



Eden Park Primary and Nursery School

SEND Policy 2023-4

<i>Review frequency</i>	<i>Annual</i>
<i>Reviewed</i>	<i>November 2023</i>
<i>Next Review</i>	<i>November 2024</i>

Leadership and management of SEND

Headteacher	Ben Wallis (DSL)
Assistant Head, SENDCo	Ian Morgan
SEND/Safeguarding Governor	Tim Stevens
Assistant Head/ Curriculum & assessment	Adele Clayton
Pastoral Staff	Carrol Stephens, (DDSL) Liz Thomas, Ali Black, Dee Bouyamourn

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

Edward Timpson and Dan Poulter

This policy has been written with reference to:

- Special needs and disability code of practice January 2015: 0 to 25 years
- Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015
- Keeping Children Safe in Education September 2023
- The Children and families Act 2014
- The Equalities Act 2010
- The Public Sector Equality Duty (section 149 of the Equality Act 2010),
- The Special Educational Needs and disabilities regulations 2014 regulation 51 and schedule 1.
- SEND code of practice (2014)

What are Special Educational Needs?

Definition of Special Education Needs taken from The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015).

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Aims

At Eden Park Primary and Nursery School we believe:

- All children with SEND should have access to a broad and balanced curriculum which is planned to ensure there are high ambitions for all children, allowing them to make as much progress as possible and achieve their very best.
- In integrating all children with Special Educational Needs into a mainstream school, providing them with the appropriate support to do so successfully.
- In making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled and young people are not at substantial disadvantage compared with their peers.
- It is a whole school responsibility to support the education of children with SEND.
- We must pay due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relationship between disabled and non-disabled children and young people.
- Parents should be involved in identifying SEND children’s needs and decision making when planning the support we provide as a school.
- In including the child themselves in planning the strategies put into place to support them (where developmental understanding allows this involvement).
- In promoting positive outcomes in wider areas of development and ensuring that the approaches used are based on the best possible evidence.
- In working in a multi-agency way, liaising with external professionals from all areas connected to the child.
- In following procedures set out in the SEND Code of Practice: 0-25 years (2015)

Inclusion

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

This can apply to any or all the following:

- children with physical disabilities
- children with medical needs

- girls or boys, including transgender
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- children who need support to learn English as an additional language (EAL)
- children with SEND including those considered to have social, emotional and mental health needs
- cared-for children, including those in care; children who are previously cared-for
- other children, such as sick children; young carers; children from families under stress; children who are at risk of disaffection and exclusion from school
- children whose families may be seriously disadvantaged by poverty and/or social isolation

Identifying and Managing Pupils with SEND

Through class based and internal assessments, daily learning, teacher observations and observations of children learning, class teachers alongside the SENDCo will identify children as needing extra support in specific areas. Pupils may be identified as a ‘concern’ and parents will be aware that their child is receiving additional support and/or intervention.

At this point it is the class teacher's responsibility to consider any modifications or class-based interventions that can be put into place to support the child's needs and work towards removing the barriers to learning. This may be done with advice of the SENDCO and others in the teaching team. The child will have a plan cycle completed to monitor the strategies that have been applied at the first stage of identifying extra support is required. The cycle will be reviewed termly, alongside discussions at SEND review meetings and pupil progress meetings.

Parents are regularly invited in for review meetings, in these meetings various members of the pastoral team as well as the class teacher and parent(s) talk through what the needs are and set smart, achievable targets designed to improve outcomes and measure progress.

The response cycles will be shared with parents throughout the year. These state that they understand their child will be added to the SEND register, and they are happy for us to share information with other external agencies who we might call in to support the child in line with the introduction of GDPR guidelines.

If a child is showing sustained progress over time, including during times of transition, within their identified areas of need, it may be considered that they no longer need specialised individual support or planning, and we would look to take them off the SEND register.

If the strategies applied and reviewed have not made an impact over a period of cycles, a discussion will take place involving all individuals supporting the child to made decisions about next steps and possibly identifying the child with SEND.

Where, despite the school taking relevant and purposeful action to identify, assess and meet a child's SEND and the child has not made expected progress, the school or parents may initiate a request for an EHCP assessment. SEND support children who do have an EHCP, will have their needs reviewed annually in addition to the termly update meetings with teachers.

The Graduated Response

[SEND Support and Provision – Graduated Response - Family Hub \(torbayfamilyhub.org.uk\)](http://torbayfamilyhub.org.uk)

The Graduated Response, or Graduated Approach, is the process which must be carried out when there are concerns about a possible special educational need.

The Equality Act (2010) and The SEND Code of Practice (2015) places strong emphasis on reasonable adjustments and early intervention.

