



# Congerstone Primary School

## Special Educational Needs and Disability SEND Policy

<b>Status</b>	Active		
<b>Sources</b>	LA recommended model policy adapted to our school		
<b>Version</b>	Updated May 2021		
<b>Governors oversight committee</b>	FGB 14 <sup>th</sup> Sept 2021		
<b>Date approved</b>			
<b>Date of next review</b>	<b>May 2022</b>		
<b>Policy owner</b>	Mrs Powell SENDco		
<b>Policy location</b>	Policies under review and agreed policies		
<b>Target group</b>	Staff, parents, SEN Governor		
<b>Consultation Period</b>			
<b>Linked policies</b>	School Information Report available on the website		
<b>Signed – Chair of Governors</b>			
<b>Signed – Co-Headteacher</b>			
<b>Document History:</b>			
<b>Version</b>	<b>Date of Review</b>	<b>Reviewed by:</b>	<b>Revisions made:</b>
2021	May 2021	Mrs Powell	-inclusion of an action plan to school graduated approach p8-9

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## **Special Educational Needs and Disability Policy**

### **Contacts**

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### **Statement of intent**

This policy outlines the framework for Congerstone Primary School to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

This policy was developed in conjunction with the SEN Governor-Mrs F Small and members of the Senior Leadership Team, Mrs A Ruff, Headteacher and Miss C Simpson, Deputy Headteacher. Parental contributions are invited from the parents of our pupils who have special educational needs.

This updated policy reflects the new SEND Code of practice, 0-25 guidance.

Congerstone Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

### **Legal Framework**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1/9/14) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (1/9/14) 3.65
- Schools SEN information report regulations.
- Statutory guidance Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document.
- Safeguarding policy.
- Accessibility plan.
- Teacher Standards 2012.
- In accordance with the admissions policy. Under section 316 of the Education Act 1969,

### **Aims**

Congerstone Primary School's mission statement and aims:

### **'Inspiring each other to achieve success'**

At Congerstone Primary School we celebrate the unique qualities and ideas everybody brings to learning within our school. Our children feel empowered to value themselves as unique individuals who are responsible for using their abilities, rights and opportunities to achieve their best.

Children become imaginative, independent and purposeful learners, motivated by a wide range of challenging opportunities within a stimulating school environment. We value and respect everybody in school and recognise the need to work together in order to achieve a happy successful school.

By inspiring a passion for learning, built on resilience and curiosity, children develop high aspirations. Undeterred by challenge and unfamiliar context, they confidently take their place within an ever-changing world

We value our place within the wider community and take an active role within it. We value our environment as a basis for life and a source of inspiration. We understand we have a responsibility to promote a safe and sustainable environment.

### **Supporting pupils with additional needs at our school – key principles:**

#### **A commitment to inclusivity**

Congerstone Primary School is both welcoming and inclusive. Our aims for pupils with special educational needs and disabilities are the same as for all our pupils; to provide access to a broad and balanced curriculum, full participation and the highest quality education. We understand the importance of making adjustments and personalisation of provision, and building a picture based on the whole child. All pupil's individual needs are considered in order to deliver a suitably adapted ambitious curriculum.

#### **Putting the child and family at the heart of our SEND processes.**

We promote a culture of school, family, community and services working together. We actively encourage partnerships with parents. Our aim is to inform and involve parents as much as possible in school decision-making and provide them with support, advice and access to services.

We believe in person-centred learning and pupils are enabled to be active participants, expressing opinions, making choices and being involved in setting their own targets. We have a dedicated staff team, all of whom view themselves as teachers of all pupils, including those with SEND.

The school has a clear focus on the outcomes for children with SEND. Use of assessment systems, well matched work and consistent reviews of progress in response to adjustments and interventions are a vital component in the review cycle.

In line with the SEND Code of Practice 2014, Congerstone staff will strive to:

- Identify children who may have a special educational need as early as possible
- Make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- Ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs

- Reduce barriers to progress through careful monitoring
- Use their best endeavours to secure special educational provision for those who need it, when the need is 'additional to and different from' that provided within the differentiated curriculum, to better respond to pupil's needs. This will be done in consultation with the SENDCO
- Respond to parents, carers and pupils' views in order to develop a collaborative working partnership at all levels of need
- Ensure a high level of expertise to meet pupil need, through appropriate relevant high-quality training and through collaborative working with other staff members, the SENDCO, other schools and outside agencies
- Support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- Ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
- Work with parents and carers to ensure good attendance if problems arise.

