additional to the normal differentiated (Universal) curriculum. SEN Support intervention will be triggered by evidence that despite receiving differentiated teaching, pupils:

- make little or no progress;
- demonstrate difficulty in developing literacy or mathematics skills;
- present persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum;

The SENCO, in collaboration with teachers, will support the further assessment of the pupil and assist in planning future support and monitoring of the action taken. The class teacher will remain responsible for working with the child on a daily basis and will liaise with the SENCO and relevant learning support assistants on the delivery of individualised programmes. Parents will be kept informed of any necessary actions. Outside agencies from the LA may be consulted in relation to further assessment, advice, strategies and planning programmes for the child. In some cases outside professionals from health or social services may be involved. Where these professionals have not already been working with the school, the SENCO will seek parental agreement to contact them. Some pupils with SEN may have emotional / mental health difficulties and follow the same graduated response.

## **Pupil Profiles**

Pupils at SEN Support will have targets set out in Pupil Profile. These will record the strategies employed to enable a child to progress and are structured as detailed below:

- short term targets set for the child;
- teaching strategies to be used;
- provision to be put in place;
- the date for the plan to be reviewed;
- the success criteria;
- the outcomes recorded at review.

At the heart of the work of the Pupil Profile process is a continuous Assess, Plan, Do and Review cycle that takes account of the wide range of abilities, aptitudes and interests of children. The SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:

- additional support through differentiation within the curriculum;

- provision of specialist equipment;
- in-class group or individual support by class teacher or a teaching assistant;
- periods of withdrawal to work on specific programmes with a teacher or teaching assistant;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to outside agencies for advice on strategies or equipment.

Pupil Profiles for children with SEN Support will be written by the class teacher in consultation with the SENCO. The class teacher will lead the implementation of the Pupil Profile. Pupil Profiles are reviewed and updated on a termly basis, or more frequently if appropriate. This process involves the class teacher, SENCO, the child and parents.

### **SEN Support – High Needs (HN)**

Within the Somerset Core Standards for SEN, High Needs refers to SEN pupils who have severe and complex needs. These pupils have been allocated additional top- up funding, according to a banding system, following an audit process in which the pupil's needs are matched against stringent criteria. There will be on-going involvement with Somerset Support Services for children who have high needs. These children will also have an Education Health Care Plan (EHCP) which will have been written in cooperation with the SENCO, parents, outside agencies and the child's specific case worker.

Higher Needs intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional or social or mental health difficulties that often substantially impede the child's learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from outside agencies;
- has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

Pupils at High Needs will have targets set out on an Individual Education Plan. These plans record the strategies employed to enable a child to progress and are structured as detailed below:

- short term targets set for the child;
- teaching strategies to be used;
- provision to be put in place;
- the date for the plan to be reviewed;
- the success criteria;
- the outcomes recorded at review.

Pupil Profiles for children with Higher Needs will be written by the SENCO in consultation with the class teacher, SEN professionals and the child's parents/ carers. The SENCO will work with the class teacher and any learning support assistants employed to support the child to implement the Pupil Profile. Pupil Profiles are reviewed and updated on a termly basis, or more frequently if appropriate. This process involves the class teacher, SENCO, the child and parents.

At Exford all children identified as having Higher Needs will be entitled to an Annual Review. The aim of the Annual review will be to:

- assess the pupil's progress in relation to the Pupil Profile targets;

- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/mathematics and life skills;
- set new targets for the coming year;
- plan the child's transition if they are transferring to a new school.

A written record of the Annual Review will be produced by the SENCO and shared with all stakeholders.

### **Education Health and Care Plans (EHCP's)**

Under the new Code of Practice previous statutory assessments, known as Statements, have been replaced by EHCP's. A request for an EHCP is likely to happen where despite the setting having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress.

Where a request for an EHCP is made to the LA, the child will have identified complex needs that would meet the additional funding criteria or an equivalent in Early Years settings. The child's needs are unlikely to be met without:

intervention or support from a special school placement or placement in a designated school or resource base attached to a mainstream school and /or significant multi-agency response required to address the complexity of need

The whole process of EHCP needs assessment and EHCP development, from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHCP is issued, must take no more than 20 weeks, unless there are exceptional circumstances as detailed in Section 9.42 of the Code of Practice.

The school will need to provide the following information:

- the action followed with respect to SEN Support;
- the Pupil Profile;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- National Curriculum levels;
- literacy/numeracy attainments;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of both parents;
- where possible, the views of the child;
- involvement of other professionals such as health, social services or educational welfare service.

An EHCP needs assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHCP.