It states that to enable the child and young person to participate, learn and make progress, we should:

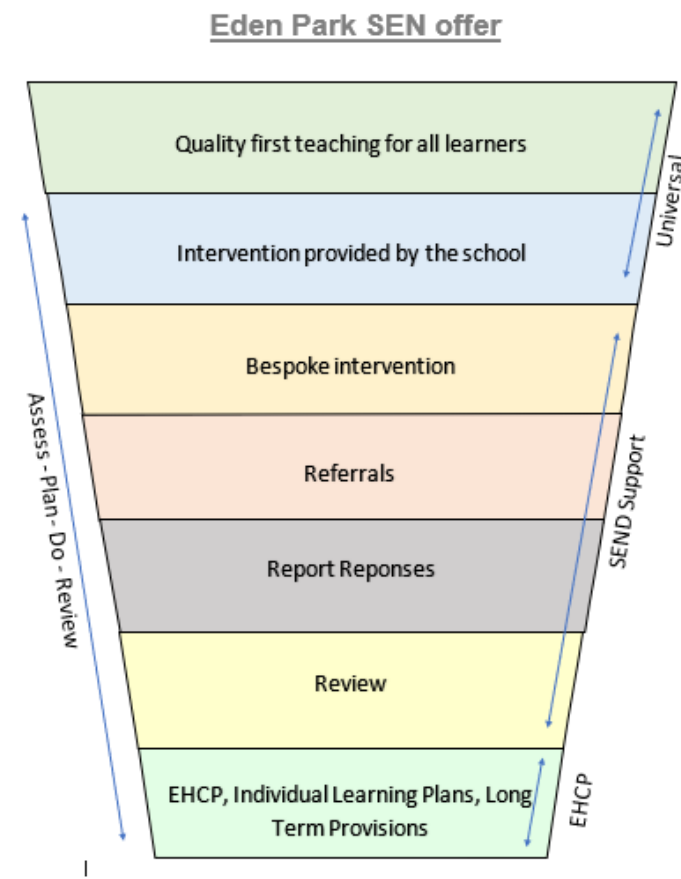
- remove barriers to learning, and
- put effective special educational provision in place.

High quality adaptive teaching (including differentiation) should be the first reaction to any possible special educational need.

Torbay’s Graduated Response will ensure all partners work together to get the “right support in the right place at the right time” by the right people for every child or young person with special educational needs and disabilities.

Our commitment is to:

- Work with families in partnership to identify needs early and act collaboratively (across education, health and social care) in order to provide the right help and support at the right time
- Regularly revisit the additional support in place for a child/young person making sure that all organisations are accountable for the services they deliver.
- Make available a Graduated Response toolkit which is easy to find and uses clear and shared language so that everyone can understand what support is available.



At Eden Park and in Torbay Schools, Special Educational Needs are often identified under the 4 areas of need:

<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Torbay has created “graduated response” toolkits for each of these areas, plus a fifth area of “neurodiversity” that have been locally agreed:

Neurodiversity

All human beings can be described as neurodiverse. We vary in the way our brains work. We take in information in different ways. We process it in different ways and therefore, we behave in different ways. When we talk about neurodivergence, this covers a wide range of neurological differences which may either enhance or be a barrier to learning. These differences can affect a number of developmental areas and be observed as characteristic that are indicative of autism, ADHD, dyslexia, dyspraxia, dyscalculia, Classic Tic disorders, developmental coordination disorder, intellectual disability and Developmental Language Disorder (DLD).

For children under 5 years old an Early Years toolkit has been developed.

Many children and young people will have needs that do not fit in just one toolkit. Therefore, it may be necessary to refer to more than one toolkit to support the child or young person.

When any child is identified as requiring additional support beyond the teaching delivered in class for all learners plan cycle will be created for the child. This ensures we are monitoring and reviewing the support we are providing to children regularly and that it is up to date and relevant to the child's current needs.

We create this plan using an online resource called "Provision Mapper". This tool allows us to create group and individual provisions and plans, set targets and outcomes, and assess pupils against the progress being made towards these.

Our planning tool allows us to create an electronic record of the **Assess, Plan, Do, Review** cycle.

Graduated Response- Assess, Plan, Do & Review Cycle

Assess

Teachers and support staff will continually assess and analyse a child's needs using assessment, experiences of working with the child, previous progress, attainment, parent's views and the child's views themselves. If other external agencies are already involved, their work and assessments will help inform the next steps. At this stage, barriers to learning can be identified and interventions considered to match the need/s. This stage allows the interventions in place to be developed and evolve as required to meet the child's current needs.