## Identification of Special Educational Needs and Disabilities

At Congerstone we strive to identify and respond to SEND as early as possible in order to provide effective provision, improving long-term outcomes for the pupil.

Class teachers and the senior leadership team make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers

At Congerstone, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision (the SENDCO)
- Inform parents when we are making special educational provision for their child.

## Definition of SEND

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Congerstone School reviews how well equipped we are to provide support across these areas:

## Communication and interaction

Children and young people 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 or they cannot understand what is being said to them, or 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 and young people with Autism, 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.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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), as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspect of learning. This encompasses a range of condition such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people 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, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment. Medical conditions such as diabetes, and epilepsy are included under the definition of disability, but children with such conditions do not necessarily have SEND.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

### **An example of difficulties that may be a cause of concern could include:**

- Word reading accuracy; reading age below chronological age; standardised scores below average in formal assessments; child finding age appropriate texts difficult to read and understand
- Reading fluency: reading may be slow and stilted or over reliant on phonic decoding strategies
- Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers and adults
- Understanding of language: e.g. may struggle with inferential understanding of texts or use of idiomatic language and expressions
- Processing difficulties with verbal or visual processing, may need additional time to respond or complete tasks
- Memory difficulties, e.g. difficulties with verbal memory or verbal working memory, may need instructions repeated or additional scaffolding to complete tasks

- Visual skills: has difficulty interpreting visual information, discriminating between picture/letters/words
- Handwriting difficulties, e.g. letter formation, correct orientation and spacing, finding writing uncomfortable
- Phonological awareness, finding it difficult to apply the phonic knowledge taught. Difficulties in orally identifying word breaks in sentences, syllables and sounds in words
- Writing: e.g. child is not using recognisable sentences at Year 1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation etc
- Spelling difficulties: spelling assessed at over 12 months below chronological age, spelling is at pre-phonetic or phonetic stages of development (lacks visual strategies)
- Maths Skills: needing to work at a year group below their chronological age
- Number sense: struggling to understand place value
- Social skills: cannot play or co-operate on a simple task with peers; find it difficult to form relationships with other children or adults or acts inappropriately
- Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class
- Co-ordination skills: significantly delayed fine and gross motor skills; poor co-ordination in P.E. or movement
- Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis
- Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning

Of overall importance when looking at identified needs will be how well the child has responded to well-founded action being taken to address their needs, including curriculum modifications and adjustments to teaching as well as structured intervention support.

### **Children with specific circumstances**

Looked after children: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that children have some form of SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHCP.

## **The graduated approach to SEND support**

The process the school goes through to identify a special educational need.

### **Early Response Stage**

Initial identification and action at Early Response

Initially, we listen to the concerns, and evaluate the information presented to us. This may come from a variety of sources including:

- Concerns raised by parent/carers
- Pupil's own views
- Teachers' concerns from our school or a previous school or nursery setting
- Lack of progress shown through the school's tracking of assessment
- Target tracker statements for all subjects and termly data points
- NFER data grids showing test scores for reading, grammar, spelling and maths
- Reading book band monitoring and progress
- Whole school provision map compiled termly for pupils working below or 'at risk of' working below expected standard

- Pupil observations and book trawls

At this stage the child will be consulted and the parent and the teachers directly involved with the child will share information and agree next steps.

Additional barriers to progress including attendance, social communication, health (e.g. hearing and sight), changes in family circumstances etc, will be considered and appropriately addressed. If SEND difficulties are still suspected then it may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment (e.g. specialist writing equipment) or adjusting lesson delivery and putting in strategies to suit specific learning difficulties.

### Intervention at Early Response

It may be agreed that some specific short-term interventions will need to be put in place for the child.

The need will usually be identified as falling into one or more of the following categories;

1. Communication and interaction
2. Cognition and learning (general and specific learning differences)
3. Social, emotional and mental health
4. Sensory/physical or medical needs.

Identification checklists such as, initial school screen for speech and language difficulties, dyslexia/dyscalculia checklists, Boxall Profile and sensory checklists can be used to support this process of identification and help identify next steps.

At this stage a further information gathering process will take place in the form of a **Pupil Passport** so that we can see the whole child.

Here a person-centred approach is then started to address specific issues which are preventing the child from making good progress and a plan of action is drawn up agreeing outcomes for the child and targets in order to achieve those outcomes.

### **Implementation of Assess Plan Do Review at Early Response planning documents.**

We assess, we plan, we do and we review in collaboration with parents and pupils. These cycles last for a mutually agreed period of time.

Interventions used will vary depending on the need.

