



## **Special Educational Needs and Disability Policy 2024-2025**

**Adopted by the Governors of  
Teignmouth Community School  
on 25 September 2024**

**To be reviewed and updated as required  
and no later than September 2025**

## **This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Teignmouth Community School (TCS).**

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010: advice for schools, DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

Governor responsible for Inclusion and SEND: Polly Brock

Headteacher: Rachel Wickham

Director of Inclusion and SENDCo: TBC

Assistant SENDCo: Amy Kirkwood

Approved by Governors at their meeting of 25 September 2024

Date for next review: September 2025

### **Definition**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has 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 or mainstream post-16 institutions.

Special Education Needs and Disability Code of Practice: 0-25 years January

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Philosophy**

We will provide all pupils and staff with the opportunities to develop and thrive as fulfilled members of our community. We will care and support all to be safe and happy in enriching and exciting environments. At TCS we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We will support all our pupils to be kind, work hard and join in.

### **Inclusion**

Inclusion is concerned with the learning, participation and equal opportunities of all learners, all of whom have a right to access the curriculum. It has wider implications than the identification of learners with special educational needs and it could apply to any or all of the following:

- girls or boys, including transgender
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)

- learners with special educational needs including those considered to have social, emotional and mental health needs
- learners with physical disabilities
- learners with medical needs
- learners who may be gifted and / or talented
- Looked After Children, including those in care
- other learners, such as sick children, young carers, learners from families under stress, learners who are at risk of disaffection and exclusion from school
- learners whose families may be disadvantaged by poverty and/or social isolation

## **Aims and Objectives**

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at TCS will enable these pupils to make good progress and achieve their potential, and are fully included in all aspects of the school's community. TCS will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
  - learners express their views and are fully involved in decisions which affect their education;
  - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
  - There is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;

The environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.

- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal adaptive curriculum. This may be on an ongoing basis or for a limited time. Many pupils with Sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010

## Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

### *Cognition and Learning:*

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### *Social, Emotional and Mental Health Difficulties:*

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At TCS, we always seek to address the underlying cause of the presenting poor conduct. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

### *Communication and Interaction needs:*

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

#### *Sensory and/or Physical needs:*

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-Sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

### **A Graduated Response to Special Educational Needs and/or Disabilities**

#### *Early Concerns*

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate strategies within the classroom and a record is kept of any strategies or interventions that are used to support the pupil through a Pupil Passport. This can then be reviewed in any further discussions if the concerns persist. If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in TCS can be found in Appendix 2.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;
- Has Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning. Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed SEND support

## **SEND Support**

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as the Graduated Approach (See Appendix 2):

- \*Assess
- \*Plan
- \*Do
- \*Review

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### *Assess*

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to 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 with their work this will help inform the assessment of need. If 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 teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes. The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At TCS we call these SEND Support Plans.

### *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 and interventions and links with classroom teaching. The SENDCo will monitor the progress pupils with SEND, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

### *Review*

The review of a child's progress will be made regularly throughout the school year. 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 where necessary their parents/carers. The class teachers, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward.

This will be carried out in consultation with parents/carers and the pupil. Further details of Devon's Graduated Approach can be found in Appendix 3.

## **Statutory Assessment of Education, Health and Care (EHC) needs**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEND 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://www.devon.gov.uk/education-and-families/SEND-local-offer/>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore TCS will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process. For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website: <https://www.devon.gov.uk/education-and-families/SEND-local-offer/>

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

## **SEND Funding**

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of all learners from this allocation. Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2. The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at: <https://www.devon.gov.uk/education-and-families/SEND-local-offer/money/>

At TCS, we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort.

### *Personal Budgets*

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to

parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

## **Responsible Persons**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENDCo and all members of staff have important roles and responsibility to support pupils with SEND.

### *The Governing Body:*

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO. This person must be a qualified teacher and must hold the National Award for SEND Coordination (if appointed after 2008) within 3 years of appointment.
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### *The Headteacher is responsible for:*

The day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

### *The SENDCo role involves:*

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the SEND team at least twice a year formally. The SENDCo is happy to meet with parents/carers, with prior arrangement, whenever possible.

### *All Teaching and Non-Teaching Staff:*

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing quality first teaching, differentiated for individual pupils if identified above universal provision. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils Class teachers are responsible for



setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning.

