

Special Educational Needs & Disabilities (SEND) Policy

2023-24

Context															
<p>This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;</p> <ul style="list-style-type: none"> • The SEND Code of Practice: 0 to 25 years (January 2015) • Part 3 of the Children and Families Act 2014 and associated regulations • Equality Act 2010 															
Governor responsible for SEND:	Mrs Julie Ruddick														
Executive Headteacher:	Mr John Jolliffe														
Heads of School:	<table border="0"> <tr> <td>Mrs Charlotte Tofts</td> <td>Brampford Speke CE Primary School</td> </tr> <tr> <td>Mrs Claire Theedom</td> <td>Cheriton Fitzpaine Primary School</td> </tr> <tr> <td>Mr James Akhurst</td> <td>Newton St Cyres Primary School</td> </tr> <tr> <td>Mrs Hannah Fee</td> <td>Sandford Primary School</td> </tr> <tr> <td>Mrs Gill Adnams</td> <td>Silverton CE Primary School</td> </tr> <tr> <td>Mr Chris Holding</td> <td>Thorverton CE Primary School</td> </tr> <tr> <td>Mrs Carole Shilston</td> <td>Whimple Primary School</td> </tr> </table>	Mrs Charlotte Tofts	Brampford Speke CE Primary School	Mrs Claire Theedom	Cheriton Fitzpaine Primary School	Mr James Akhurst	Newton St Cyres Primary School	Mrs Hannah Fee	Sandford Primary School	Mrs Gill Adnams	Silverton CE Primary School	Mr Chris Holding	Thorverton CE Primary School	Mrs Carole Shilston	Whimple Primary School
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SENDCo Team:	<table border="0"> <tr> <td>Mrs Charlotte Galt</td> <td>Brampford Speke CE Primary School, Cheriton Fitzpaine Primary School, Silverton CE Primary School and Thorverton CE Primary School</td> </tr> <tr> <td>Mrs Sue Wilkinson</td> <td>Newton St Cyres Primary School</td> </tr> <tr> <td>Mrs Charlotte Tofts</td> <td>Sandford Primary School</td> </tr> <tr> <td>Miss Zoe Norton</td> <td>Whimple Primary School</td> </tr> </table>	Mrs Charlotte Galt	Brampford Speke CE Primary School, Cheriton Fitzpaine Primary School, Silverton CE Primary School and Thorverton CE Primary School	Mrs Sue Wilkinson	Newton St Cyres Primary School	Mrs Charlotte Tofts	Sandford Primary School	Miss Zoe Norton	Whimple Primary School						
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This policy will be reviewed annually															
Reviewed: October 2023	Governor reviewed: October 2023														

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Date of publication: November 2023

Review date: Autumn 2024

Core purpose statement

In a creative, caring environment, we all support and challenge each other to develop confidence and independence. As active global citizens, we are inspired to discover and succeed in lifelong learning.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is inline with our Teaching, Learning and Assessment Policy and Single Equality Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to Executive Headteacher and the Heads of School; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Executive Headteacher, Heads of School and the SENDCo will work together closely to ensure that this policy is working effectively.

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

The Exe Valley Federation will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors of The Exe Valley Federation will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs and disabilities.

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

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

School Admissions

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

1] Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of the Exe Valley Federation schools 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 enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with SEND, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

2] Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. The Exe Valley Federation schools regards pupils as having a Special Educational Need if they:

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

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

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

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 from' the normal differentiated curriculum. This may be on an ongoing 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.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) 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.

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

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

Cognition and Learning needs include:

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

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 of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

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

3] 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 SEND

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 not make expected progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) 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.

Where it is determined that a pupil does have a special educational need or disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed SEN support.

SEN Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as the Graduated Approach:

*Assess

*Plan

*Do

*Review

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At The Exe Valley Federation we call these plans School Support Plans.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress pupils with SEN, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

Review

The review of a child's progress will be made regularly throughout the school year. The re-view process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

The Graduated Response Tool may be found at Appendix 1 of this policy.

4] Statutory Assessment of Education, Health and Care (EHC) needs

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 achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCO, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

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 the Exe Valley Federation schools will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork using the EHC Hub for this process.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

5] Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of all learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

At the Exe Valley Federation, we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by governors.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

6] Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Board, Executive Headteacher, Heads of School and SENDCos, all members of staff have important responsibilities.

Governing Board:

The EVF's Governing Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Executive Headteacher and Heads of School:

The Heads of School have responsibility for the day-to-day management of all aspects of each school's work, including provision for children with special educational needs. The Head of school will keep the Executive Head and Governing Body fully informed on Special Educational Needs issues. The Head of school will work closely with their school SENDCo, and the Lead Governor with responsibility for SEND will work with the Lead SENDCO.

