SPECIAL EDUCATIONAL NEEDS POLICY

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Be Ready
Be Respectful
Be Safe

POLICY CONTROL

Responsible Person:	Jessica Tearle
Approved by Governors:	Spring 2025
Review Date:	Spring 2027

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, Compassion dignity and respect to all in our communities.
Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.
We look towards the parable of the Good Samaritan as our guide.
A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**.

We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES
Adderley and Moreton Say Church of England Primary Schools values:
Respect □ Thankfulness □ Justice □ Compassion □ Truthfulness □ Courage

ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS
SPECIAL EDUCATIONAL NEEDS POLICY

1. Introduction

"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies. It is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone." – **Diane Richler**

Our Vision: The Addmore Federation aims to provide all children with a safe, stimulating and inclusive environment, where everyone feels valued, respected and supported. We have worked hard to create a broad, balanced and creative curriculum that provides opportunities for everyone to achieve, succeed and shine. We celebrate the achievements, gifts and cultural diversity of all, irrespective of individual differences (Equality Act 2010). Together we take pride in making a positive contribution to our school and wider community.

The School's commitment to inclusion and supporting children with SEN is aligned with the school's ethos and with current legislative requirements (SEND Code of Practice 2014 & Equality Act 2010), including guidelines and inclusion policies of the Local Education Authority and other policies current used in school.

The Special Educational Needs Policy sits alongside and should be read in conjunction with other school policies (please see below).

2. Legal requirements

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- DfE (2015) 'Supporting Pupils At School With Medical Conditions'
- DfE (2021) 'Keeping Children Safe In Education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental Health and Wellbeing Provision In Schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Strong Foundations in the First Years of School'

ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS
SPECIAL EDUCATIONAL NEEDS POLICY

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Pupils
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan

3. Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We strive to:

Identify the needs of pupils with SEN as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into our schools.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN.

Continuous monitoring of all pupils, including those pupils with SEN, by their teachers will help to ensure that they are identified at any point on their learning journey and are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning.

To ensure pupils with SEN have full access to the National Curriculum. This will be coordinated and monitored by the SENCo and Senior Leadership Team, and planned and delivered by all staff members. Provision will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child

Involving them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

Work with and receive support from outside agencies.

When a pupils' needs cannot be met by the school alone, advice from outside agencies may be sought. Someof these services include : Educational Psychology Service, Speech and Language Therapy and the Emotional Health and Wellbeing Service.

Create an environment within our schools, where pupils can contribute to their own learning.

This means encouraging relationships with adults in school so that pupils feel confident to voice their opinions about their own needs. Pupil participation and the 'pupil voice' is encouraged through wider opportunities such as circle time, school council, residential visits, school plays, sports teams and play leaders in the playground.

Rigorously monitor the effectiveness of provision and support

To ensure children with SEN are well supported an empowered to succeed. The SENCo will work collaboratively with the Executive Head Teacher, Deputy Head Teacher, link governor and staff members to evaluate the effectiveness of current provision and research new lines of enquiry where needed.

4. Roles and Responsibilities

Everyone in the school community – Governors, the Addmore Federation team, children and parents/carers – have a positive and active part to play in achieving the aims of our SEND policy.

The following people have responsibilities:

Role	Responsibilities
Governing Body Link Governor: **Jonathan Hales-Povey**	• Communicating with pupils with SEN and their parents when reviewing policies that affect them. • Ensuring that effective provision is in place for all pupils with SEN, whether or not they have an EHC plan. • Securing the special educational provision called for by a pupil's SEN. • Designating an appropriate member of staff to be the SENCo and having responsibility for coordinating provision for pupils with SEN. • Appointing a designated teacher for LAC, where appropriate. • Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability. • Taking necessary steps to ensure that pupils with disabilities are not discriminated against,harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils. • Preparing the arrangements for the admission of pupils with SEN and the facilitiesprovided to enable access to the school for pupils with disabilities. • Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEN, including on their mental health and wellbeing. • Preparing the Accessibility Plan, showing how the school intends to progressively improveaccess over time. • Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website. • Publishing annual information about the arrangements for the admission of pupils with SEN, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEN, and the school's Accessibility Plan on the school's website. • Developing complaints procedures which will be made known to parents and pupils. • Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan. • Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy. • Cooperating with the LA in drawing up and reviewing the Local Offer. • Appointing an individual governor or sub-committee to oversee the school's arrangements for SEN. • Preparing the SEN information report and publishing it on the website. • Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEN may face.
Executive Headteacher	• Ensuring that those who are teaching or working with pupils with SEN are aware of their needs and have arrangements in place to meet