Plan

The planning stage will involve discussions between teachers, support staff, SENDCO and parents to agree adjustments and interventions that are necessary. A clear date of review will be set and the intended impact that the support put into place will be agreed. This will be shared with all individuals working with the child, including the approaches, strategies and resources that are to take place and the intended outcomes.

Do

Class teachers will remain responsible for children with additional support on a day to day basis. Even if their interventions are delivered outside of the classroom in groups or 1:1. Continual discussions between support staff and teachers will happen to discuss the impact of the support in place and plan next steps.

Review

Progress made in a cycle will be reviewed at least termly. This stage will review the progress and/or impact of the support that has been put into place. The views of parents and pupils will also contribute to the reviews where applicable. The class teacher, with support from the SENDCO, will adapt the support (if necessary) based on the progress made and development.

The cycle continues to support children in making progress from their start to end points and/or to meet age-related expectations. When a child achieves age-related expectations or no longer requires additional support, they are

removed from the school's SEN register. If there is little or no movement in the child's progress, we may seek further specialist assessment from external agencies.

An Education and Health Care Plan (EHC)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Supporting Children with Medical Conditions and Disabilities

Under the Equalities Act (2010) a condition which is long term (defined as a year or more) is considered to be a disability. This would include children with a hearing or visual impairment or long-term health condition such as asthma, diabetes, epilepsy or cancer. Sometimes, in the instance of a child having a medical condition, the Health Service may create an individual health care plan (IHCP) and the school will coordinate this provision to best meet the needs of the child. These children may be held at SEND Support or have an EHCP depending on how significant the disability or medical condition is and how able the child is to manage that need. In these cases, the SEND Code of Practice (2014) is followed. This process will allow the school to plan to prevent disadvantage or discrimination. We will always endeavour to make reasonable adjustments and provide resources that will allow a child to flourish and succeed.

Role and responsibilities of the SENDCo

The SENDCo will

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Role and responsibilities of the Governing board and Board of Directors

The governing board is responsible for making sure the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

Role and responsibilities of the SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Role and responsibilities of the Headteacher

The headteacher will:

- o Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- o Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- o Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- o Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- o Make sure that the SENCO has enough time to carry out their duties
- o Have an overview of the needs of the current cohort of pupils on the SEND register
- o Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- o With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- o With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- o With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Role and responsibilities of the Class Teacher

All teachers expect to see a broad range of ability within each class and recognise that limited progress is not always an indicator of SEND. In fact it could be due to factors relating to gaps in education (perhaps due to changing schools, traveller lifestyles or refugee children seeking asylum) or difficulties that could be experienced by a child in care, a young carer, a child at risk of exclusion, a cross-gender transition, a child with English as an additional language (EAL), a child with a physical disability or medical need or even families seriously disadvantaged by poverty or social isolation.

Where these children are mainly functional within a class environment and making progress they would not be considered to have SEND. Where these factors are identified as having a significant impact on a child's ability to function or to access learning then it is recognised as SEND.

The class teacher is expected to:

- Provide high quality teaching and learning for all pupils in their class, including those with SEND. This may include personalised learning, as identified on implementation plans and graduated response cycles.
- Be responsible for the progress and development of every pupil in their class.
- Review graduated response documents and professional reports to create implementation plans, with the support of the SENDCo. This takes the form of both provision and bespoke planning.
- Ensure targets are implemented and reviewed termly.
- Monitor the progress of children and deliver additional support they may need
- Liaise closely with the SENDCo.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Set clear outcomes and review progress towards them
- Listen to the parents' concerns and agree their aspirations for the pupil

Role and responsibilities of the Support staff

Support Staff are expected to:

- use the teacher's adapted planning and deliver this to the children considering their specific needs. This could mean the use of identified physical resources or breaking down the task into smaller chunks, providing brain breaks or using a visual prompt that promotes pupil independence.
- annotate planning to reflect how much progress children have made; they may suggest next steps and deliver interventions to further support the child's progress.

As a school, we promote independence in children through our core values and would only provide a 1:1 support assistant in exceptional circumstances. This provision would be kept under constant review as our aim would be to build the child's independence and resilience, so they do not become over-reliant on constant adult intervention.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- o Invited to termly meetings to review the provision that is in place for their child
- o Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- o Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- o Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Training

Our staff meetings are used for staff development and we also encourage staff to make use of a wide range of specific SEN courses from institutions such as the open university, the National College, the local FE college, the AET and other specialist research projects. The SENDCO will also deliver training, as will the MAT.

New Staff have a specific induction that involves Safeguarding and SEND information alongside opportunities to meet staff from other schools to share best practice.