The quality of teaching is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCO and external verifiers
2. On-going assessment of progress made by pupil in specific intervention groups
3. Scrutiny of planning and provision mapping
4. Teacher meetings with the SENDCO
5. Pupil and parent feedback when reviewing target attainment
6. Whole school pupil progress tracking.

It may be that after a period of intervention, the child will make good progress and after reviewing, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, but no longer requiring anything that is 'different from and additional to' those of his/her peers, then the Early Response will cease. The child will continue to be monitored through the school tracking system.

### **SEND Support Stage**

Once a pupil has been identified as having a 'Special Educational Need'.



After this 'Early Response Stage' after a few cycles (usually 2 terms), if a child has not made adequate progress despite high quality teaching, any interventions/adjustments and personalised teaching, then a decision will be made as to whether the child does have a special educational need. This will be done in collaboration with the parents. The child will then be added to our 'Special Educational Needs Register' and 'SEND support stage' will commence.

At this stage it is decided that action is required to support increased rates of progress. An action plan is completed in collaboration with parents, SENDCO and teachers.

### **Implementation of assess plan do review at SEND support stage**

We will continue to follow an assess, plan, do and review model. This will be carried out by the class teacher in consultation with the SENDCO.

#### **'Assess' stage**

We will have a clear picture of a pupil's needs from:

- Data analysis
- Teacher assessments
- Pupil and parent discussions

At this stage, we may seek advice from external agencies such as;

1. Specialist Teaching Services including; Autism Outreach team, Hearing impairment team, Visual impairment team and Learning support services
2. Educational Psychology Service
3. School Nurse
4. Special School Outreach (Dorothy Goodman)
5. Behaviour Support Service (for example, Oakfield Outreach)
6. CAMHS (Child & Adolescent Mental Health Service)
7. Other health services: Paediatrics, speech and language, occupational therapists, physiotherapists, or child psychologists

This advice will then feed into the action plan for that child.

#### **'Plan stage'**

In consultation with the parents and pupil, an agreed plan of action will be drawn up based on the assessments and information gathered, listing interventions, adjustments and support that will be put into place. Expected progress and impact will be central to this stage. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents.

The support may be led by teacher or teaching assistants, and may be within the class, in small groups or on a 1:1 basis.

If the school is required to purchase specific programmes or equipment to meet the needs of the pupil, then this will be sourced through the school's notional SEN budget.

#### **'Do' stage**

The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENDCO will be responsible for monitoring the provision. At this point, consideration is given to;

- How staff will be utilised to support a pupil
- What teaching strategies will be used
- What resources or programmes will be accessed

- How long the cycle will run for with a review date given.

## **‘Review’ stage**

At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the pupil’s progress will take place with the parents, the pupil, the teacher, any support staff and be overseen by the SENDCO. The results will be analysed and next steps will be agreed and written into a new plan.

Children who are looked after by foster carers already have reviews related to their personal development. The SEND review will be in addition to these and each review will feed into the other.

## **What happens if good progress is made over time?**

If children make excellent progress as a result of the school’s interventions and high-quality teaching and progress is rapid, and their needs are no longer ‘additional to and different from’ that of other pupils in their year group, in consultation with parents, the child will be taken off the SEND register. Reasonable adjustments would remain in the classroom and the tracking of pupil progress would continue with careful monitoring.

## **What happens if good progress is not made?**

For a small percentage of pupils there may be more complex needs requiring on-going outside agency support and advice. These pupils will have a SEND support plan to implement the action planning towards their objectives. Where those needs continue to be significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources (despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child) a request can be made to the local authority to conduct a statutory assessment of needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a Health Care Plan, compiled by the school, or the relevant health service lead, in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent.

- Children who require daily medication -parents will be asked to sign the school’s agreement and adhere to the guidelines laid out. Please see our supporting pupils with medical needs policy on the school website <http://www.congerstone.leics.sch.uk/school-policies-2/>
- Congerstone School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

## **Admissions**

Congerstone School will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care plan (EHCP)
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHCP plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy which can be found on the school website- <http://www.congerstone.leics.sch.uk/school-policies-2/>

### **The governing body has a responsibility to:**

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHCP plan
- Endeavour to secure the special educational provision called for by a pupil's SEND
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCO) and have responsibility for coordinating provision for pupils of SEND
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities
- Prepare the accessibility plan showing how the school intends to progressively improve access over time
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made know to parents/carers and pupils through a single point of access
- Ensure arrangements are in place to support pupils at school with medical conditions
- Cooperate with the LA in drawing up and reviewing the Local Offer
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND
- Oversee the SEND information report and publish it on the school website