Stephanie Henney	them. • Ensuring that teachers monitor and review pupils' progress during the academic year. • Cooperating with the LA during annual EHC plan reviews. • Ensuring that the SENCo has sufficient time and resources to carry out their functions. • Providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities. • Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCo to ensure that the needs of the pupils are fully understood by relevant school staff. • Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements. • Ensuring that teachers understand the strategies to identify and support vulnerable pupils. • Ensuring teachers have an established understanding of different types of SEN. • Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEN. • Ensuring that pupils with SEN and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans. • Establishing and maintaining a culture of high expectations and including pupils with SEN in all opportunities available to other pupils. • Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEN. • Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported. • Keeping parents and relevant teachers up to date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy. • Identifying any patterns in the identification of SEN within the school and comparing these with national data. • Reporting to the governing board on the impact of SEN policies and procedures, including on pupils' mental health and wellbeing. • Ensuring that the SENCo is provided with training, with an emphasis on mental health, on an annual basis.
SENCO Jessica Tearle	• Collaborating with the governing board and Head Teacher, as part of the SLT, to determine the strategic development of the SEN policy and provision in the school. • Working with the relevant governors and the Executive Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements. • The day-to-day operation and implementation of the SEN policy. • Coordinating the specific provision made to support individual pupils with SEN, including those with EHC plans. • Liaising with the relevant, designated teachers where LAC have SEN. • Advising on a graduated approach to providing SEN support. • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. • Liaising with the parents of pupils with SEN. • Liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies, as required. • Being a key point of contact for external agencies, especially the LA

	and LA support services. • Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned. • Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEN charities. • Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family. • Ensuring, as far as possible, that pupils with SEN take part in activities run by the school together with those who do not have SEN. • Ensuring that the school keeps the records of all pupils with SEN up to date, in line with the school's Data Protection Policy. • Informing the parents of pupils with SEN, who do not have an EHC plan, that SEN provision is being made. • In collaboration with the Executive Head Teacher, identifying any patterns in the identification of SEN within the school and comparing these with national data. • Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent. • Providing training to relevant class teachers. • Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.
DSL	• Liaising with the Head Teacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEN. • Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEN. • Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEN. • Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEN, including where families may be facing challenging circumstances. • Working with the Head Teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEN are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements. • Recognising the additional risks that pupils with SEN face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEN to stay safe online.
Teachers	• Informing parents/ carers when a child is placed on or removed from the SEN register. • Planning and reviewing support for pupils with SEN on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves. • Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment. • Planning lessons to address potential areas of difficulty to ensure that there are no barriers to everypupil achieving. • Ensuring every pupil with SEN can study the full national curriculum. • Writing and reviewing targets in the form of PCPs on a termly basis. • Creating annual 'One Page Pupil Profiles' for pupils to highlight areas of strengths and appropriate strategies to be used for each child on

	the SEN register. • Being accountable for the progress and development of the pupils in their class. • Being aware of the needs, outcomes sought, and support provided to any pupils with SEN they are working with. • Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO. • Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Executive Head Teacher

5. Identification of SEN

Definition of Special Educational Need:
High quality teaching that is adapted and personalised will meet the individual needs of the majority of children; however, some children need educational provision that is additional and different to this. (Section 21 of the Children and Families Act 2014).

