

**SAFEGUARDING STATEMENT**

The protection of children within our care is our first responsibility and will supersede all other considerations.

This policy should be read in conjunction with all Appledore Schools Safeguarding Policies.

The Safeguarding Policies are:

<b>Statutory</b>	<b>Best Practice</b>
Capability of Staff	E-Safety Policy
School Behaviour	Acceptable User
Sex Education	Intimate Care
SEN	Recruitment and Selection
Data Protection	Volunteers in Schools
Equality Information & Objectives	Misuse of Substances & Drugs Policy
Health and Safety	Education for Children in Care
Behaviour	Whistleblowing
Home-school agreement document	Anti-Bullying
Register of pupils' admission to school	Attendance
Register of pupils' attendance.	Confidentiality
Staff discipline, conduct and grievance	Exclusions
Child protection policy and procedures	Code of Conduct
Statement of procedures for dealing with allegations of abuse against staff	Administration medicines

Adopted by Governors: 16<sup>th</sup> May

Please sign and date appropriate box.

Review date	April 2015	April 2016	April 2017
Staff			
Governors			

<b>Context</b>	
This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;	
<ul style="list-style-type: none"><li>• The SEND Code of Practice: 0 – 25 years, July 2014</li><li>• Part 3 of the Children and Families Act 2014 and associated regulations</li></ul>	
<b>Governor responsible for SEN:</b>	Ruth Tapsell
<b>Headteacher:</b>	Jeremy Cooper
<b>SENCo:</b>	Julie McMorine
<b>SENDCo Qualifications:</b>	NASENDCO (2016) & SENDCo is a member of the SLT
<b>Contact details:</b> <a href="mailto:admin@appledore-primary.devon.sch.uk">admin@appledore-primary.devon.sch.uk</a> & <a href="mailto:jmcmorine@appledore-primary.devon.sch.uk">jmcmorine@appledore-primary.devon.sch.uk</a>	
This policy will be reviewed annually	
<b>Reviewed: May 2017</b>	<b>Governor reviewed: May 2017</b>

**Introduction**

This document is a statement of our aims, principles and strategies for the educational provision of children with special educational needs attending Appledore School. This policy supports the school's ethos of high expectations for

all children. It has been written in accordance with the **SEND Code of Practice (2014)** and is also informed by our **Teaching and Learning Policy, Behaviour Policy, Foundation Stage Policy, Differentiation Policy** and our **Equal Opportunities and Inclusion Policies**.

### **Aim**

Our aim is to maximise levels of achievement for pupils with special educational needs through an enriching and rigorous education. We aim to support the children to become confident learners in life and to strive towards the greatest independence possible.

### **Objectives**

The SEND policy of Appledore School reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.
- To provide continuous professional development for all staff in order to develop whole school expertise in recognising, identifying and educating pupils with SEND.
- To develop & implement school policies and practices which meet the needs of pupils with SEN.
- To communicate matters pertaining to SEND to all relevant parties effectively.
- Have regard to the Code of practice (2014) for the identification, assessment, support and review of SEND.
- To plan and carry out programmes of action, with defined time scales, to address SEND issues.
- To plan, assess and monitor the teaching and learning of pupils with SEND effectively.
- To meet the pastoral needs of pupils with SEND in order to maximise the potential for learning.
- To provide pupils with a range of learning strategies and life skills that reflects a positive attitude towards their special educational needs.
- To continue to develop professional network relationships with multi – disciplinary agencies.
- To build supportive & effective relationships with parents of children with SEND attending the school.
- Have regard to guidance detailed by Devon County Council.