Supporting Families and Children

Families need to contact the class teacher in the first instance to seek advice and support. The SENDCO can provide support, guidance, and advice to families too. Where a need is identified, this will always be passed on to the Pastoral Team who will then be able to offer in house services or signpost parents to relevant external services. Parents are also encouraged to seek advice from SENDIASS (Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay). It is a free and confidential advice service supporting parents with children aged 0-25 with SEND. They can be contacted on 01803 210371 or by email on info@sendiasstorbay.gov.uk.

Where parents and carers feel that a situation has not been dealt with effectively, they will need to follow the MAT complaints policy which can be found on the school website. We are happy to listen to and reflect upon the suggestions and views of parents and would always encourage them to come and talk to us.

In addition to our SEND policy, our schools Local Offer can be found on our school websites at www.eppsa.org.uk

Multi-Agency Approach

At Eden Park we work closely with all partner agencies to promote quality outcomes for children. Within Torbay, we have excellent links with the authority SEND team and make very good use of their expertise. We also work with the hospital team and have made strong links with the various departments used by our children eg paediatrics, speech and

language, occupational therapy, physiotherapy, CAMHS etc. Our children also benefit from various outreach services provided within Torbay for example, Chestnut Outreach for behaviour/emotional support.

When SEND children move onto a different setting, we will share the necessary information with the school. Children are prepared for transitions by having several induction sessions at their new setting and where possible, members of staff from their new setting will visit the child/children at Eden Park to initiate building relationships and supporting the child with their transition.

The SEND Team has to work with several Local Authorities and has to tailor its approach to this dependent on the authority. We will always look to hold multi agency meetings wherever possible as this is the most efficient way of getting to the crux of the child's needs. However, if some external professionals are unable to attend, we will always ask for a report to be written so their views can be considered.

Safe handling Procedures

Regards needs to be given on the appropriateness and necessity of safe handling procedures when a child has SEND. Link to behaviour policy.

Safeguarding

Safeguarding children with SEND requires understanding, forethought and reflection, SEND children are more vulnerable to potential abuse and radicalisation. Lead pastoral managers have specific training on online safety and support for SEND pupils. Teachers are to be aware of the vulnerability of these children in regard to e-safety and recognise that their ability to communicate effectively events that have happened to them may be limited. Keeping an open dialogue between all staff and knowing the importance of safeguarding is essential.

Attendance

All children follow the school Attendance Policy which can be found on the school website at www.eppsa.org.uk. Where there are complex medical needs, we would ask for evidence of this from the allocated medical professionals.

Intimate Care

The school has a separate intimate care policy. It aims to:

- Establish an agreed code of practice for children, staff and parents when dealing with matters of intimate care.
- Provide guidance and reassurance to staff
- Safeguard the dignity, rights and well-being of children and young people
- Reassure parents that staff are knowledgeable about intimate care and that their individual needs and concerns are taken into account.

Monitoring and External Audit

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- We invite a member of the Torbay SEND Team to a number of annual reviews. Alongside this all of our annual reviews are monitored, and feedback is given by the Torbay Team. The directors of the trust also monitor SEND every term.
- SEND Support children are regularly discussed with the Educational Psychologists (with parental permission) employed by Torbay Council and a range of other professionals such as paediatricians, speech and language

therapists and outreach services. This helps us to be clear about what the child's needs are and whether there is anything else we need to put in place.

- Ensuring accountability by placing ultimate responsibility for SEND and the implementation of this policy with the CEO. This policy will be reviewed and amended annually, responding to new and revised guidance issued by government bodies and the Local SEND team.
- Ensuring that the designated Academy Challenge Team member for SEND and the SENDCO have regular meetings, in order to monitor and assess the effectiveness of the school's response to SEND and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.

School Information Report

This statutory document can be found on our website on the Policies page under 'SEND Information Report.'

Linked Policies

The policy links to the following policies and plans on our website:

The individual School SEND Information Reports

Attendance

First Aid Procedures

Intimate Care

Single Equality

Admissions

Safeguarding

Anti-extremism

Behaviour

Complaints

More information

For further information on the local offer, visit the website

[Torbay SEND Local Offer - Family Hub \(torbayfamilyhub.org.uk\)](http://torbayfamilyhub.org.uk)

Here you will find more information concerning

- What to do if you are worried about a SEND child
- SEND support and provision including the Graduated Response
- SEND and education
- SEN resources
- Education, health and care Plans (EHCP)
- Local area offers for SEND pupils, including clubs and short breaks
- Moving towards adulthood
- Local services relevant to SEND, education, health and social care.

You can find out more at [SEND Services – Torbay Council](#).

You can also contact the Torbay SEN Team on 01803 208274.