A child has special educational needs if he or she has a learning difficulty, ***which calls for special educational provision to be made for him or her****.*

A child of compulsory school age has a learning difficulty if she or he has a significantly greater difficulty in learning than the majority of others of the same age

SEN Code of Practice (2014, p.15)

The SEN Code of Practice (2014) suggests children's needs and requirements fall into the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

In practice, individual children may well have needs which span two or more areas. For example, a child with educational needs may also have communication difficulties or a sensory impairment. The purpose of identification is not to fit or label a child into a category but to determine what action the school needs to take. The school will inform and consult with parents/carers if it is felt that a child may have a special educational need and seek parental agreement before placing the child on the school's SEN Register.

When identifying SEN the following criteria may be considered:

- A low entry profile
- A low Foundation Stage profile (Child does not reach the required good level of development (GLD) indicators)
- A child's lack of progress despite receiving an adapted curriculum (the first stages of our graduated approach)
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age

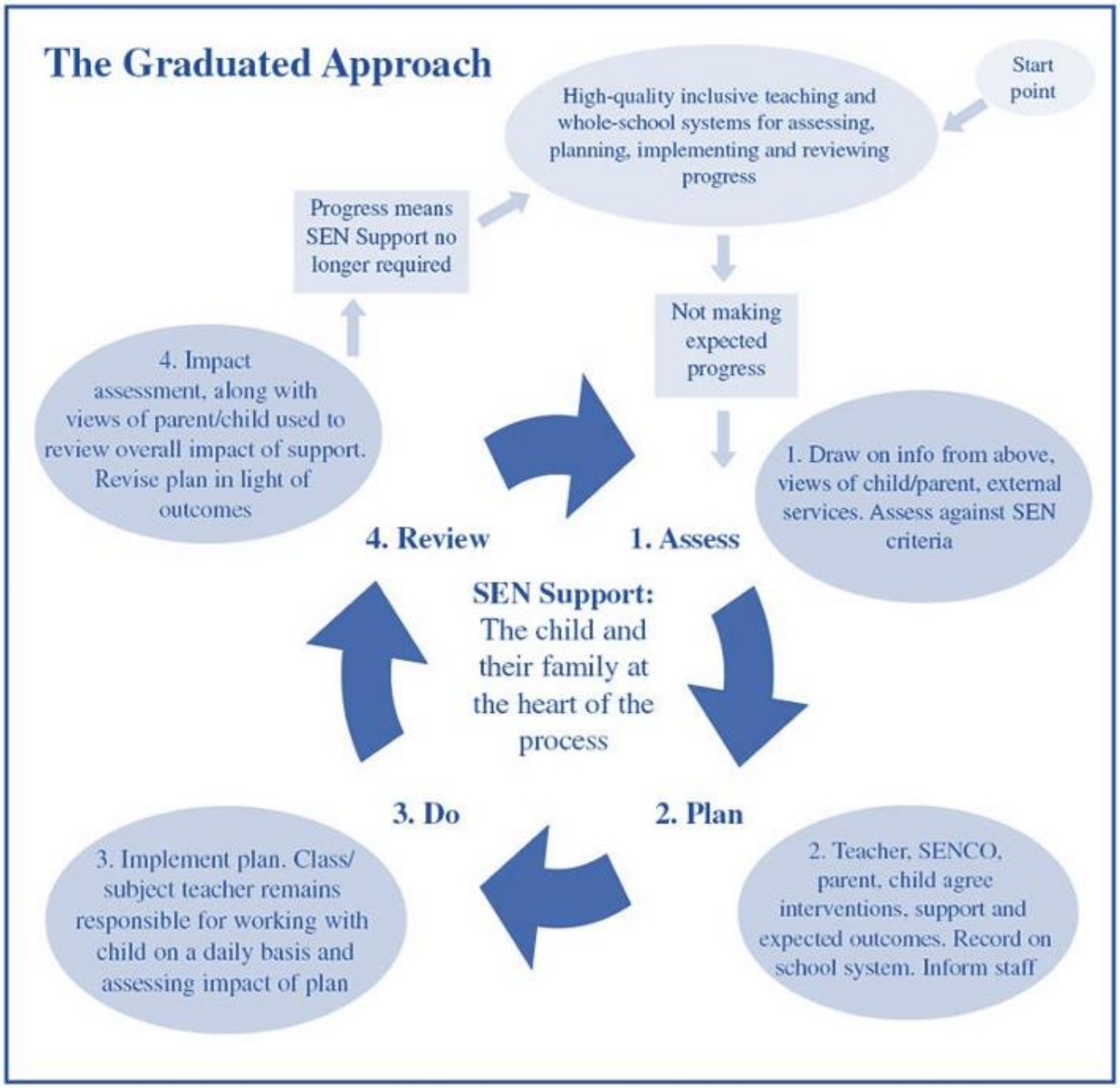
The school will ensure all staff who work with young children are aware of emerging difficulties and respond early. The school will also ensure staff listen and understand when parents express concerns about their child's development. The school will listen to any concerns raised by children themselves.

ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS
SPECIAL EDUCATIONAL NEEDS POLICY

The school will ensure that:

- Children with SEN get the support that they need.
- Children with SEN engage in the activities that the school offers alongside children who do not have SEN.
- The SENCo is responsible for coordinating SEN provision.
- Parents are informed in writing if their child is placed on or taken off the SEN Register.
- Parents are given the opportunity to discuss any concerns relating to their child regularly.

The Federation follows a **graduated approach** to identifying SEN:



Assess

This involves analysing the pupil's needs through teacher assessment and experiences of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The pupil's views are imperative to this process and advice from external support services may also be considered.

This analysis will require regular review to ensure that the support and interventions are well-matched to the need, that barriers to learning are clearly identified and being overcome, and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the Class Teacher, SENCO, parents and pupil to agree the adjustments, interventions and support that are required; identify the impact on progress, development and/or behaviour that is expected; and set a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the child's individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The Class Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with teaching assistants to plan and assess the impact of support, current and future interventions and make links with classroom activities and teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advice about the implementation of effective support, will be provided by the SENCO.

Review

Reviews of a child's progress are completed termly. However, staff endeavour to assess and adapt provision where needed, on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development. The views of the child are again key at each stage of this process, and they will be involved atevery stage of the process.

Monitoring and SEN Registers

As part of our Graduated Approach, we record pupils who we have concerns about in one of the above areas of SEN. We offer these pupils an intervention before we enter them onto the SEN register, as part of our adaptive teaching offer and Graduated Response for all children. If these pupils complete two or more cycles of these interventions without making the expected level of progress, they may be placed on the SEN Register (Code K). This is when we may seek outside agency help to assess why your child cannot access this part of the curriculum and to further understand their barriers to learning.

In cases of complex needs, and continued absence of progress despite more personalised support, we may apply for an EHC Plan to further support your child (see below).

Each section of the register is fluid, and pupils may move within the Monitoring Register (orange and pink columns) and the SEN Register (green and blue columns) dependent on their progress and ability to access the curriculum. You will always be notified if and when your child moves onto or off the SEN Register.

