

Springwood Infant and Junior School Federation

BELIEVING IS ACHIEVING

Special Educational Needs and Disability (SEND) Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **March 2024**

Review By: **March 2025**

Stay Safe

Treat Others How You Wish to be Treated

Try Your Best and be Proud



At Springwood Federation, our shared vision is to develop independent, self-regulated and confident children who are well prepared for the next stages of their education. All staff, children, parents/carers and governors aim to value and respect each other whilst nurturing a love of learning.

Our school values have been adopted by the school community of children, parents/carers, teachers and governors and we seek to uphold them at all times:

- 1.) *Stay Safe*
- 2.) *Treat others how you wish to be treated*
- 3.) *Try your best and be proud.*

Rationale

The Federation of Springwood Infant and Junior School are inclusive mainstream schools. We work within the framework of the [Special educational needs and disability code of practice: 0 to 25 years](#)

The SEND code of practice: 0 to 25 years, states: *All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Our SEND policy should be considered within the wider context of all the Federation's policies, specifically the Teaching and Learning Policy, the Behaviour Policy, the Equalities Policy, the Accessibility Plan and The SEND Information Report.

Aims

Our SEND Policy and SEND information report aim to communicate how we ensure students with SEND (Special Educational Needs and/or Disabilities):

- Are identified as early as possible.
- Are educated, wherever possible, in an inclusive environment, accessing their entitlement to a broad, balanced curriculum as an active member of a community of peers (those with and without SEND)
- Feel valued as individuals and develop positive self-esteem
- Have high expectations for themselves
- Are included in discussions, when appropriate, with staff and their parents/carers regarding decisions about their provision and education
- Receive provision (which is additional to, or different from, that which is available to all

students) personalised to their needs, through effective and efficient use of all available and appropriate resources

- Make the best possible progress and have their progress tracked and regularly evaluated, to inform planning and provision

Context

Paragraph xiii of the SEND Code of Practice contains the following definition:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Paragraph xiv of the SEND Code of Practice contains the following definition:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or 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*

Paragraph 5.32 of the SEND Code of Practice states:

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support - see Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

- *communication and interaction*
- *cognition and learning*
- *social, emotional and mental health*
- *sensory and/or physical needs*

A Graduated Approach to SEND Support

Our Federation has adopted the graduated approach with four stages of action: assess, plan, do and review.

Assess

In identifying a child as needing SEND support, the teacher, working with the SENCO and in consultation with the child's parents, will have carried out an investigation into the child's presentation and barriers. This will draw on:

- the teacher's assessment and observations of the child
- the child's previous progress and attainment in comparison to their peers and national data
- the views and concerns of parents, including information regarding the child's early development and presentation at home (where appropriate)
- the child's own views
- if relevant, advice from external support services

This initial monitoring period and provision is reviewed regularly in attempts to personalise provision further to meet need. This will help ensure that support and intervention are matched

to need, barriers to learning are identified and overcome, and that a clear picture of impact of the provision is developed. Where there is little or no improvement in the child's progress, more specialist assessment (with the parents' agreement) may be called for from external agencies or health professionals.

Plan

Where it is appropriate for a child to be identified as requiring ongoing SEND Support and to be added to the SEND register, the parents will be notified (see 5.38 of Code of Practice). The teacher and SENCO will agree, in consultation with the parent, the personalised provision to be trialled, the expected impact and an appropriate time frame for review. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Any related staff development needs will be identified and addressed. Plans should take into account the views of the child. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The class teacher retains responsibility for teaching of every child in their class. They work closely with any teaching assistants, to plan and assess the impact of personalised provision, interventions and whole class teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, problem solving and recommending further adaptations to provision.

Review

Consultations, observations and review meetings evaluate the effectiveness of the provision and the impact on the child's progress. Parents are provided with information about the impact of the support and provided, enabling them to be involved in planning next steps. The views of the child are taken into account where appropriate.

Where a child has an EHC plan, the school will submit a review annually to the local authority.

Staffing and Professional Development

The Leadership Team will embed a framework of support, continued professional development and monitoring to enable the Federation's staff to understand and adhere to the aims and outcomes that are contained in this policy.

Roles and Responsibilities

The Executive Headteacher will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body regarding this
- Work with the Executive Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure parents/carers are notified of a decision by the school that their child has special educational needs and/or a disability
- Report on how the school's SEND policy is being implemented and how resources are allocated
- Ensure that the SEND Code of Practice is followed.

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the schools' delegated budgets and other resources to meet children's needs effectively
- Be the point of contact for external agencies including the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school maintains the records of all children with SEND
- Regularly attend the Local Authority's SENDCo network meetings and Hampshire Educational Psychologist SENDCo circles to enable awareness of current issues and initiatives locally and nationally, in addition to the sharing of best practice.

Each class teacher is responsible for:

- The progress and development of every child in their class (including where children receive support from HLTAs/TAs)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of specific interventions (where possible and appropriate) and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Our Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) are line managed by the SENDCo and deployed according to the needs of the school (refer to our Teaching and Learning policy for more information).

Criteria for evaluating the success of the school's SEND Policy

This policy will be reviewed by SENDCo, Charlotte Stevenson annually. It will also be updated more frequently if any changes to the information are made during the year. It will be approved by the Governing Body.

We believe that successful implementation of this SEND policy will ensure children with SEND & Disabilities will receive appropriate support and high quality teaching.

This policy should be read in conjunction with the following policies, which are available on the schools' website (<https://www.springwoodfederation.co.uk/policies/>) or by request to the schools' administration teams:

- Accessibility Plan
- Admission Policy which is in line with the Hampshire County Council Guidelines
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Equalities Policy
- First Aid Policy
- GDPR Policy
- Safeguarding Policy
- Social Media Policy
- Supporting Childs with Medical Conditions
- Teaching and Learning Policy

Related Government Publications

The following links are to documents which have informed this guidance and which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
- [SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-guide-for-parents-and-carers)
- Supporting pupils at school with medical conditions
[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions)
- Keeping children safe in education
https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf