



CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date of policy	Autumn 2023
Review date	Autumn 2024
Staff responsible	Inclusion Lead

Equalities Statement

Churchdown Parton Manor Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with opportunities to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

Safeguarding Statement

The named person with responsibility for child protection (Designated Safeguarding Lead – DSL) in our school is the Assistant Head Teacher, who liaises with a named Governor. If the DSL is not available we have a number of Deputy Designated safeguarding Leads (DDSLs). We will follow the procedures for child protection drawn up by the Local Authority (LA) and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Assistant Head Teacher about their concerns.

When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Partnership (GSCP). We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

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1. Policy Principles

At Churchdown Parton Manor Schools' Federation we value the individuality of all of our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential in a caring environment. We are committed to ensuring that all our children, including those with Special Education Needs and Disability (SEND), receive a curriculum relevant to their needs and ability and still fulfil the requirements of the National Curriculum.

The school recognises that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child, the school works closely with parents/carers and follows the guidelines set out in the SEND Code of Practice 2015. It is our aim that pupils leave our school as confident individuals equipped to cope to the best of their ability with the challenges of the next step in their learning.

In response to the legislation:

- we are working closely with parents/carers and children to ensure that we take into account the child's own views and aspirations and the parents/carers' experience of, and hopes for, their child.
- parents/carers are invited to be involved at every stage of planning and reviewing the SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning.

In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children.

Children on our SEND register make progress which compares well with the progress made by other children in school.

We aim to implement our policy by:

- promoting equal opportunities for all children.
- early identification of SEND.

- adhering to the Gloucester County Council (GCC) graduated pathway of Early Help and Support for children, young people and families.
- establishing and maintaining an efficient and consistent approach to identify needs and providing an appropriate learning environment for all children.
- early consultation with teachers and supporting them in implementing My Plans.
- enabling parents/carers to take a supportive role in their child's learning.
- establishing a SEND register and a record keeping system.
- providing a differentiated curriculum where necessary.
- providing training for the Inclusion Lead, class teachers, teaching assistants and opportunities for dissemination of information related to SEND.
- adhering to the SEND Code of Practice 2015.

2. Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents/carers.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

3. Identification, assessment and provision for pupils with SEND

3.1 Identification

The SEND Code of Practice 2015 definition of special educational needs is-

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health**
- 4. Physical and medical**

However, it is important to take into account that a child can have needs which do not fit into just one area. At Churchdown Parton Manor Schools' Federation, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEND. We also look for pupils who may achieve in line with expectations for their age but who could have SEND. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEND. These include disability*, attendance at school, health, English as an additional

language, being a Looked After Child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for their actions. Behaviour is not a need but a likely response to a need. For further information, please see our Behaviour Policy on the school website <https://partonmanorfed.co.uk>

**Many children who have SEND may have a disability under the Equality Act 2010 – that 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'. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. SEND Code of Practice 2015.*

3.2 How does the school know if children need extra support?

We know when pupils need support if:

- concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school or pre-school.
- screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- whole school tracking of attainment outcomes indicates lack of expected progress.
- observation of the pupil indicates that they have additional needs.
- analysis of pupils' needs in accordance with the GCC intervention guidance for SEND in educational settings. The GCC guidance booklet can be found at: <http://www.gloshomesdirectory.org.uk/kb5/gloshomes/gloshomes/family.page?familychannel=329>
- a pupil asks for help.

3.3 How will the school support a child with SEND?

All pupils will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners. Where a pupil does not make adequate progress towards the desired level of outcome, the class teacher will review the child's learning needs. Parents will be involved in the process and suitable adjustments made to the curriculum to assist the pupil to accelerate their progress.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the Inclusion Lead and external verifiers.
2. ongoing assessment of progress made by pupils with SEND.
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need, or the implementation of an alternative curriculum.
4. moderation of work samples across the year group.
5. teacher meetings with the Inclusion Lead to provide advice and guidance on meeting the needs of pupils with SEND.
6. Monitoring and scrutiny of all MyPlan (+) to ensure that targets are SMART
7. pupil and parent feedback on the quality and effectiveness of interventions provided.
8. attendance and behaviour records.

Pupils' attainments are tracked and those not making expected progress are identified very quickly. These pupils are then discussed with the Inclusion Lead/ Senior Management Team. Class teachers follow the SEND Support Flow Chart to ensure that each child is having their needs consistently addressed through an agreed system.