SENDCos

In collaboration with the Heads of school, Executive Head and governing body, the SENCOs determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENDCos take day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCos provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCos develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCos liaise and collaborate with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCos include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Supporting Heads of School with monitoring relevant SEND CPD for all staff

- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To support the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Executive Headteacher, Heads of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the school SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

7] Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At the Exe Valley Federation, we will always endeavour to ascertain pupils' views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

8] Children with Medical Needs

The Exe Valley Federation recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Please see the EVF Supporting Children with Medical Conditions Policy for further details for arrangements that are in place to support pupils with medical conditions

Accessibility

The age and design of the EVF schools varies considerably and wherever possible, schools are compliant with the Equality Act 2010 and Accessibility legislation. Cheriton Fitzpaine, Newton St Cyres and Silverton Schools are fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facility. Reasonable adjustments have been made in the other schools to make them as accessible as possible. Exe Valley Federation schools work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

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.

9] Working in partnership with Parents and Carers

The Exe Valley Federation will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is of-ten the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the school will be consistently maintained, this could be via email, phone calls, Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities. <https://www.devonias.org.uk/>

10] External Support Services

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

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

DCC SEND Advisory Teams;

Educational Psychology Services

Social, Emotional & Mental Health Team

Communication & Interaction Team

Sensory Impairment Team (Hi/Vi/MSI)

Physical Disability and IT Team

Children's Social Care

Speech & Language Therapy

CAMHS

Occupational Health

Physiotherapy

School Nurse

Virtual school for Looked after Children

EWO

11] 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. We liaise closely with local Early Years settings and secondary schools to ensure that any needs are clearly communicated and can continue to be fully met. Careful transition arrangements are also arranged within school to ensure smooth transition between classes.

12] Responding to Complaints

The procedures for making a complaint against the school are outlined in the Federation's Complaints Policy. The policy can be accessed via the Federation website or via a school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo, the Head of School or the Executive Headteacher. If a parent/carer does not feel an issue has been resolved effectively please refer to the School's complaints policy here.

13] Training and Resources

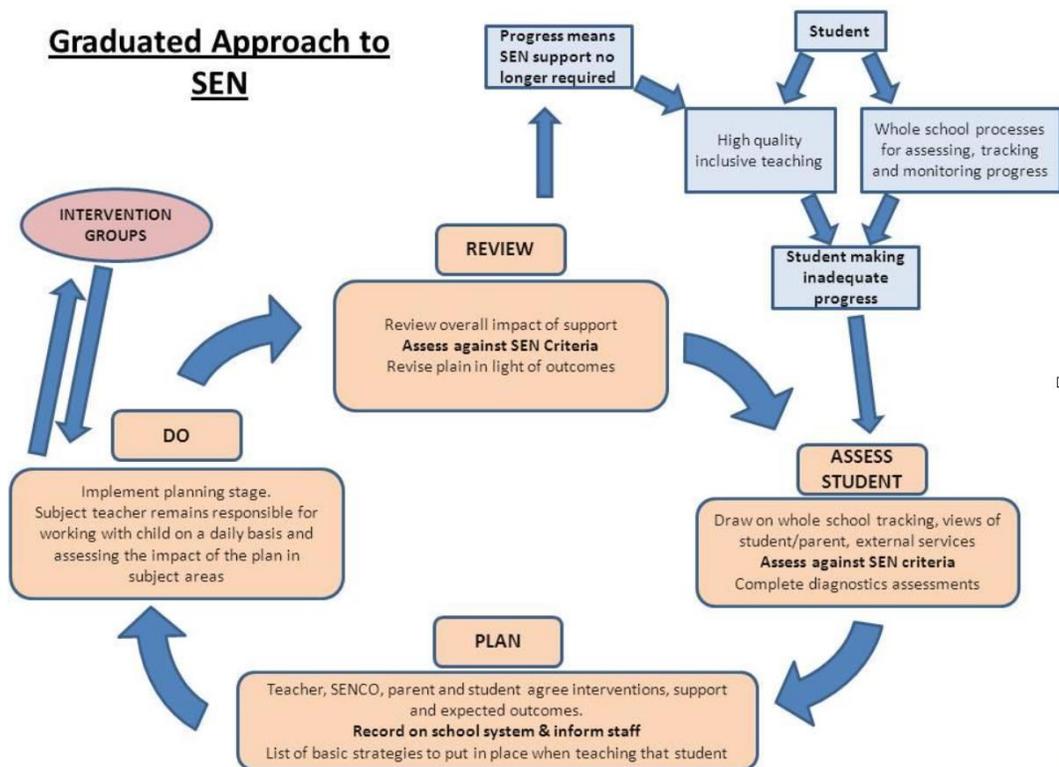
Allocation of resources

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

Continuing Professional Development (CPD) for Special Educational Needs

- All staff across the Federation engage in training sessions when Quality First Teaching is addressed and in addition the SENDCOs works closely with individual members of staff to best support individual or groups of pupils
- The SENDCOs and other Senior Leadership Team members provide regular CPD to school staff in specific aspects of meeting the needs of pupils with SEND
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary

APPENDIX 1: GRADUATED RESPONSE



Devon's Graduated Approach

Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, 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.
- 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 My Plan (or School Support 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 My Plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present.
- 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.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEND support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**

Do

- 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.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

Review

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