## **PRINCIPLES FOR SEN PROVISION AT APPLIEDORE SCHOOL**

### **A WHOLE SCHOOL COMMITMENT BY STAFF, GOVERNORS, PARENTS & PUPILS**

- All children including those with SEND should be helped to realise their full educational potential.
- All children including those with SEND should have equal entitlement to a broad, balanced and appropriate curriculum and equal access to wider school events.
- Each individual child should be valued and respected regardless of their learning ability and that this principle applies to all school members and associated family members.
- The diverse achievements of all children should be equally recognised and celebrated.
- Pupils with SEND should experience opportunities to engage in socially inclusive activities alongside mainstream pupils.
- Staff should be advised and supported to expand their working knowledge and practice with regard to teaching pupils with SEND.
- Experiential learning and learning linked to real experiences is vital for children with SEND.
- Pupils with SEND should have access to the fullest range of appropriate resources, human and material, to meet identified needs.
- Pupils with SEND require differentiated activities and approaches to learning.
- Pupils with SEND should receive opportunities for individualised learning support (as described in their EHC Plans, DAF2 My Plans or Provision Maps).
- Parents of pupils with SEND should be involved as partners throughout the stages of SEN provision for their child.
- Parents of children with SEND should be supported to extend their own understanding of their child's needs in order to assist home learning as fully as possible.

## **1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them **which is additional to or different from** that normally available in a differentiated curriculum.

Appledore School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) A child under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

Appledore School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and sure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different' the normal differentiated curriculum. This may be on an on-going basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## 2. GOVERNOR'S GUIDING PRINCIPLES AND OBJECTIVES

### **The governing body of a community, voluntary or foundation school must:**

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs is enabled to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical. The child's safety must be the overriding consideration and the outcomes for non-SEND pupils must also be considered when making any decision.
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

More specifically, the **governors' role with regard to SEND** provision at Appledore School includes:

- Setting up appropriate staffing and funding levels to meet the needs of all the children.
- Ratifying the school's SEND policy.
- Setting performance management targets for the Head Teacher, some of which may include SEND matters.
- Appointing a governor [This role is currently undertaken by Dr Ruth Tapsell] who holds specific responsibility for SEND at the school who reports to the Governing Body on SEND matters.
- Identifying a 'responsible person' to oversee the effective management of SEND provision at the school. (This role is currently undertaken by Mrs Julie McMorine SENDCo)
- Updating own knowledge and understanding about SEND provision at the school, including how funding, equipment and personnel resources are deployed.
- Updating own knowledge and understanding of special educational needs.
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEND provision is continually monitored.

## 3. LEADING SEN

The head teacher is responsible for the management of the educational provision for all children within the school, including children with SEND. However, much of this work will be carried out by the SENDCO Mrs Julie McMorine and the staff team. It is recognised that *all* staff play an important role in the identification, referral and teaching of children with SEND. We value the importance of all contributors working to meet the children's educational needs.

#### 4. THE ROLE OF THE HEAD TEACHER

The Head Teacher is responsible for:

- Appointing and deploying staff to ensure all the children's educational needs are met.
- Ensuring the SEND policy reflects the ethos of the school and integrates well with other policies and the School Improvement Plan.
- Overseeing the curriculum and resources to ensure continuity and progression in learning throughout the school.
- Allocating the budget and resources available for SEND with a view to the present and future needs of individual children, classes and the whole school.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Raising awareness among the whole staff of individual children's needs and advising members of staff on sources of information regarding SEND.
- Communicating policy and practice to the governing body in general and the nominated SEND governor.
- Supporting governors on preparing the SEND information and data for the School Profile.
- Analysing pupil learning outcomes to monitor progress and standards of attainment achieved by children with SEND.
- Liaising with multi – disciplinary agencies, overseeing their input and attending relevant meetings.
- Informing staff of relevant courses and making sure staff receive training.
- Chairing Annual Review meetings for pupils with statements of special need.
- Completing DAF paperwork in conjunction with the SENDCo

#### 5. THE ROLE OF THE SENDCo

The SENDCo is responsible for:

- Overseeing the day to day operation of the school's special educational needs and disability policy.
- Updating the SEND policy in light of changes to school systems and staffing and National advice and requirements
- Leading the provision for children with SEND.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Liaising with and advising colleagues.
- Organising and minuting Annual Review meetings for pupils with statements of special need/EHC plans.
- Overseeing the records of pupils with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in – service training of staff.
- Liaising with external agencies including the LEA's support services, psychological service, health and social services and voluntary bodies.
- Developing the range of SEND resources and recommending /highlighting priorities regarding the SEND budget in partnership with the Head teacher.
- Advising governors of their responsibilities and regularly meeting the nominated SEND governor.
- Contributing to the cycle of self – evaluation by providing assessment evidence linked to the overall quality of SEND provision in the school.
- Reporting to governors orally and in writing on regarding SEND matters.
- Completing DAF paperwork in conjunction with the Head Teacher

#### 6. THE ROLE OF CLASS TEACHERS

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class including where pupils access support from teaching assistants or specialist staff.***

Class teachers are responsible for:

- Identifying and assessing children with SEND in their class using the SEND Thresholds identified in the Code of Practice and the LEA Audit Criteria.
- Maintaining records of children with SEND in their class e.g. DAF2 My Plan/provision maps / observations / assessment data (refer also to the **Assessment Policy**).
- Planning and teaching *differentiated* programmes of work for children with SEND.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEND.

- Empowering children with SEND to become as independent as possible.
- Consulting with specialists / Head teacher / SENDCo in order to build on a range of teaching strategies and approaches appropriate for pupils with SEND.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Writing and reviewing with full involvement of parents of DAF2 My Plans/ Provision Maps
- Liaising with the SENDCo on the above responsibilities and seeking necessary advice.
- Deploying and monitoring additional support staff effectively to maximise *all* children's learning opportunities.
- Informing and assisting additional support staff working with children with SEND.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.
- Actively involving parents/carers in setting and reviewing termly targets.

## **11. THE ROLE OF TEACHING ASSISTANTS**

- Supporting children with SEND to achieve their individual targets.
- Working in partnership with the class teacher, SENDCo and other related professionals.
- Supporting children with SEND to form friendships amongst their peers and generally raising their feeling of well being.
- Empowering children with SEND to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEND and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews of children with SEND where possible
- Updating own professional development particularly with regard to understanding special educational needs

## **12. THE ROLE OF LEARNING SUPPORT ASSISTANTS**

In addition to the ways in which T.A.s support SEND pupils LSAs are responsible for:

- Working with statemented pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground where it is specified in the child's statement.
- Contributing to the EHCP and Annual Reviews of statemented children.

## **13. THE ROLE OF LEAD PROFESSIONALS**

Curriculum Subject Leaders are responsible for:

- Liaising with the SENDCo in order to ensure the curricular provision meets the needs of children with SEND.
- Monitoring curriculum planning and delivery for appropriate differentiation to include children with SEND.
- Ordering SEND learning materials and equipment specific to their curriculum area.
- Writing curriculum policies that specifically state how children with SEND access a particular subject.

**For a comprehensive list of duties and responsibilities, please refer to the SENDCO job description.**

## **14. ADMISSIONS ARRANGEMENTS**

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

Admission arrangements for children with SEND entering a mainstream class are the same for all pupils. For those children with a Statement of SEND/EHC Plan and a mainstream placement, it is the SENDCo's responsibility to ensure that information relating to the child's special needs is made known to the new class teacher. Where a child experiences difficulty settling into school, the SENDCo will support the transition by contacting the child's previous school/setting and acting on advice received.

## **15. SENDCo TIMETABLE**

In order to fulfill the administrative duties of the SENDCO role the SENDCO is entitled to dedicated SEND time. This will be at least 0.2, needs-led analysis of assessment data and individual cases is undertaken by the Head, SLT and the SENDCO working collegiately.

## **16. 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 SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **17. MONITORING AND ACCOUNTABILITY**

### **Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as there is a lift, and has disabled toilet facility. Appledore School work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

### **Storing and Managing Information**

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

### **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.

## **18. AREAS OF SPECIAL EDUCATIONAL NEED**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need will be considered within one or more of the following categories of need:

### **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.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to a profound and multiple learning difficulties (PMLD).