Additional action to increase the rate of progress will be then identified and recorded on an individual Action Plan; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support progress, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the 'assess, plan, do and review' model.

- **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that additional support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Lead.
- **Do:** SEND support will be recorded on a 'My Plan' that will identify a clear set of SMART (Specific, Measurable, Achievable, Realistic, Time Bound) targets and expected outcomes, and a review date will be made.
- **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents/carers and the pupil.
 - If a pupil is still not making expected progress in any area despite the delivery of high quality interventions, we will complete a 'My Assessment' leading to the pupil having a 'My Plan+'. The Inclusion Lead will meet with the child and their parents/carers and obtain permission to seek advice from external agencies, which may include:
 - Educational Psychologist Service (EP)
 - Inclusion Service (GCC)
 - Early Help and Social Care via a MARF
 - School Nurse Service
 - The Social Communication and Autism/ADHD Assessment Service (SCAAS)
 - Children and Young Person Services (CYPS)
 - Advisory Teaching Service (ATS)
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)

The Inclusion Lead will support parents with gaining access to Paediatric services via the GP, acknowledging that this is a long process and will require contact with the majority of the above.

The Inclusion Lead may call a Team Around the Child (TAC) meeting to bring together the child, family and all those working with them to discuss concerns. During this meeting, the 'My Plan+' can be completed, the My Assessment reviewed, ensuring all actions are allocated to the correct people. This TAC process will be used periodically to ensure that all information is current or when there is new information to add.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education,

health and care needs. This may result in an Education, Health and Care Plan (EHCP) being generated by GCC. This a 20-week statutory process, once the decision to agree to assess has been made. It is not given that an EHCP will be awarded just because it has been assessed but there is an appeal process that can be followed if necessary. This was previously called a 'Statement of educational needs'

Please refer to the School's Local Offer for information on:

- *what parents/carers should do if they think their child may have special educational needs.*
- *how pupils will be supported in school and parent's involvement*

<https://partonmanorfed.co.uk>

4. Graduated Pathway

Please see Gloucestershire's guidance on the website www.gloucestershire.gov.uk/education/sen

5. The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

5.1 Exiting the SEND register

Once a child has reached and maintained the level of attainment appropriate for their age they will be removed from the SEND register. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SEND register. Parents/carers will be informed in writing that their child is no longer on the SEND register. The pupil will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and small group support if necessary.

6. Pupils with medical needs (Statutory duty under the Children and Families Act)

We recognise that pupils at school 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. We consult with external agencies, and the School Nursing Team to ensure that pupils' needs are met appropriately.

Some of these pupils may also have Special Educational Needs and Disabilities (SEND) and may have a Statement, or Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the requirements of the SEND Code of Practice (2015) is followed.

7. Curriculum

At Churchdown Parton Manor Schools' Federation we aim to offer all our children access to the Foundation stage curriculum and/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks. This may include differentiation in class work and/or a reduced parallel or alternative curriculum.

7.1 Integration

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEND are taught with their peers in mainstream classes by class teachers and study curriculum appropriate

for their age, unless their needs are such that an alternative provision is agreed between the school and the child's parents. They will also receive additional support as appropriate to their needs. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- provide suitable learning challenges.
- meet the pupils' diverse learning needs.
- remove the barriers to learning and assessment.

With advice from and support of the Inclusion Lead, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Where necessary, the Inclusion Lead may suggest additional support and intervention beyond the classroom but within the Federation. This could include support for social, emotional and mental health needs, sensory needs, communication and interaction needs, or any other intervention that cannot be sustained on a regular basis in the mainstream classroom.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

7.2 Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities - details can be found on the school website. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

8 Partnership with bodies beyond the school

8.1 SEND Training

Staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEND. The Inclusion Lead maintains a record of relevant staff training completed.

The school's Inclusion Lead attends local meetings in order to keep up to date with local and national updates in SEND. The school is a member of the Tewkesbury Development Partnership which aims to provide training for professionals alongside parents/carers to promote the education, training, advancement and development of all those with special and additional support needs.

8.2 Outside Support Services

All members of staff are requested to keep the Inclusion Lead informed of any contact they have with outside agencies. Similarly, the Inclusion Lead will keep the staff informed of any reports and assessments carried out by any outside agency (see section 3.3 at the start of this document for full list).

As Churchdown Parton Manor Schools' Federation takes children from a variety of pre-school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage

and to attend the case conference. We aim to build up a relationship with the child and parents prior to transfer.

Our Reception teachers will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in pre-School and passed on with the children. Where a child already has a 'My Plan+' or an EHC Plan, the Inclusion Lead will liaise closely with the pre-school staff and parents/carers to ensure adequate support is provided for the transition to school.

Where a pupil is transferring from us to any other establishment, we will work closely with the new setting to ensure all relevant information is shared. The new setting's SENDCo will be invited to attend any relevant review meetings regarding the pupil.

9 Roles and Responsibilities

9.1 Role of the Inclusion Lead

The Inclusion Lead is responsible for co-ordinating the SEND provision with the school. The Inclusion Lead is a qualified teacher and holds the National Award for Special Educational Needs Coordination (Postgraduate Certificate).

The Inclusion Lead is responsible for:

- liaising with teaching and support staff to develop best provision.
- the management of the provision for pupil within the Graduated Pathway.
- overseeing the records of all pupils with SEND.
- liaising with external agencies and professionals such as the ATS and EP
- referring to other agencies along with the ISW.
- liaising with parents/carers to ensure they are fully informed about their child's progress.
- contributing to and designing in-service training of staff and CPD.
- keeping the Head Teacher and Governors updated of all SEND developments.
- supporting the writing, delivering and reviewing of My Plans (+).
- reviewing all EHC Plans.
- overseeing the day to day operation of the school's Local Offer and SEND policy.
- reviewing the school's SEND policy, Local Offer and Information report.
- monitoring SEND provision in class.
- requesting statutory assessments in partnership with parents and supporting agencies.
- ensuring all support and provision is in place for all children with additional needs.
- liaising with the GCC SEND Caseworker to ensure that all children on their caseload are supported

9.2 The Role of the Governing Body

The Governing Body is responsible for:

- co-operating with the head teacher, to determine the school's general policy and approach to provision for children with SEND.
- reviewing the appropriate staffing and funding arrangements.
- maintaining a general oversight of the school's work.
- appointing a SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND. Reviewing the Local Offer, SEND Information Report and SEND policy annually.
- publishing the SEND Information Report, Local Offer and Policy on the school website annually.

9.3 Role of Headteacher

The Headteacher is responsible for:

- overseeing SEND provision within the school.
- working closely with Inclusion Lead and Senior Leadership Team.
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- keeping the governing body fully informed of SEND issues.
- pastoral care for all pupils.

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the Inclusion Lead and the teaching staff.

9.4 Role of Class Teachers

Class teachers are responsible for:

- initial identification of SEND and following the SEND Support Flow Chart.
- communicating with the Inclusion Lead and SEND support staff.
- differentiating work to enable access through Quality First Teaching.
- monitoring pupil progress and reporting concerns.
- meeting the Special Educational Needs for all children in their class.
- writing, delivering and reviewing of My Plans.
- contributing to the writing, delivering and reviewing of My Plan+ / EHCP/ Intimate Healthcare plan (IHP) alongside the Inclusion Lead.

9.5 Teaching Assistants

Teaching Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Assistants (TAs) work with pupils of all abilities and are trained to run interventions for SEND pupils.

10 Specialised Provision

The school has the following:

- purpose built accessible toilets
- level access to the playgrounds, the majority of classrooms and teaching areas
- accessible parking spaces
- additional support and intervention facilities, beyond the classroom but within the Federation. This includes support for social, emotional and mental health needs, sensory needs, communication and interaction needs, or any other intervention that cannot be sustained on a regular basis in the mainstream classroom.
- a sensory room

11 Related Policies/Links

Our **Local Offer** and a copy of our SEND Information Report can be found on the school website (<https://partonmanorfed.co.uk>) as well as the following linked policies:

- Supporting pupils with Medical Conditions
- GDPR (General Data Protection Regulation)
- Confidentiality

- Child Protection and Safeguarding
- Equality
- Behaviour
- Accessibility statement
- Complaints
- Local and School Offers

Copies of which are available on the website or can be requested at the school office.

The Gloucestershire Local Offer can be found at
www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer/

SEND Information, Advice and Support Service (SENDIASS)

This is an impartial, confidential and free service for parents/carers of children with special educational needs.

www.sendiassglos.org.uk

Family Information Service

www.glosfamiliesdirectory.org.uk

12 Monitoring and Review

The policy is reviewed by the Inclusion Lead, working in consultation with staff and the governor with responsibility for SEND.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Inclusion Lead working closely with the Headteacher.