

Coney Hill Community Primary School

Special Educational Needs Policy 2024-2025

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (January 2015)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act (2014)
- SEND Regulations 2014 (amended 2024)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Supporting Pupils at Schools with Medical Conditions (December 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

RESPONSIBILITY

Head Teacher: Dani Brayshaw
Chair of Governors: Daniel Gillingham
SEND Governor: Ceri Davies
SENDCo: Trudi Setchell

AIMS

We at Coney Hill Community Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify early, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

OBJECTIVES

- to identify and provide for pupils who have special educational needs and additional needs
- to work within the guidance provide in the SEND Code of Practice (2015) and other pertinent legislation and documents detailed on page1
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- to provide support and advice for all staff working with special educational needs pupils

DEFINITION OF SEND (CODE OF PRACTICE 2015)

A child or a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty if they: ***Have a significantly greater difficulty in learning than the majority of others of the same age;***

Or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

EDUCATION, HEALTH CARE PLANS (EHCP)

For a very few children the support provided by the school may not be enough to enable adequate progress. The child may require additional funding beyond that which is allocated to the pupil because their needs are so complex and cause substantial barriers to learning. An application for an Education, Health Care Plan would be made in consultation with parents and specialist external agencies.

The Local Authority (LA) will seek information about the child's learning difficulties and progress and the provision already being made by the school and external agencies. On the basis of all the information available the LA will make a decision if a statutory assessment is necessary.

If a decision is made to undertake a statutory assessment the LA will seek parental, educational, medical and psychological advice from the appropriate agencies. The views of the child must be ascertained if possible.

Following the assessment, the LA may decide to implement an Education, Health Care Plan. The EHCP will detail all the child's special educational needs and the provision the LA considers appropriate to meet the needs described.

For every child with an EHCP the LA has a statutory duty to formally review the plan at least annually and make available officers for meetings. Annual Review meetings are organised in school by the SENCO. EHCP Outcomes in Section E and F are written to be achieved by the end of the key stage, therefore, the SENDCo writes a short term plan (known as EHCP Outcome Plan) to be reviewed termly in line with the Graduated Pathway.

The SENDCo may coordinate an Interim Review if a part or whole of the EHCP is no longer suitable, including to request additional funding or a change of placement.

DISABILITY

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. The school's Disability Discrimination Policy can be found on the school website, named 'Accessibility and DDA'.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have

special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the “Policies” tab on the school website.

INDIVIDUAL HEALTH CARE PLANS (IHCP)

Some children may be identified as having medical/health needs without special educational needs (SEN). Those who have SEN may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

Individual healthcare plans (and their review) may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. The IHCP will be written with parents/carers and health professionals (when necessary). They will be developed with the child’s best interests in mind and ensure that the school assesses and manages risks to the child’s education, health and social wellbeing, and minimises disruption.

When deciding what information should be recorded the following will be considered:

- **medical condition**, its triggers, signs, symptoms and treatments
- **pupil’s needs**, including medication (dose, side effects and storage), facilities, equipment, food and drink (where this is used to manage their condition), dietary requirements and environmental issues
- **specific support** for the pupil’s educational, social and emotional needs
- (e.g.: how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions)
- **level of support needed** (some children will be able to take responsibility for their own health needs) including in emergencies. If a child is self-managing their medication, this should be clearly stated on the *Parental Agreement* with appropriate arrangements for monitoring
- **who will provide this support**, their training needs, expectations of their role and confirmation of proficiency to provide support for the child’s medical condition from a healthcare professional; and cover arrangements for when they are unavailable
- **information sharing**, who needs to be aware of the child’s condition and the support required
- **written permission** from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours
- **risk assessments**, separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate
- **confidentiality issues**, the designated individuals to be entrusted with information about the child’s condition
- **emergency procedures**, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan

IHCP are reviewed at least annually, with parents/carers and health professional (when appropriate), or earlier if evidence is presented that the child's needs have changed. Where the child has a special educational need identified in a statement or EHC plan, the individual healthcare plan should be linked to or become part of that statement or EHC plan. Where a child is returning to school following a period of hospital education or alternative provision (including home tuition), schools should work with the local authority and education provider to ensure that the IHCP identifies the support the child will need to reintegrate effectively.

A GRADUATED APPROACH TO SEND SUPPORT

Gloucestershire Levels of Intervention 2021 can be found [here](#)

In line with the **Gloucestershire Levels of Intervention: Continuum of Need**, the Levels of Need are:

1. Level 1: On Alert (Universal)
2. Level 2: My Plan – Single Agency (Targeted)
3. Level 3: My Plan+ – Multi-Agency (Intensive)
4. Level 4: EHCP – Statutory (Specialist)

The schools **Local Offer** is updated annually and available on the website. This document details the provision in place for Universal, Targeted and Specific support.

