



# Special Educational Needs and Disability Policy

Zayla Beecham  
Director of Special Educational Needs  
and Disabilities

Revised: Spring 2015

Revised: Autumn 2018

Next Review: Autumn 2021

## INTRODUCTION

At Herefordshire Marches Federation of Academies (HMFA) we aim to provide the best possible education for all our children. All children, whatever their learning needs, have the right to enjoy every opportunity to fulfil their potential both at school and in the wider community.

HMFA is dedicated to this statement and will work with children, their families and professionals from education, health and social services to provide an education which is inclusive to all.

Every child has equal opportunities to learn, regardless of his/her special educational need, and will be supported in order to prevent disaffection or failure in our schools. We will endeavour to identify any need as early as possible and take measures to support the child. We will be both open and flexible in our support when it is needed. We will seek advice and support from outside agencies as soon as we feel it is necessary.

Parents, and those with parental responsibility, have the major role in the care and education of their child. We will be open and seek to consult parents on all issues concerning their child. No intervention, beyond normal classroom practice, will take place without the endorsement of parents.

Above all, HMFA will use its resources and high levels of professionalism among the staff to enable every child to progress and succeed.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children will be deemed to have a special educational need if they have a learning difficulty which calls for provision to be made for them which is outside the everyday classroom practice of the school.

According to the Special Educational Needs Code of Practice: 0-25 (2014), a pupil has SEN 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.”*

In HMFA we believe in supporting both the children as described above AND the children with less significant difficulties who we aim to ‘boost’ and support in order to fulfil their potential.

## DEFINITION OF A DISABILITY

According to the Equality Act (2010) a person has a disability if he or she *“has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”*

We are committed to including all pupils within our schools, regardless of their disabilities or special educational needs. Our broad curriculum is open to all.

- Please refer to the Admission Policy in each school for further details.

## AIMS

HMFA aims to include all children, no matter how significant or minor their special educational needs. All pupils will be regularly reviewed and assessed to ensure the most appropriate support is available at that time. We will use our staff and their professionalism to fulfil this aim within the budget provided.

## OBJECTIVES

- The SENDCo will report to the school governors annually, providing details of the number of children currently receiving support for their disability or special educational need.
- Reviews of pupil progress and attainment will be ongoing, in line with the schools' assessment policies.
- The SEND Policy will be reviewed every three years by the SENDCo and approved by the governors.

## THE GOVERNORS' ROLE

The governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- ensure that where the `responsible person` has been informed by the local authority that a pupil has SEND, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have a SEND

- ensure that a pupil with SEND joins in the activities of the school with pupils who do not have SEND, so far as is reasonably practical and compatible.
- report to parents on the implementation of the school’s policy for pupils with special educational needs
- Have regard for The SEND Code of Practice: 0-25 (2014)
- Ensure that parents are notified about any provision for their child.

The quality of SEND provision in the schools will be continually monitored to ensure that it is an integral part of the school development plan and that the governors are knowledgeable about the provision, funding, equipment and personal resources.

#### THE RESPONSIBLE PERSON(S)

School	SENDCo	Executive Head	Head(s) of School	SEND Governor
Lord Scudamore Academy	Mrs Zayla Beecham	Mr Peter Box	Corinne Benjamin Helen Field Amanda Colledge Anna Cadien	Patricia Rusher
Sutton Primary Academy			Liz Orton	Sally Talboys
Canon Pyon CE Academy			Becky Wargen	Hugh Patterson
Clehonger CofE Primary School			Alison Taylor	To be confirmed
Kings Caple Primary Academy			Sarah Watkins	Sarah Elwine
Llangrove CE Academy			Sarah Dean	Roberta Woodcock
Marden Primary Academy			Ms Maggi Newton	Zoe Rudge
St Weonards Primary School		Angela Clark		Alison Nash
Pencombe CE School		Victoria Goodman		Gina Turner

#### FUNDING FOR SEN

HMFA employs the SENDCo as part of a federation-wide agreement, therefore the SENDCo is responsible for the co-ordination of provision in all nine schools. This enables the SENDCo to draw upon a wider range of resources and expertise and share good practice among the staff at HMFA. The SENDCo or the SENDCo Assistant (Kate Higgins) endeavour to visit each school regularly but they are also available at other times upon request.

