



SEND policy

Approved by:	Last reviewed on: February 2025
Date:	Next review due by: February 2026

At Silverhill, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Policy Statement for: SEND: We are committed to all pupils having access to a broad and balanced curriculum through application of Quality First Practice (QFP) strategies, appropriate to the individual's needs and ability. SEND pupils will therefore be involved, where practicable, in decisions affecting their future SEND provision

Our open and transparent culture enables us to ensure that pupils with SEND take as full a part as possible in all school activities whilst ensuring that parents of SEND pupils are kept fully informed of their child's progress and attainment. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

All staff have read the policy and are committed to the principles.

Policy aims:

- ✚ To define special educational need or disability.
- ✚ To provide clear guidelines on SEND provision at Silverhill.
- ✚ To clarify the monitoring process for SEND provision at Silverhill.
- ✚ To identify the roles and responsibilities of those responsible for SEND at Silverhill.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS OR DISABILITY

A child has special educational needs if they have learning, physical, medical, behavioural or emotional difficulties that call for special provision to be made.

A child has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age (usually more than a year below expected attainment).
- Have a significant mental health or emotional difficulty
- Have a disability which prevents or hinders the child from making full use of the educational facilities.

Special educational provision means:

For a child over two, educational provision which is in addition to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Pupils must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Silverhill Primary School will have due regard for the Special Educational Needs or Disability Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

STAFFING

Inclusion Manager and SENDCo is Mrs Jaimé Freeston

SENDCo is Mrs Carly Wheeler

Inclusion Administrator is Mrs Louise Roberts

Learning Mentor is Miss Louise Nevin

Sports Mentor is Mr James Turner

ADMISSIONS

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Board will ensure that appropriate provision will be made for all pupils with SEND.

EVALUATING THE PERFORMANCE OF THE SEND POLICY

The success of the SEND policy will be reported annually to the Governing Board. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Analysis of interventions provided for pupils.
- Achievement and attainment data.

ALLOCATION OF RESOURCES

The Governing Board will work with the senior leadership team to ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Silverhill Primary School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as possible, fully included into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and

are integrated into all aspects of the school. The SEND Code of Practice 2015 makes it clear that 'all teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the core subjects of numeracy and literacy.
- Standardised screening or assessment tools
- Reports or observations
- Records from nurseries, etc.
- Information from parents
- Assessment tests

SEND PROVISION

On entry to the school each pupil's attainment will be assessed to ensure continuity in learning from entry into Foundation Stage 2 from Nursery, entry into Key Stage 1 from Foundation Stage 2/Nursery; entry into Key Stage 2; and any transference from another Primary school.

For pupils with identified SEND the SENDCo/Class teacher will

- Use the records to provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach
- Involve and liaise with other professionals and agencies as appropriate

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum and using Quality First Practice
- Periods of withdrawal to work with a teacher or teaching assistant
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil is not making satisfactory progress, the SENDCo is the first to be consulted. The SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through 'Level 1 SEND support'. If, after further consideration, a more sustained level of support is needed, it would be provided through 'Level 2 SEND support', where specific Individual Education Plans (IEPs) are written and followed – it may be deemed necessary where concerns remain despite sustained intervention that the school will refer to outside agencies. Should the school need to provide additional adult support, they may decide to apply for an 'Education Health Care Plan (EHCP), previously called a statement. This will be termed 'Level 3 support'.

Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment for an Education Health Care Plan (EHCP) themselves.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Individual Education Plans (IEPs)

NATURE OF INTERVENTION

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

IEPs (for children at level 2 and 3 of support)

Strategies for pupils' progress will be recorded on an SEND plan containing information on

- Short-term targets

- Teaching strategies
- Provision made
- Date for review
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The plans will be discussed with the pupil (if appropriate) and the parent.

REVIEWING IEPs

The IEPs will be reviewed 3 times per year at a meeting with the class teacher and parents, with the SENDCo present where appropriate.

INVOLVEMENT OF OUTSIDE AGENCIES

Parental consent is sought before any external agencies are involved. The resulting IEPs will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

REQUEST FOR AN ASSESSMENT OF EDUCATION HEALTH CARE NEEDS

The school will request an Assessment of EHC needs from the LA when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. An assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The impact of interventions throughout their school life at Silverhill
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Information on pupil attainment towards Age Related Expectations
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where, after an Assessment of EHC needs, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an assessment of EHC needs does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are in the child's IEP.

REVIEWS OF EHCP

EHCPs must be reviewed annually. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The SENDCo
- A representative of the LA
- Any other person the LA considers appropriate
- Any outside agencies who have been working with the child.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP and EHCP targets
- Review the provision made for the pupil in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCo of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

Within the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

THE ROLE OF THE SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the headteacher and Governing Board to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point a child is deemed to be at Level 1 on the SEND list
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'

- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BOARD

The Governing Board's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Education Health Care Plan and all those involved with teaching and supporting those children who have such a plan
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- In collaboration with the SENDCo, develop IEPs for those pupils. The extent of the SENDCo's involvement is dependent on the needs of the child.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the SEND plan.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEADTEACHER

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Board well informed about SEND within the school
- Working closely with the SENDCo.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

As a routine part of staff development, INSET requirements in SEND will be assessed. Teaching Assistants' (TA's) requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Strategic Plan

PARTNERSHIP WITH PARENTS

At Silverhill Primary School we firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

Depending on age and appropriateness, SEND pupils will also participate in the decision-making processes affecting them and given the appropriate forum with which to express their views.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined on the school's website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists/Occupational Therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- Local playgroups and nurseries with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Secondary schools

SEND POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Board, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Strategic Plan.