



**South Hams Federation  
Modbury Primary School**

**Special Educational Needs & Disabilities (SEND) Policy**

**2023 - 2024**

## Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEND:** Fiona Rendell

**Executive Headteacher:** Tess Coulthard

**Modbury SENDCO:** Ginny French

**Federation SENDCO Team:** Krystle Zillah-Dudley, Ginny French, Vienna Stathers, Clare Carter

**SENCO Qualifications:**

NASENDCO (2022)

**Contact details:** [modbury@southhamsfederation.org.uk](mailto:modbury@southhamsfederation.org.uk)

**This policy will be reviewed annually**

**Reviewed:** 5<sup>th</sup> September 2022

**Governor reviewed:**

## Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Executive Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCO) and the Federation SENDCO team. The Governing Body, Executive Headteacher and SENDCO will work together closely to ensure that this policy is working effectively.

High quality first 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 staff at Modbury Primary School will do their 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 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. 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 ethos. Meeting the needs of pupils with SEND requires partnership working between all those involved – Devon County Council (DCC), 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 line 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.**

### 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 Modbury Primary School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Enable pupils with special educational needs to have their needs met,
- Take into account the views of the pupils with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- 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 Medication Arrangements for Children and Young People make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- 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 a SEND or disability, 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.

## **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 schools within the South Hams Federation regard 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.

Modbury Primary School 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 (SEND) 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 behaviour that challenges. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, Adverse Childhood Experiences, 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. We recognize that many children with SEND may have comorbid SEMH needs. Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD).
- Attention Deficit +Hyperactivity Disorder (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 (including Asperger Syndrome)
- Developmental Language Disorder

### ***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).

### **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 as part of our universal provision 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 make inadequate 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. Details of assessment tools and materials used by Modbury Primary School can be found in

**Appendix A.**

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

**Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN Dsupport** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.



## **Graduated Response**

### **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. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care and will attend a Team Around the Child (TAC) meeting. A Lead professional will be nominated; if the need is educational this will most likely be the SENDCO. Discussions will be recorded. Future actions will be recorded and assigned to the most appropriate person.
- 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 in a TAC meeting and copies will be given to all attendees.
- The notes from the TAC meeting 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 it will be reviewed.
- 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 TAC action points will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the TAC action points will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will be 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).

**If it is agreed that a pupil requires SEND support, all parties will be invited to attend or report to a TAC and develop a 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 TAC action points 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 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.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

## **Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews recorded in minutes of TAC meetings will help Devon County Council (DCC) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), Devon County Council must review the plan every twelve months as a minimum. Schools have a duty to co-operate consequently, all schools within the South Hams Federation will hold annual review meetings on the behalf of Devon County Council and complete the appropriate paperwork for this process.

## **Monitoring and Evaluation of SEND**

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

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

## **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with Modbury Primary School and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, Modbury Primary School will endeavour to provide parents/carers with the relevant information so they can reinforce learning in the home.

Modbury Primary School endeavours to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCO up to **3** times a year formally. The SENDCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

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

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

### **Partnership with External Agencies**

Modbury Primary School is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with in the last 12 months, they are: School Nurse/Hearing Impairment /Visual Impairment/GP Service/SLT/Diabetes Nurse/Physical Difficulties Adviser/Behaviour Support team/Social Workers/ Communication and Interaction Team/ ICT adviser, Parent Support Advisor and Social Care. This SEND Information Report can be found on the school's website and is up-dated annually.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix B**.

## **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 at the school engage in weekly INSET training sessions when Quality First Teaching is addressed.
- The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. 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.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the schools can make a request using the EHCP assessment process, however this does **not** automatically lead to additional funding.

The schools will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional funding is then paid from Devon County Council's high needs block into the schools budget.

## **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social 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.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

## **Roles and Responsibilities**

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

### ***Governing Body:***

- The Governing Body 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 coordinating SEND provision – the SEND co-ordinator, (or SENDCO).
  - inform parents/carers when they are making special educational provision for a child
  - prepare a 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:***

The Executive Headteacher has responsibility for the day-to-day management of all aspects of the federation’s work, including provision for children with special educational needs. The Executive Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Executive Headteacher will work closely with the SENDCO and the Governor with responsibility for SEND.

***The SENDCO:***

In collaboration with the Executive Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO takes 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 SENDCO provides 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 SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating 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
- Monitoring relevant SEND CPD for all staff
- Managing the Inclusion team
- 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 lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Executive Head teacher, Senior Leadership Team 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 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 the SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

**Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

Modbury Primary 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.

***Please see the Federation's Medication Arrangements for Children and Young People for further details.***



## **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

## **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in **Appendix C**.

## **Monitoring and Accountability**

### **Accessibility**

Modbury Primary School is compliant with the Equality Act 2010 and Accessibility legislation and work hard to develop their accessibility and respective accessibility plans which are updated every three years and can be accessed on each school's website.

## **Storing and Managing Information**

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

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

## **Responding to Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the South Hams Federation's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, Devon County Council (DCC) should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

## Appendix A.

Assessment tools and materials used by the schools in the South Hams Federation

The Devon Graduated Response Tool:

<http://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Early Help for Families in Devon: Assessment which incorporates many of the core components from previous assessments, including;

- Common Assessment Framework (CAF)
- Family Health Needs Assessment
- Individual Learning Plans /My Plans for children with an EHCP
- Statutory assessment of Special Educational Needs (Statement of SEND)
- Integrated Health & Social Care Assessment
- 139a Learning Difficulty Assessment

Once families have completed the Early Help Assessment, a Triage Meeting will decide on the most appropriate support. Families will work with their lead professional to identify the outcomes that need to be met for individual children and young people. These may be added to the Right for Children electronic system if multi-agencies are involved.

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory EHC plan.

**Statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken by professionals with parents and young people, as part of the assess, plan, do review cycle.**

At the start of our dialogue with families we want to have dynamic conversations where families and young people feel they have a voice which is heard. Some families may need support for this but the main essence is not to prevent all families and young people to have the same approach at developing person centred planning.

For children with SEND, the 'This is My Child' and 'This is Me' questions can be used to enable this conversation.

## **Appendix B**

### **Transition - Pre-School to entry into our Foundation Stage Classes.**

The SENDCO and the Reception Class Teacher work with in partnership with parents/ carers/ child and Pre-School managers and SENDCO prior to the September in which a child is due to start school, ensuring all relevant assessment procedures have been undertaken and agencies contacted in order to ensure provision and support is in place as soon as possible following the child joining a given school within the federation. Links built with outside agencies in pre-school are built on and developed, once the child enters mainstream schooling.

### **Transition to Secondary School**

The SENDCO and the Year 6 Teacher work in partnership with parents/ carers/ child and the SENCO at the secondary school (Kingsbridge Academy, Dartmouth Academy) prior to the September in which a child is due to start Secondary Education.

Enhanced transitions take place throughout the summer term of Year 6, all relevant documentation is handed to the secondary school SENDCO and form tutors involved. Outside agencies involved with the child are contacted, and informed of the child's imminent move to secondary school so as to ensure that provision and support is in place as soon as possible following the child's transfer to secondary school. Should a child move school before the age of 11, the same procedures are followed, to ensure a smooth transition from one school to another.

## **Appendix C**

### **South Hams Federation -Modbury Primary School**

#### **SEND Information Report September 2022**

#### **What do I do if I think my child has special educational needs?**

♣ Firstly, speak to your child's class teacher. If your child's class teacher also has concerns about your child's progress and/or attainment, s/he will discuss the concerns with the Special Educational Needs and Disabilities Coordinator.

♣ If you continue to be concerned, contact school and ask to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Ginny French.

#### **What are Special Educational Needs?**

♣ If a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. Therefore, your child might be considered to have a Special Educational Need if s/he has a learning difficulty which calls for special educational provision to be made for them.

♣ Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is additional to or different from what is normally available in schools in the area.

#### **My child has been identified as having special educational needs by the preschool or previous school.**

♣ Contact us directly and ask to speak to Mrs Ginny French, or Mrs Tess Coulthard. We can find out about your child's needs before s/he starts school.

♣ We will contact the previous school or preschool to obtain an ILP and any reports from external agencies such as the Educational Psychologist or paediatrician.

#### **What will happen if my child is identified as having special educational needs?**

♣ We will explain to you what different or extra provision we are providing for your child.

♣ We may write an ILP which will specify the most important next-steps learning targets for your child and how we intend to help your child to achieve them. We will invite you to review this plan with us about once a term.

♣ We may write an individual support plan, which will highlight the challenges that your child faces and positive strategies that can be used to support your child. This will be reviewed on an annual basis, or if needs change.

♣ •We will put your child's name and details on our register of children with Special Educational Needs, this register enables us to keep track of all the children with additional needs and what is being provided for them. Devon County Council and the DfE can access this register so that they can monitor how many children in the school have additional needs.

♣ If required, with your agreement we will seek further support from external agencies such as the Speech and Language Therapist, the Communication and Interaction Team, the Educational Psychologist or Advisory Teachers for hearing impairment, visual impairment, or physical difficulties.

### **What if my child's special educational needs are quite severe?**

♣ •If, following rigorous assessments, a child's needs are considered to be severe, lifelong and complex and their barriers to learning cannot be overcome through class teaching and extra support, we may need to apply to the Local Authority for specified individual support.

♣ •In order to obtain this additional support the Local Authority needs to be asked to carry out a statutory assessment of your child's needs. Following the request, a panel of professionals will review all the paperwork and decide whether your child's needs seem complex enough to require a statutory assessment. If they consider that statutory assessment is appropriate, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. On receipt of these reports, the panel will decide if your child's needs are severe, complex and life-long. If they agree that your child's needs meet the criteria they will write an Education Health and Care Plan (EHCP), which will be reviewed annually. This will state the long targets for your child and what strategies should be put in place to help him/her to achieve these.

♣ •If the panel decides that your child's needs are not severe enough to require an Education Health and Care Plan they will ask the school to continue to support the child and ensure that an Individual Education Plan (ILP) is in place to ensure your child makes as much progress as possible.

♣ •You can find out about the Local Authority's offer for children and young people with SEND and their families on the Devon County Council website:

[www.devon.gov.uk/schools/SEND](http://www.devon.gov.uk/schools/SEND). Telephone 01392 380000.

### **My child has a physical disability, how accessible is the school?**

♣ •All classrooms are accessible for a wheelchair.

♣ •There is a disabled toilet in the main building

♣ •All around the outside of the building is accessible for a wheelchair.

♣ •All playgrounds are accessible, and the school playing field has level access. (See our accessibility policy for further details)

### **What training or expertise does your staff have to support children with SEND?**

- ♣ •All class teachers are qualified (QTS) to teach primary children with a range of needs. We are constantly evaluating the impact of our teaching on children's learning and adopting new approaches. Many conditions such as Autistic Spectrum Disorder, Dyslexia and Attention Deficit and Hyperactivity Disorder are routinely supported as teaching strategies are in place in every class to support children with these needs.
- ♣ •Our teaching assistants are also trained to support children on the Autistic Spectrum, children with dyslexic tendencies and children with attention deficit.
- ♣ •Our teaching assistants are usually present when the Speech and Language Therapist works with a child in their year group and have picked up considerable knowledge this way.
- ♣ •The list of specialisms is ever increasing and ever changing. If there is a need that we feel that we need further training to support, we seek the training from specialists.
- ♣ •Our teachers and teaching assistants are also trained in using other strategies such as precision teaching, colourful semantics, Little Wandle, Toe By Toe, Language For Thinking, Counting to Calculating. Again, this list is ever changing.
- ♣ •We seek and follow up support from Advisory Teachers or Therapists who are specialists in their areas. We often receive comments from the people who have given us advice on how well we have followed-up their suggestions.