EHCP'S, which now cover an age range of 0-25, should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHCP's should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

EHCP's must be reviewed annually. The aim of the Annual Review will be to:

assess the pupil's progress in relation to the IEP targets;

- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it;

- set new targets for the coming year;
- plan the child's transition if they are moving to a new school.

With due regard for the time limits set out in the Code of Practice the school will write a report of the annual review meeting and forward it to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **Funding**

Our school is allocated a notional SEND budget which is used to meet the cost of the low level high incidence SEND needs and to contribute to a certain level, dictated by the local authority, towards the school's high level of low incidence SEND needs.

For extra funding Higher Needs funding applications can be made by the SENCO, which are assessed by the local authority who can release extra funding to meet the additional costs of children with more complex difficulties. These applications can only be made for children who have a current Education Health Care Plan (EHCP).

### **Children with Medical Needs**

Exford First School has experience of including children with complex medical conditions, including asthma, visual impairment and toileting issues. We liaise closely with the medical profession to take guidance on developing medical care plans for pupils and ensure that the appropriate training to meet children's needs is accessed by our staff.

Exford First School complies with the new statutory guidance for governing bodies for supporting pupils at school with medical conditions as laid out in section 100 of the Children and Families Act 2014.

### **Working in Partnership with Parents**

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEN will be encouraged and supported to play an active role in their child's education.

Parents will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, emotional or social needs.

Parents will be kept informed of their child's progress and will be invited to regular reviews of their child's progress. They will have access to written information about their child and be involved at each stage of their child's education. Parents will be consulted and permission obtained before their child is referred to an outside agency.

The school's SEN policy is available to all parents; it is on the school's website and available in hardcopy if so required.

The school website contains information about specific needs and signposts parents to websites to support. Information for Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can also be found on the school website. SENDIAS can give children, young people and their parents carers information, advice and support about SEND.

## **Complaints Procedure**

Parents with concerns are encouraged, in the first instance, to speak to the child's class teacher. Some parents may prefer to approach the SENCO first. Should the matter require further resolution, it will be the Head teacher's responsibility to advise the parents of appropriate procedure.

## **Roles and Responsibilities**

### **The role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the SEN policy;
- co-ordinating the provision for pupils with SEN and advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and being a key point of contact with external agencies, especially the local authority and its support services;
- liaising and giving advice to teachers;
- managing learning support assistants (LSAs);
- overseeing the records of pupils with SEN;
- liaising with parents;
- contributing to the in - service training of staff.
- having an input into the performance management process.

### **The role of the Head of School**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the school's SENCO.

### **The role of the Governing Body**

The School's SEN Governor is Frances Nicholson. He is part of the Moorland Federation governors.

It is the legal duty of the governing body to as detailed in the Governors Handbook 2014:

- use best endeavours to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensure the special educational needs of pupils are known to all who teach them;
- ensure that teachers are aware of the importance of identifying and providing for those who have special educational needs;
- ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- ensure that there is a qualified teacher designated as SENCO for the school;
- have regard to the Code of Practice when carrying out their duties towards all pupils with SEN.
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on an Education and Health Care Plan, the LA must consult the governing body of the school;

- cooperate with the local authority in developing the local offer;
- ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014;
- ensure the school has arrangement in place to support children with medical conditions (section 100 Children and Families Act 2014).

The Governors, in consultation with the Headteacher, determine the School's SEND policy and provision for pupils with SEND, establish the appropriate staffing and funding and generally oversee the school's work in meeting the needs and implementing the Policy.

### **The role of Teachers**

Teacher's responsibilities with regard to SEN include:

- monitoring the progress and attainment of children in their class and where appropriate sharing concerns about a child's educational progress and development with the SENCO;
- leading the planning and provision for all the children in their class, including those children identified as needing SEN support – Additional Needs;
- writing, in conjunction with the SENCO, and leading on the implementation and review of termly Individual Education Plans for children with Additional Needs;
- liaising with parents, carers and outside professionals on the provision and review of provision made for children with SEN;
- contributing to Annual Review Meetings for children with SEN Support – Higher Needs or those children with a Statement of SEN or an Education, Health and Care Plan.
- to adhere to the SEN policy and the Core Standards.

### **The role of Learning Support Assistants**

Learning Support Assistants responsibilities with regard to SEN include:

- work with class teachers and the SENCO to plan, implement and review provision for children with SEN;
- liaising with parents, carers and outside professionals on the provision and review of provision made for children with SEN;
- contributing to Annual Review Meetings for children with SEN Support – Higher Needs or those children with an Education, Health and Care Plan.