The SENDCo maintains a Class Register of children receiving support and includes the Levels of Need and associated percentage data, informing staff of the schools SEND need and provision. The Class Register is updated half termly and when necessary.

SEND Plans are written by teachers with the support of the SENDCo for children with Level 2 – 3 support. Children with an EHCP have an **EHCP Outcome Plan**, which reduces the End of Key Stage targets to Short Term targets achievable within 2 cycles. Class Teachers are responsible for writing and reviewing SEND Plans. The SENDCo is responsible for reviewing EHCPs.

In all circumstances children will be taught in the classroom, supported by scaffolding and precision teaching. Some intervention schemes are achieved outside of the classroom. Where possible, teachers avoid the same subjects being missed with careful and considered planning. The SENDCo liaises with the Intervention Lead (Sophie Clements) to create a whole school Intervention Timetable:

Intervention*	Time	Frequency
Language for Thinking	20min	x3 weekly
Blanks Levels of Questioning	20min	x3 weekly
Talk Boost	20min	x3 weekly
Fizzy Programme	20min	x3 weekly
Learning Mentor therapy groups	30-60mins	x1 weekly
Unlocking Letters and Sounds	5min	x5 weekly
Colourful Semantics	20min	x3 weekly

* the full portfolio of adaptation and intervention available to all children is detailed in the School Local Offer

THE FOUR AREAS OF SPECIAL NEED

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

- 1. Communication and Interaction**

This includes children with speech and language delay, impairments or disorders such as cleft palate or Developmental Language Disorder, Primary Language Disorder and specific learning difficulties, and those who demonstrate features of Autistic Spectrum Condition.

- 2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties (i.e.: Global Learning Difficulties, Triple X Syndrome, 22q11.2 Deletion Syndrome) or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- 3. Social, Emotional and Mental Health**

This includes children who may be withdrawn, isolated or have mild anxiety and mental health challenges. More profound SEMH challenges include adverse childhood trauma experiences, and social communication and interaction difficulties (i.e.: Asperger's Syndrome, ADHD)

- 4. Sensory and Physical**

This includes children with sensory hyper and hypo activity, multisensory, medical and physical needs (i.e.: epilepsy, hearing impairment, Spina-Bifida, Congenital Heart Disease).

Children 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. Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Curriculum Dysfluency may occur when a child has gaps in their learning caused by repeated absence from a single subject or persistently low attendance affecting multiple subjects. The rate of cognitive development which is different for each individual may also be a factor (meaning it may take more or less time for a concept to become embedded depending on the cognitive ability of a pupil).

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The school uses **Gloucestershire's Guidance for Education and SEND Professionals**. The descriptors are used to identify a child or young person's special educational needs, and to know what level of support they are expected to offer and how to arrange and monitor the support given.

Coney Hill is committed to "Quality First Teaching". This means all lessons are scaffolded appropriately for all children, regardless of SEND status, to support working memory, retention of information and deepening of knowledge. Precision Teaching is used effectively, to identify children who require additional support in the moment of teaching. Both Quality First Teaching and Precision Teaching enable teachers to identify where children need further intervention and support to access learning over a prolonged period of time, for example and not limited to:

- pre-teaching
- additional manipulatives and kinaesthetic resources
- enlarged text, considered seating and position to benefit hearing
- specialist support to enable access (writing slope, speech-to-text, pencil holders)
- sensory resources to support focus and attention

Identification:

The school aims to identify children with SEND as soon as possible after they arrive at the school. If the child already has an identified special educational need then this information will be transferred from the previous setting.

Class teachers supported by the senior management team make ongoing assessments of progress for all pupils. The tracking system used by this setting is **Target Tracker**. Attainment and progress are monitored frequently and assessed half termly (6 times per year).

Attainment = a child's academic achievement in relation to the Age Related Expectation

Progress = the rate at which a child achieves secure knowledge

Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given extra support. Under these circumstances, teachers consult the SENCO to consider whether:

1. the child needs targeted or specialist support
2. additional resources, including adult support, would be appropriate
3. advice and recommendations from external professionals is required
4. the support needed requires an increase in the Level of Need

Parents are consulted when their child/ren are identified with additional needs, informed consent is achieved, the GDPR Information Leaflet is provided and the SENDCo adds the child/ren to the SEND register.

Assessment and Review: the APDR process

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO 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, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. Assessment data will be gathered using various methods such as observation, national curriculum levels, EYFS data, and school pupil tracker.

In some cases, outside professionals from health and social care may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO should contact them (with parental consent).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally informed and sign consent on the SEND Plan. The plan details the child's need, the intended outcome, the action taken, and the resources required. In accordance to the Graduated Pathway, targets are **SMART: Specific, Measureable, Achievable, Realistic and Time bound**. This ensures the plan is child specific, that the parents and child are aware of the need and what support will be provided, and that staff know what the objectives are, how to deliver the intervention and how often it should be provided. This information will be stored in the class SEND folder.