### **How are parents/carers and children with SEND supported to share their views and concerns and work alongside the school?**

- ♣ •Teachers will be happy to meet with you to discuss any concerns or views you may have. Mrs Ginny French (SENDCo) is also available to offer additional support where necessary and we would like to encourage a strong school/home partnership. There will be open communication between you and the SENDCo to update you on any additional provision being put in place for your child.
- ♣ •If you are a parent/carer of a child who has an ILP you will be given the opportunity, once a term, with the class teacher or the SENDCo, to discuss progress, targets and further support necessary both in school and at home.
- ♣ •Parents/carers with children with more severe special educational needs who are referred for statutory assessment will be asked to attend meetings and share views and concerns about the child throughout the process. This is to ensure that all parties involved are fully informed and working closely to support each other, to provide the most suitable provision for the child. Your child will have a My Plan which links to the long-term objectives of the EHCP and will include short term targets. These short-term targets will be reviewed at least twice a year.
- ♣ •We have a number of ICT programmes which include; Accelerated Reader, Little Wandle for Phonics, TT Rockstars. We also use Google Classroom as a learning platform and as a method for keeping parents informed.

### **What happens when my child transfers to another school?**

- ♣ •The vast majority of our children transfer to Ivybridge Community College (ICC). The transition visits begin early in Year 6 and continue throughout the year with visits to the school and the ICC teachers visiting here. Children with special educational needs can make additional visits as required; these are arranged by Mrs French according to the needs of the child. For example, your child might need to meet some particular members of staff, have additional time to become familiar with the geography of the building or want to take photographs that they can keep to remind them of things they have found out about the school.
- ♣ •The SENDCo (Mrs French) meets with the SENDCo at KCC in the summer term and talks about all the children on the SEND Register. She will describe the strategies that have been put in place, advise which strategies should continue and identify any additional requirements to help your child with the transition.
- ♣ •KCC hold a meeting in the summer term for parents of children with special educational needs.
- ♣ •We can request additional transition support for children on the Autistic Spectrum from the Communication and Interaction Team.
- ♣ •If appropriate, we might make a transition book with your child. This book gathers all the information that they might need and might feel anxious about, for example photographs of the main tutors, information about what to do at lunchtime or if they lose something.
- ♣ •If the Local Authority decide that your child's needs can't be catered for at KCC, they will identify the nearest suitable provision. In this case, individual transition arrangements are made with the school according to the child's needs.

### **My child is having 'intervention'. What does that mean?**

- ♣ Sometimes a child needs some help with a particular aspect of learning that the class teacher considers is holding back the child's progress. Examples of intervention are high-frequency word spelling, phonics, reading comprehension, social skills, handwriting, counting, calculation. Children who have intervention do not necessarily have special educational needs; the purpose of the intervention is to get the child back on track.
- ♣ •Intervention takes place with a teacher or teaching assistant who works with the child either individually or in a small group. The teaching is regular with a specific target for the child's attainment in mind.
- ♣ •Following a period of intervention, the child's progress and attainment is re-assessed to consider if any additional or different help is needed.

### **Is there a budget for children with special educational needs?**

- ♣ One of the funding streams from the Local Authority is specifically to support children with special educational needs. Following a consultation with the SENDCo about the effectiveness of the current deployment of resources, the Executive Head decides on the deployment of resources for children with special educational needs and disabilities and consults with the Governing Body.
- ♣ The impact of the spending on children with special educational needs is evaluated by the Governing Body to ensure that the resources are deployed as effectively as possible to make a difference to the children. They look at the progress and attainment of our children with special educational needs and disabilities, but they will not know individual's names.

### **What do I do if I am not satisfied with the special educational provision for my child?**

- ♣ Firstly, talk to your child's class teacher.
- ♣ Having talked to your child's class teacher, if you are still not satisfied, speak to the SENDCO (Mrs Ginny French) or The Executive Head (Mrs Tess Coulthard) in the first instance.
- ♣ The Governing Body have a complaints procedure that you might want to follow if you are still dissatisfied. You can get a copy of this procedure from the school office or the website.

The SEND policy can be viewed on the school website

<https://www.modburyprimaryschool.co.uk/>

Updated September 2022 (Academic year 2022/23)