Throughout the week teaching assistants work with small groups or individuals on a weekly basis to support the delivery of the children’s specific needs.

Resources and materials are purchased as and when needed or as advised.

Courses are funded when they are appropriate to the needs of individual children, groups or the wider school community.

SEND funding is evaluated when SEND is highlighted in the Federation's Strategic Plan.

## THE ROLE OF THE SEND CO-ORDINATOR

The SEND Co-ordinator is Mrs Zayla Beecham. She is assisted by Mrs Kate Higgins.

The SENDCo will:

- oversee the day-to-day operation of the Federation's SEND policy
- monitor the provision being made for children with SEND through the use of relevant documentation
- provide advice and guidance to staff on monitoring and reviewing the SEND needs of the children in their class.
- liaise with parents of children with SEND
- refer children to the appropriate agencies in order to access more specialist support and advice
- contribute to the in-service training of staff
- liaise with the pastoral and safeguarding manager to ensure effective communication
- liaise with external agencies, including local authority support and educational psychology services, health and social services, and voluntary bodies
- organise and conduct annual reviews for children with a Statement of Special Educational Need or an Education, Health and Care (EHC) plan, and other necessary meetings according to need
- maintain whole school records of SEND for children who have been identified as having SEN or those with Statements or EHC Plans
- apply for additional funding for children with complex and/or severe SEND

Class teachers are responsible for ensuring the needs of all the pupils in their class are being appropriately met and this is accomplished in partnership with the teaching assistants and with support from the SENDCo. Their expertise is fundamental to the quality of provision within the school.

The SENDCo or the SENDCo Assistant may administer screening assessments where concerns have been raised either by the class teacher or the parents.

The Heads of School may attend annual reviews of children with EHC Plans or Statements of SEN, when deemed appropriate. The Heads of School will also liaise with feeder schools and high schools.

The SENDCo applies for High Needs Funding when needed and ensures the funding is used to support the appropriate child in the best way possible. This is also the case for children with medical needs, where extra support is needed to allow them to access the curriculum successfully.

## IDENTIFICATION AND ASSESSMENT

All teachers build strong and positive relationships within their class and beyond, therefore they are in the best possible position to identify any gaps in children's learning or raise concerns regarding levels of attainment. As a Federation, we have a wealth of expertise when identifying children who may have a special educational need.

The Early Years teachers liaise closely with the on-site nurseries and other nurseries in the local area, as appropriate. As a result of this, they are often aware of any needs that may arise when a new intake starts in the reception class. Their concerns are supported by the Early Years Foundation Stage Profile which is completed throughout the reception year.

All schools in HMFA use an on-going, rigorous and consistent approach to assessment with all children. As part of this process, children in Year One and beyond may be identified as requiring a 'boost' to their learning in order to enable them to close gaps in understanding or catch up with their peers. This is considered part of good quality classroom teaching practice and children who participate in such activities will not necessarily be identified as having a special educational need.

Children whose needs may not be adequately met in such booster groups will be provided with alternative SEND support. This may be provided through the use of additional learning resources, small group/individual activities or, in exceptional cases, individual support from a teaching assistant.

The schools are dedicated to the support of speaking and listening skills as well as social development. The teaching assistants play a major role in supporting these children with the use of purchased programmes.

These language skills and social skills are highlighted as a particular and increasing need within our school settings. Without these *basic skills*, our pupils cannot fulfil their potential. We are dedicated to supporting these pupils before they have the opportunity to become disaffected and unsuccessful learners.

## PROVISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEND Provision is an integrated part of the Federation's Strategic Plan.

All children will have the opportunity to access all areas of the National Curriculum. All planning will reflect the needs of all the children in the class. All lessons will be differentiated to provide for the needs of all pupils.

We will provide effective learning opportunities for all pupils within our daily lessons and will provide for the inclusion of all using the three key principles as stated by the National Curriculum (2014). These principles are:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

For more information, please refer to subject policies for each individual school.

SEND is primarily met by Quality First Teaching (QFT). We use teaching assistants increasingly to provide support for children with SEND and to enable even greater differentiation in our schools. Small group intervention programmes are used to increase the quality of the provision in small groups and on an individual basis. Our teaching assistants have a good working knowledge of intervention materials and good quality training and support is also available for teaching assistants to ensure successful intervention for our pupils.