Cognition and Learning needs include:

- Specific learning difficulties (SpLD):  
Children with SpLD will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD):  
Children are likely to need support in all areas of the curriculum and have difficulties with mobility and communication.
- Profound and multiple learning difficulties (PMLD):  
Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### **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

### **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 in 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 (SLCN)
- Autism (including Asperger Syndrome)

### **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)
- Multi-sensory impairment (MSI – sometimes referred to as Deafblind)
- Physical disability (PD)

## **19. A GRADUATED RESPONSE TO SEND**

### ***Early Concerns***

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

### ***How we identify and support pupils with SEN***

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress

or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

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 Co-ordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

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.

### **ASSESS, PLAN, DO AND REVIEW**

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN 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. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.



## Graduated Response

<b>Assess</b>	<ul style="list-style-type: none"> <li>• In identifying a pupil as needing <b>SEN support</b> the class teacher, working with the SENCo, should 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.</li> <li>• 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. These will be recorded on a DAF 2a 'My Plan'. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the DAF 2a 'My Plan'.</li> <li>• 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 SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>• Parents/carers, with their child, will meet with the class teacher and the SENCo 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 on a DAF 2a 'My Plan' with a date to review the plan. The date for review will depend on the level of need present.</li> <li>• The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.</li> <li>• 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.</li> <li>• The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.</li> <li>• Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.</li> <li>• Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).</li> <li>• <b>So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –</b></li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>• The class teacher remains responsible for 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.</li> <li>• The SENCo 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.</li> <li>• <b>The class teacher is responsible for the daily implementation of the plan and will contribute to –</b></li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.</li> <li>• 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.</li> <li>• Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.</li> <li>• This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, 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.</li> <li>• 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.</li> </ul>

### **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 SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

### **20. STATUTORY ASSESSMENT OF NEEDS (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

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 so Appledore School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

### **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.

At Appledore School 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.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at least once a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These 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.

### **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.

### **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 their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

### **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.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some 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

## **21. DEVON ASSESSMENT FORM (DAF) AND STATUTORY ASSESSMENT**

The DAF can be used for all children from 0-25 years. It will be started by the Health Visitor at birth and will follow the child as they develop, including those with low level special educational needs right up to the most complex children. The information collected can be stored centrally and accessed by all professionals who are working with a child so that families don't have to tell the same story again and again.

The special needs of the great majority of children should be met effectively within mainstream schools through School Action and School Action Plus. However, if the child's needs are more severe it may be necessary to refer the child for additional funding through the DAF process, or for the most complex cases Statutory Assessment. The **parent**, school or outside agency can make this referral. The school will need to show that despite interventions the child is still not making 'adequate' progress and will provide evidence, including DAF 1 & 2, progress and attainment data, details of and outcomes for all interventions, observations, action plans and reports from other professional.

Where the provision required to meet a child's needs cannot reasonably be provided from the resources available to Appledore School, and where there is sufficient evidence that actions/interventions to date have not been successful, the lead professional will be able to complete a 'Request for Additional Resources' (DAF 3).

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory Education and Health Care plan. (EHC) Existing Statements Of Special Educational Need remain in place and continue to be reviewed annually.

Copies of forms can be found on:

<https://new.devon.gov.uk/send/files/2015/10/Annual-Review-Form-Statements.doc>

<https://new.devon.gov.uk/send/files/2015/10/Annual-Review-of-EHCP.docx>

## **22. RECORDING AND REPORTING**

The SENDCo keeps a record of all children on the SEND Register. Children may move up and down the stages according to the progress they make. For children on the SEND register, DAF2 My Plan/Provision maps are written and reviewed by the class teacher (assisted by the SENDCo if the teacher is inexperienced). DAF2 My Plan/ provision map targets are reviewed and new ones written in collaboration with parents and carers. A copy of these is kept in the classroom. Master copies and records of formal meetings are kept by the SENDCo and can be referred to by any member of staff working with the child. The Head Teacher and SENDCo keeps the SEND Governor informed and SEND data is included in the Head's Report to Governors 3 times a year.