	Monitoring:	**Intervention:**	**SEN Support (SEN)**	**EHCP**
Identified through	**Identified through:** • Cause for concerns • Observations (internal) • Tracking Data	**Identified through:** • Continued cause for concerns • Observations (internal) • Tracking Data • Behaviour logs • Evidence of work in books • SENCO observations • Discussions with teachers • Pupil progress meetings. • Lack or decrease of progress in the monitoring stage. • A child has maybe started at the school at this level.	**Identified through:** • Continued cause for concerns • Observations (internal/external) • Tracking Data • Behaviour logs • Evidence of work in books • SENCO observations • Discussions with teachers • Pupil progress meetings. • Evidence of a graduated approach to interventions • Continued lack of progress and observations from outside agencies.	**Identified through:** • Continued cause for concerns • Observations (internal/external) • Tracking Data • Behaviour logs • Evidence of work in books • SENCO observations • Discussions with teachers • Pupil progress meetings. • Evidence of a graduated approach to interventions • Advice from outside agencies and medical professionals • Proof of a graduated approach of at least 2 cycles. • Proof that extra funding is needed to further support (CPM). • Proof that current funding is begin spent adequately (CPM) • Continued lack of/or decrease in progress
Supported through	**Supported through:** • Adaptive Teaching • Monitoring • In class support	**Supported through:** • Adaptive Teaching • Monitoring • In class support • Some targeted interventions e.g. additional 1:1 reading, Toe by Toe etc. • Small group interventions, e.g. additional guided reading • Additional support may be in and out of classroom and can be led by either the teacher or TA. Outside support maybe considered e.g. EHWBs, ENHANCE, Woodlands. Children's progress will be monitored by the class teacher and SENDCo.	**Supported through:** • Adaptive Teaching • Monitoring • In class support • Some targeted interventions e.g. additional 1:1 reading, Toe by Toe etc. • Small group interventions, e.g. additional guided reading • Outside advice and support maybe considered e.g. Woodlands/ OT etc Additional support may be in and out of classroom and can be led by either the teacher or TA. Outside support maybe considered e.g. EHWBs, ENHANCE, Woodlands. Children's progress will be monitored termly by the class teacher and SENDCo. Parents will be informed. Children will be formally set targets, which will be reviewed termly. Termly progress meetings held with parents to review targets.	**Supported through:** • Adaptive Teaching • Monitoring • In class support • Some targeted interventions e.g. additional 1:1 reading, Toe by Toe etc. • Small group interventions, e.g. additional guided reading • Outside advice and support maybe considered e.g. Woodlands/ OT etc • Specialised 1:1 provision made • Adaptations to the curriculum where necessary. • Specialised equipment where necessary • Medical monitoring if required. Additional support may be in and out of classroom and can be led by either the teacher or TA. Outside support maybe considered e.g. EHWBs, ENHANCE, Woodlands. Children's progress will be monitored termly by the class teacher and SENDCo. Parents will be informed and involved in the EHCP process. Children will be formally set targets, which will be reviewed termly. Termly progress meetings held with parents to review targets. There will also be an annual review where the targets set out in the child's EHCP are reviewed.

6. Admission arrangements

The Federation will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEN.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan becausethe school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEN.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils withSEN from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEN.
- Ensuring that tests for selection are accessible to children with SEN, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEN are outlined in the Admissions Policy and will bepublished on the school website.

7. Specialist SEN provision

Throughout our Federation, we are committed to whole school inclusion. In both our school's we support children with a range of special educational needs and disabilities. We will seek specialist advice, provision and training from outside agencies where needed and work closely with the SEN team based at Shropshire Council.

8. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

9. Recording Progress

The AddMore Federation chooses to record the progress made by pupils with SEN through the use of PupilCentred Plans (PCPs) and child orientated One Page Pupil Profiles as well as Class or Provision Maps. These are created by the SENCO and Class Teacher in liaison with pupils and parents.

One Page Pupil Profile

This is completed annually by the Class Teacher and child (overseen by the SENCO). It details the child's interests, strengths, things they find challenging, how they learn best and times when they find learning hard.

Pupil Centred Plans

A Pupil Centred Plan consists of important information related to a child's special educational needs, assessment tracking, information regarding outside agency support, parent and child views and individualised SMART targets. The Class Teacher, with support from the SENCO, sets targets in which are agreed with the pupil and parent.We aim to set SMART targets (specific, measurable, achievable, realistic, time-related) to enable children to make as much progress as possible. This document gives details of the child's targets, provision/strategies, resources and staff. There will never be more than four targets at one time. This target sheet is seen as a working document and is reviewed and adapted by the Class Teacher, supported by the SENCO and pupil whenever necessary. Parents/carers are also kept up to date. A formal review of progress and targets is completed termly, to which parents/carers are invited to attend to share their thoughts.

Class Provision Map

This is used to identify and track any interventions that are taking place for individual children in each class. They are created and reviewed by the SENCO termly and outline the pupils, staff and frequency for each intervention. Entry and Exit data are also collected termly to map the effectiveness of the interventions.