Parental involvement and support is also paramount to the success of every child's educational progress. Parents/carers will be encouraged to support their child's learning at home and suitable 'homework' materials will be provided. We currently have a range of ICT-based learning opportunities for use within the home environment.

## MONITORING OF PROVISION

All children (not only those with SEND) who have been identified as requiring extra intervention are tracked using a Group Provision Map. Each child who has been identified as having SEND is given either an Individual Provision Map which sets out next steps and assesses how their learning is progressing. This will be shared with the parents on a termly basis.

At appropriate intervals during the school year the provision for each individual is discussed and decisions regarding intervention groups are made. Children who may need support and haven't yet been formally identified as having SEND are also discussed, as are those who have made good progress and therefore no longer require any additional intervention. This information enables the SENDCo to consistently monitor and adapt the provision being made for all children within each school.

The SENDCo ensures that all relevant documentation is completed and monitors the provision being put in place by teachers. The class teachers are responsible for keeping parents informed and the SENDCo is available for meetings with parents when required.

When evaluating SEND support, the child's needs are paramount. As the child gets older, their input is sought so that they are able to review their own progress. The child remains central to their own learning and, if at any time the child feels unhappy or uncomfortable with the extra support they may be receiving, their support will be reviewed and appropriate changes made.

If a child is not making expected progress they will be reviewed and the decision to seek further support with outside agencies will be discussed. If this is the case, the SENDCo will wish to liaise with the parents and seek their opinions before proceeding. We will always seek the full support of the parents and will always follow their wishes, unless we feel a child is at risk of harm if we do so. If a parent does not authorise involvement from external agencies, we shall not seek it (unless we feel that there is a child protection issue or concerns about the safety of other children, staff or visitors to the school – see child protection guidelines for further information).

If a child does not make expected progress, despite Quality First Teaching and access to appropriate intervention programmes, advice will be sought from external agencies such as the Educational Psychologist (EP), Speech and Language Therapy Service (SaLT), Occupational Therapy Service (OT) or Child and Adolescent Mental Health Service (CAMHS). These children may require an Early Help Assessment which will enable them to have quicker access to any outside agencies which may be of help.

The Federation funds input from an independent Speech and Language Therapist, Graham Small, who mainly works within the early years classes to observe, assess and identify children with speech and language difficulties. Graham works closely with all relevant staff to ensure resources and interventions are appropriate for each child. He also liaises with parents and regularly reviews the progress of each child.



The Federation also funds input from an independent Educational Psychologist (Jane Mansfield). Staff may contact the Educational Psychologist and discuss any concerns regarding any child at their discretion however if we require the Educational Psychologist to conduct a more formal assessment or observation, parental consent will always be sought first.

If a child is a concern on health grounds, the school nurse and doctor are our first contacts. This is especially useful when the child is new to the school. When the child already has an additional need that is known to the family and school, we will seek to support and gain advice from the child's doctor or consultant. When a speech and language therapist or a physiotherapist is involved, we will seek their advice and try to support any programme that they have been undertaking with the child.

With a child who may be under the care of the local authority, the social worker will be contacted for any background information that we may need. Teachers will make it a priority to attend any meetings held by social services with regards the child in question.

When professionals from external agencies are involved, parental involvement becomes even more crucial and, for successful intervention, we must always have the full support of the parents. As mentioned before, we will always respect a parent's wishes and always seek permission before a child is seen by anyone from another agency. We will also endeavour to set up an interview time for the parents to meet with the person concerned, where appropriate. Any reports written about a child will always be circulated to the parents as well as to the classroom teacher and other staff (as deemed necessary). Reports such as this are vital in enabling teaching and non-teaching staff to understand and address the child's needs effectively.

## EDUCATION, HEALTH AND CARE PLANS

If we feel that a child's needs are severe, complex and long-term or in-school options for support have been exhausted, we may ask the local authority to carry out a Statutory Assessment of Special Educational Need.

If, after the assessment, the local authority agrees with our application they will issue an Education, Health and Care (EHC) Plan (formerly known as a Statement of SEN). This plan will draw together assessments of the child's education, health and care needs and will state the desired outcomes and provision required to meet those outcomes. This is a legal document and it sets out the child's needs and the particular arrangements required to support them.