Parent-teacher meetings, to review and set targets, are held in the first week of the Autumn, Spring and Summer terms. Parents/carers are invited to attend these meetings.

Teachers outline progress and appropriate targets for children with SEND in July each year, this information is passed on to the teacher who will be taking the class in the following September. In week 2 of the Autumn term parent teacher meetings will be held to review and set targets based on this information. Parents and carers will be invited to this meeting by phone, on the first day back for staff, after the Summer holidays.

When a child leaves the school, the SEND records are passed on to the new school.

- At secondary transfer the pupil's SEND records including provision maps are sent to the new school, along with additional information about their progress, preferred learning style, their views on their strengths and challenges etc.
- A transition programme to Secondary school is negotiated each year to meet the needs of all pupils.
- The school organise a secondary transfer programme for vulnerable children. This may be supported by the School Learning Mentor.

## **22. STRATEGIES AND THE USE OF RESOURCES**

At Appledore School every class has a Teaching Assistant whose role is to support pupils with SEND in particular. Most of the time they work in the classroom supporting individuals and small groups, but they may also withdraw groups at the request of the class teacher to run individualised support and intervention programmes. The groups identified for additional support are chosen following discussion between the SENDCo/Lead Professional for Literacy/Lead Professional for Maths and the class teacher as appropriate.

Learning Support Assistants work in a similar way except that they are funded largely by external funding to meet the needs of individual Statemented children. They work supporting these children to meet the targets that are set out in the Statement of last Annual Review.

The SENDCo/ Senior Leadership Team monitor the work of support staff closely with the class teacher in planning and reviewing the learning programmes.

For 2015/16 academic year, Appledore School has bought into the Educational Psychologist support package from Babcock Education, 4 x 6 hours per year. They provide assessment and advice on children with additional needs and DAF/statutory assessment report writing. The Head teacher is the named person for child protection and safeguarding, he liaises with CYPS-Social Care if there is a concern for a child's safety or welfare and the school receives regular visits from the Education Welfare Service to discuss attendance and any children causing concern. There is an additional 6 hours SEN strategic leadership support time with the county SEN lead.

## **APPENDIX 1**

### **Job Description for the SENDCO**

#### **Job Description: Lead Professional: Special Educational Needs and Disability (SEND) Appledore School**

Responsible to: Head Teacher

#### **Main Duties and Responsibilities:**

Raising standards for pupils with Special Educational Needs

- To lead the development of Special Education Needs work across the school in line with school, local and national policy
- To support class teachers and other relevant staff to develop, review and update provision maps
- To regularly review and update the register of pupils with Special Educational Needs
- To co-ordinate the work of referrals for DAF/statutory assessment, and to organise and minute the annual review process for pupils with statements of Special Educational Needs
- To liaise with a range of education and health professionals involved in supporting pupils with special needs
- To plan, lead and effectively lead INSET relating to special needs issues, drawing on outside expertise where relevant
- To ensure the effective deployment of resources for pupils with special educational needs

#### **General**

- Support the development of SEND resources, recommending /highlighting priorities regarding the SEND budget including development of new initiatives, in partnership with the Head teacher and Senior Leadership Team.
- To contribute to the annual school development plan, setting out targets and strategies for work in relating to Special Educational Needs, and to help monitor and evaluate the impact of the plan

#### **Community Links**

- To ensure regular meetings are held with parents of pupils on the SEND register
- To regularly communicate with parents / carers about issues and developments in special needs through a range of mechanisms
- To organise and co-ordinate Annual Statement/EHCP Reviews.

## **APPENDIX 2**

### **Complaints Procedure**

Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the SENDCO and then the Head teacher should be involved. It is hoped that any difficulties or complaints can be resolved informally, but if a pa