Do

The class teacher will remain responsible for working with the child in class on a daily basis, in accordance with the SEND Code of Practice (2015). Where the interventions involve group or one-to-one teaching outside the classroom, they retain responsibility for the pupil. Teachers ensure the Teaching Partner delivering the interventions are fully equipped to deliver the intervention and informed of the intended outcome. The SENDCo is responsible for staff training. The SENDCo should support teachers with timetabling, staff deployment and any associated problem solving to enable the intervention. Teaching Partners are responsible for recording intervention challenges and successes and must share these with the class teacher. For children with My Plan+ and EHCP and where external professionals have provided the outcome intervention, an **Individual Progress Record** must be completed. The Teaching Partner is responsible for making these available to the SENDCo who should share these with the professional.

Review

SEND Plans, including EHCP Outcome Plans, are reviewed at least 3 times per year. The SENDCo is responsible to setting these dates with the agreement of the Headteacher. Teachers work closely with Teaching Partners and Learning Mentors to assess the impact of interventions in line with the review date. Where interventions have been completed by a Teaching Partner from another class, Teachers are responsible for seeking their involvement. Reviews are shared with parents who must sign the reviewed SEND Plan to record their agreement with the assessment.

The class or subject teacher, with the support of the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the SENDCo must review the plan as a minimum every twelve months, with the parents, pupil and supporting professionals where appropriate. The SENDCo may coordinate an Interim Review if a part or whole of the EHCP is no longer suitable, including to request additional funding or a change of placement. They must provide a Costed Provision Map and ARE Attainment Data report, along with any professional reports and letters.

On application of the Assess, Plan, Do, Review cycle the SENCO may carry out further observations and in consultation with the parents, class teacher and other staff involved to determine further provision where necessary.

MONITORING AND EVALUATING THE SUCCESS OF PUPILS WITH SEND

The school including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The governing body reports annually upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- regular observation of teaching by the SENDCo, Headteacher and Senior Management Team
- analysis of tracking data and the attainment and achievement of different groups of pupils with SEND
- scrutiny of teacher's planning and pupils' work
- the views of pupils and parents
- monitoring by the SEND Governor
- entry and exit data
- TAC meetings
- Pupil progress meetings, including the lowest 20% and Pupil Premium
- Overseeing and monitoring the progress recorded on IPR's

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the Senior Management Team will liaise with appropriate boards to assess pupils' eligibility for access arrangements.

CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be removed from the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

RECORD KEEPING

School achieves informed Parental Consent for all data and records stored either digitally or in paper form.

Records are kept for each child with SEND, including personal data, the nature of the difficulties, provision, and involvement with external agencies, review records, intervention logs and SEND Plan documentation. The SENDCo is responsible for maintaining and updating the records which are kept in a filing cabinet which is locked overnight and any digitally stored information. Some of these records are confidential and therefore are not displayed or left out in the classroom. This information is communicated to the next teacher at the end of the school year to ensure consistency of teaching and provision.

The Family Action Team manager, along with the SENDCo are responsible for ensuring paper and digital records are transferred to the child's next school, where a signature of delivery is achieved.

SUPPORTING PUPILS AND FAMILIES

Coney Hill Primary School encourages and recognises the rights of parents/carers to be actively involved in their provision for their child's special educational needs. With reference to The SEND Code of Practice (2015) the school:

- receives consent for their child to be discussed with external professionals
- receives consent for their child to be added to and/or removed from the SEND register
- involves the parent/carer wherever appropriate, in decision making regarding the methods by which their child's individual needs will be met
- invite the parent/carer to attend SEND meetings
- encourage the parent/carer to be actively involved in working with their child and supporting learning in the home
- encourage the parent/carer to comment upon their child's SEN provision
- ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision
- aims to further develop the parent/carers' confidence in the provision made for their child's special educational needs

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school's SENDCo regularly attends networking and training to ensure their knowledge is up to date with local and national updates in SEND. They must disseminate CPD opportunities to staff, where appropriate.

Resources recommended by professionals will be sourced by the SENDCo and approved by the Headteacher. Effectiveness of resources is monitored by the SENDCo and a stock record is kept.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils, to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLAINTS

Parents are invited to discuss problems with the Head Teacher. If you are still concerned you can contact the SEND Governor Ceri Davies or the Chair of Governors, Daniel Gillingham. The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

ADMISSION ARRANGEMENTS

The Headteacher is responsible for the admissions arrangements in cooperation with the Local Authority.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Managing Medical Conditions in School policy
- Intimate Care policy
- Admissions Policy

REVIEWING THE POLICY

This policy will be reviewed by the SENDCo and Headteacher on an annual basis.



Headteacher:



SENDCo:

Date: Sept 2024