EHC Plans are reviewed annually and all relevant professionals, parents, school staff and the child, if appropriate, are involved in this process. The parents and the child will submit reports and monitor the progress of the child. The EHC Plan will be reviewed for the local authority and they will make adjustments to the plan where appropriate.

Annual review meetings are a fundamental part of ensuring any child with an EHC Plan is succeeding and thriving within our settings. Great importance is placed on the process and it is valued as a time when quality time can be spent with professionals and parents discussing one child.

## RECORDING AND MONITORING OF PROGRESS

All pupils identified as having a special educational need are listed on a register at each individual school to ensure accurate and consistent monitoring procedures. This register is monitored by the SENDCo and forms the basis of staff meetings and reviews of children with SEND.

All information on a child regarding SEND will be held in their SEND file in the office at each individual school.

SEND provision is reviewed by class teachers at the beginning of each term. Results of end of Key Stage or end of year assessments are considered alongside the teacher's on-going assessment results when determining progress and next steps for each pupil. More detailed assessments may be carried out by the SENDCo, the SENDCo Assistant or the Educational Psychologist, as appropriate.

The results of these assessments are then used to inform progress not only of the individual but of each school as a whole; if there is seen to be a need in any one area, then the need will be addressed by training and highlighted on the school development plan for each individual school.

SEND and the role of the SENDCo are reviewed on a regular basis as part of each school's development cycle.

## CONFIDENTIALITY

All hard copies of SEND documents and reports will be kept within the safe storage system at each individual school, while electronic copies are stored within a secure section of each school's network. Password protection may be used in some cases and some sensitive data can only be accessed by the SENDCo and SENDCo Assistant. Copies of reports will be given to the parents of children with SEND and relevant paperwork will be made available to professionals who become involved with any pupil with SEND.

All documentation will remain confidential; information will be retained on the child's record and recorded on the SIMS SENDCo module on the school's administrative computer.

## PARENTAL INVOLVEMENT

The SEND Code of Practice: 0-25 (2014) states:

*"Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development."*

Our schools have an 'open door' policy towards parents. Parents are in partnership with us in educating their child and the support of the parents will always benefit the child. We will always seek the agreement of parents before intervening or providing their child with additional support. We will also respect parents' concerns with regards their child and will refer the parents on to the appropriate agency when necessary. Parents of children with SEND will be directed to the SEND Information, Advice and Support Service (SENDIASS) to ensure they have access to free, confidential and impartial information if required. If there are any concerns about any child, the SENDCo will welcome meetings with parents at any point.

## ACCESS FOR THE DISABLED

Please refer to each school's individual Accessibility Audit and Plan for details on access for the disabled.

## TRAINING AND INSET

Both teaching and non-teaching staff attend relevant training when available and necessary, either as part of a whole-school or federation-wide arrangement. Training is continually being undertaken by staff responsible for the care of children with medical needs.

## COMPLAINTS PROCEDURE

Please refer to the school's complaints procedure available from the administration officer.

## TRANSFER ARRANGEMENTS

When a child with an EHC Plan transfers to one of our schools, we will endeavour to meet with the appropriate staff before the child joins the school. This is ideally done at the child's current setting so that we can observe the support and provision in place. It also provides an opportunity for a member of our staff to meet the child and, if possible, parents, before the transfer. We will also contact the relevant agencies for support and information relevant to the child.

When a child with an EHC Plan transfers *from* one of our schools, we again will endeavour to meet with the new staff (where possible). We may invite the staff to our setting in order to discuss any relevant issues and provisions. Information will also be transferred via school files and the through the local authority's secure transfer process.

When a child with an EHC Plan is transferring to Key Stage Three, a transfer review will be held. Support will be given to the child and parents in choosing the next school with regards the child's EHC Plan or Statement of SEN.

Children transferring to one of our schools and already identified as having special educational needs will continue to be monitored in our setting after consultation with the parents. A 'settling in' period will be given before targets are set and additional support is provided within our setting.

## CONSULTATION

This Policy has been written in consultation with:  
Executive Head Teachers  
Heads of School  
Governors Responsible for SEND