### **External Support for children with SEND and/or Medical Needs**

If required the school can assess additional support for individual children from Somerset County Council's SEN services. These services include:

- Autism and Communication Team
- Education Psychology Service Team
- Learning Support (including dyslexia) Service Team
- Sensory, Physical and Medical Service Team

Additional support can also be accessed from the Somerset NHS Partnership. These services include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

## **Training**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

All training is record and impact monitored. Recent training has included:

- Emotional Literacy Support Assistant (ELSA)
- National SENCO Award (Mrs Alison Blackmore - completed, Mrs Nicky Stenner - working towards)
- Nuffield Early Language Intervention (NELI)
- Forest School
- Lego Therapy
- Read Write Inc. (RWI) tutoring
- Graduated Response
- Dyslexia Awareness
- Supporting the Writing Process for Pupils with SEN
- Trauma Informed Schools (Mrs Tamsin Blackmore - Diploma with Distinction)

## **Promoting mental health and wellbeing**

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

## **Storing and Managing Information**

The school's records will:

1. Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils
2. Maintain an accurate and up-to-date register of the provision made for pupils with SEND
3. Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND Information report will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection.

## **Supporting Documents**

Whole School Provision Map  
SEND Information report  
Blank template of Pupil Profile  
Accessibility Plan  
SEND Information report - leaflet  
[SEND Code of Practice: 0 to 25 Years](#)

## **Monitoring and Evaluating Policy**

This policy will be reviewed and if necessary updated on an annual basis. Any changes made to the policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The following information will be used to inform the effectiveness of the policy:

- SATs and assessment data reported annually to Governors;
- Annual Review of SEN reported to Governors;
- School Development Plan;
- Performance management;
- SEND Consultation Meeting.

Signed:

APBlackmore

Date: 16<sup>th</sup> March 2022

## **Appendix 1**

### **Provision for All – Additional and Higher Needs:**

At Exford First School we aim to provide quality first teaching, central to which is a well differentiated curriculum. We group children according to their needs and within the classroom meet those needs through differentiated tasks and support. They are monitored and progress is tracked by the teacher.

Children who are identified as needing additional support which is over and above that which would normally be offered in the classroom are considered to be at:

#### SEN Support – Additional Needs

The children's needs could be in one or more of the following 4 areas:

- Communication and Language
- Cognition and Learning
- Sensory and/or physical
- Social, Emotional and Mental Health (SEMH)

Some children, including those who require SEN support, will access intervention programmes designed to meet specific needs which have been identified in consultation with the SENCO or outside agencies such as Speech Therapists. These programmes are carried out by school's trained staff, usually on a withdrawal basis and will be monitored using entry and exit data. These interventions will usually last for a predetermined time. Not all children with additional needs will have a Pupil Profile.

Children at SEN Support – Higher Needs (HN) have severe and complex needs and as such meet audit criteria for additional funding. Outside agencies will be involved in planning and monitoring the provision for these children. All these children will have a Pupil Profile.

## Appendix 2 Flowchart identifying children with SEND



Every Child is an Individual



Cutcombe and Exford CofE First Schools

Flowchart to map process for identifying children who may have SEND

Lack of progress identified related to academic attainment or emotional and social wellbeing or a child requires additional or different provision to that of QFT. (Concern can be identified from a range of sources including review of whole school progress data, observations by key staff, parents)

Assess, Plan, Do, Review Cycle (APDR) – Teacher completes Cycle 1 as part of Pupil Profile  
 Assess – use current and previous data (see list below)  
 Plan – create a support plan, provision plan  
 Do – implement the plans  
 Review – termly (or sooner if appropriate) and meet with parents again, assess need for further support

Barrier(s) to learning has been reduced/overcome.

Continue with QFT and monitor.

Barrier(s) to learning remain

Complete initial concerns form during meeting with SENCO  
 Start Cycle 2 of APDR

Teacher and SENCO complete Cycle 2 of APDR and start Cycle 3

Barrier(s) to learning remain

- Child placed on SEN register as SEN support
- Carry out additional assessment (BPVS, Dyslexia Screening, Checklists)
- SENCO/SLT to make appropriate referrals to outside agencies; PPSA, School Nurse, Speech and Language, OT, Paediatrician

Barrier(s) to learning remain with additional provision

**EHCP application**  
 If an EHCP is agreed additional provision needs to be put into place. Top Up Funding may be applied for provision if necessary to meet the needs of the Pupil. Annual reviews will be managed by the SENCO. If it isn't, school should continue support as required;

Data sources may include:  
 RWI, Book Band, Reading and Spelling Age, CEW/HFW  
 White Rose, Times Table Rock Stars  
 Evidence in books  
 Attendance  
 Teacher judgement  
 Professional dialogue  
 PPM  
 Contextual information  
 Knowledge of child as an individual  
 Others as appropriate

Flowchart to be used in conjunction with Whole School Provision Map and Initial Concerns Form