### **The Governing Body evaluates the success of the education we provide, using the following evidence:**

- The existence of accurate, up to date record keeping
- Parental requests for the school to be named on the EHCP
- Number of children remaining at a stage of assessment or reverting to the previous one
- The number as a percentage of children for whom a place on the Special Needs Record is no longer necessary
- The amount as a percentage of the budget allocated to children on the Special Needs record
- Adjustments in budget allocation to reflect changing needs
- Regular updating of the information for parents/carers
- OFSTED Inspection reports and the LA Review Process
- Inclusion of SEND issues in development planning
- Feedback from children and parents/carers
- Termly visits by SEN governor

### **The headteacher has a responsibility to:**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them
- Ensure that teacher monitor and review pupil's progress during the course of the academic year
- Cooperate with the LA during annual EHC plan reviews
- Ensure that the SENDCO has sufficient time and resources to carry out their functions
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered
- Ensure that procedures and policies for the day to day running of the school do not directly or indirectly discriminate against pupils with SEND
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving pupils
- Identify any patterns in the identification of SEND within the school, and in comparison with national data.

**The SENDCO has a responsibility to:**

- Collaborate with the governing body and the headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Undertake day to day responsibility for the operation of the SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents/carers of pupils with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Draw up a one-page profile of the pupil with SEND
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan

- Identify any patterns in the identification of SEND within the school and in comparison with national data
- Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

**Class teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum
- Be responsible and accountable for the progress and development of the pupils in their class
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and cause for concern.

**Involving pupils and parents/carers in decision-making**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child. The headteacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

The planning that Congerstone Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon
- Highlight the pupil's strengths and capabilities
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Provide information on additional forums for parents to get support and advice from outside agencies, staff and each other.

The class teacher, supported by the SENDCO, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

**Funding**

Congerstone Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outline in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## School's contribution to the Local Offer

In the developing and reviewing of the Local Offer, the school will adopt the following approach:

- Collaborative-the school will work with the local authority, parents and pupils in developing and reviewing the Local Offer
- Accessible-The published local offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs. It will be well signposted and well publicised.

## Education Health Care Plans (EHCP)

### Reviewing an EHCP

Congerstone Primary School will:

- Ensure a 'person-centred' annual review meeting takes place
- Ensure that the appropriate people are given at least two weeks notice of the date of the meeting
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Cooperate with the LA during annual reviews
- Lead the review of the EHC plan
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Prepare and send a draft version of the proposed updated EHC plan to parents and other relevant professionals within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan
- Provide the LA with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to their EHCP.

## Transferring between different phases of education

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years providers to school
- Primary school to secondary school

## Links with other schools

- The SENDCO from Market Bosworth High School (or other named school) is invited to the annual review of a child with an EHCP which precedes transfer
- In the term before transfer, the Market Bosworth High School SENDCO meets with the year 6 teacher, year 6 children with SEND and Congerstone SENDCO to discuss and prepare for transition.

- The SENDCOs from the Bosworth Education Partnership (BEP) group meet to monitor and discuss any issues or national initiatives regarding SEND

## Links with external agencies

Congerstone Primary School has a school nurse, within the Health Authority to who references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Education Welfare services (formally 'Early Help') when deemed appropriate and in consultation with families. We also work with other services, most commonly used ones include: Educational Psychology, Hearing and Vision support, Learning support, Autism Outreach team, Speech and Language Therapists, CAMHS, Physiotherapy and Occupational therapy.

## Complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENDCO or Headteacher. If necessary the parents may raise their complaint with the governors, and if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

## Publishing information

The school will publish details of the SEND Information Report on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## Monitoring and review

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing body; any changes made will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

## Storing and managing information

All confidential SEND documents are kept in a locked cupboard which complies with our confidentiality policy which can be found by following the link below:  
<http://www.congerstone.leics.sch.uk/school-policies-2/>

## Equal Opportunities, Disability Discrimination & other relevant policies

This policy should also be read in conjunction with our Equality Duty Plan, Health and Safety Policy, Anti-Bullying Policy and Complaints Policy. We are wholeheartedly committed to equality of opportunity for all and we have in place policies which promote that commitment and clearly set out the measures which will be employed to make sure that it is realised. All reasonable adjustments will be made to ensure that we meet the needs of children with disabilities and of any parents/carers who have identified themselves as having a disability.

This policy will be reviewed on an annual basis.

SEND Policy updated: May 2020  
SEND Policy review date: May 2021