10. Education, Health and Care Plans

Referrals

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multiagency approach to assessment is required. The decision to make a referral for an Education, Health and Care Plan will be

discussed as necessary at termly progress reviews. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, assessment data, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents and carers can apply for an EHCP without school involvement, however the Shropshire SEN team will request information from our schools and other relevant services, as part of the referral process. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the Shropshire Council website:

https://www.shropshire.gov.uk/the-send-local-offer/education/how-is-sen-funded-in-schools/education-health-and-care-plan-ehcp/

Or by contacting the Shropshire SEND Team:
Email address: senteam@shropshire.gov.uk
Phone number: 01743 254267
Postal address: Shirehall, Abbey Foregate, Shrewsbury, SY2 6N

Education, Health and Care Plans (EHC Plan)

Following a Statutory Assessment, an EHCP will be provided by Shropshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, the child and the child's parents/carers will all be involved developing and producing this plan. Parents have the right to appeal against the content of the EHCP. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place by, for example, reducing or increasing levels of support.

11. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by both schools. We endeavour to consider the wishes of the parents and of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and other relevant agencies, for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN are provided and staff membersare kept up to date with teaching methods which will aid the progress of all pupils, including those with SEN. Staff are trained, as needed, to support children with specific medical conditions.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

12. Inclusion of pupils with SEN

The Head Teacher and SENCO oversee the Federation's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout both schools. The shared curriculum is regularly reviewed, over both sites, and we strive to ensure that this promotes the inclusion of all pupils. This includes learning outside the classroom.

We will seek advice, as appropriate, around individual pupils, from external support services to ensure inclusion is a possibility for all.

Advice will be sought from the T&W/Shropshire Educational Psychology service for children who have behavioural concerns.

13. Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of; an annual parent and pupil questionnaire, formal and informal discussions with parents and staff and through termly progress meetings. Pupil progress will also be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on a Class Provision Map, which is monitored and updated termly by the SENCO. These maps are also adapted following assessments and reviews, with information being fed back to the staff, parents and governors which helps us to identify whether provision is effective.

14. Safeguarding

Our Federation recognises that evidence shows children with SEN are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEN:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to: peer-on-peer abuse, neglect and sexual violence or harassment.

The Federation recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The Executive Head Teacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEN, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEN, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the SEN provision for their child, an appointment can be made to speak to the SENCO in the first instance. We expect that most concerns or complaints are resolved informally through discussion. However, if the concern or complaint is not resolved the federation's complaint policy will be able to advise on formal procedures for escalating the complaint.

16. In service training (CPD)

School staff undergo regular training and are kept informed about developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, LA Network SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the Executive Head Teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

17. Links to support services

Our schools continue to build strong working relationships and links with external support services to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

18. Working in partnerships with parents

The Addmore Federation believes that close working relationships with parents are vital and ensures:

a) Early and accurate identification and assessment of SEN, leading to appropriate intervention and provision

b) Continuing social and academic progress of children with SEN

c) Personal and academic targets are set and met effectively

Parents are kept up to date with developments at regular intervals throughout the school year. Parents have the right to request information about their child's support at any time and must have access to all documents in relation to their child's needs and progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Shropshire Information Advice and Support Service (IASS), who offer free, impartial, confidential advice and support on matters surrounding children and young people with SEN.

If an assessment or referral indicates that a pupil has an additional learning need, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

19. The Voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. We encourage children to participate in their learning by being present for at least part of Annual Review meetings, to share their wishes and feelings with families and the class teacher/TA. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Children are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.
Children's views are sought when reviewing SEN provision and support in school through one to one meetings, small working groups or by questionnaires.

20. Links with other agencies and voluntary organisations

The Addmore Federation invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- T&W/Shropshire Education Psychology Service
- Emotional Health and Wellbeing Service in Shropshire, Telford and Wrekin- BeeU
- Social Services

- Speech and Language Service
- Shropshire SEN Team
- School Nursing Service

21. Data and record keeping

The Federation's records will:

- Include details of SEN, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

Our Federation keeps data on the levels and types of need within the school and makes this available to the LA.

The SEN information report will be prepared by the governing board and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

22. Confidentiality

Our Federation will not disclose any EHC Plan without the consent of the pupil's parents, except for disclosure:

- To a SEN tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Executive Head Teacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Our schools will always adhere to the Pupil Confidentiality Policy.

ADDERLEY AND MORETON SAY CE PRIMARY SCHOOLS
SPECIAL EDUCATIONAL NEEDS POLICY