This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

## **Pupil Voice**

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At TCS we will always endeavour to ascertain pupils' views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching Assistants will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

## **Children with Medical Needs**

TCS recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's Medication Policy for further details.

## **Accessibility**

The Disability Discrimination Act 1995 (DDA) as amended by the SEND and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo or see TCS Accessibility Plan on the school website.

## **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. At TCS, the Designated Teacher (DT) with responsibility for Children in Care is Chris Darvill (Chris.Darvill@teignmouthschool.co.uk)

## **Working in partnership with Parents and Carers**

TCS will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between home and the school will be consistently maintained: this could be via email, phone calls, Arbor or review meetings.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and

independent advice, support and information on special educational needs and disabilities.  
<https://www.devonias.org.uk/>

## **External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils.

Regular liaison is maintained with the following external agencies:

Devon SEND Advisory Teams;  
Educational Psychology Services  
Social, Emotional & Mental Health Team  
Communication & Interaction Team  
Sensory Impairment Team (Hi/Vi/MSI)  
Physical Disability and IT Team  
Children's Social Care Speech & Language Therapy  
CAMHS  
Occupational Health  
Physiotherapy  
School Nurse  
Virtual school for Looked after Children  
Attendance Improvement Team

## **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

## **Responding to Complaints**

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office. All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively please refer to the School's Complaints Policy.

## **Training and Resources**

TCS understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall Special Educational Needs and Disability Policy planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge. The SENDCO regularly attends Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

## General Data Protection Regulation (GDPR) 2018

TCS collects, uses and stores information about its pupils and may receive information about them from their previous school. This information helps us:

- Support teaching and learning
- Follow and report on pupil progress
- Provide the right care and support for its pupils
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information to anyone outside the school without consent unless the law and our rules permit it. We are required by law to pass some information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website: [https://www.devon.gov.uk/accesstoinformation/information\\_request/data-sources-and-recording/](https://www.devon.gov.uk/accesstoinformation/information_request/data-sources-and-recording/)

Please also refer to the Data Protection Policy on our school website

## USEFUL CONTACTS

For Education: <https://www.gov.uk/learners-with-special-educational-needs/overview>

Devon County Council: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-SEND-local-offer>

SEND DIAS Devon: <https://www.devonias.org.uk/>

AUTISTIC SOCIETY <http://www.autism.org.uk>

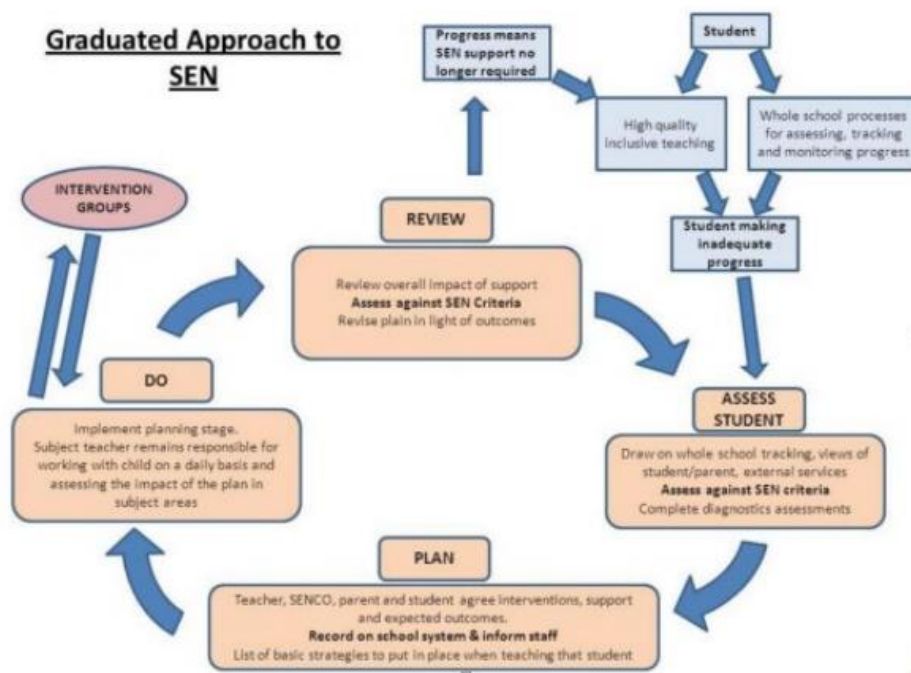
BRITISH DYSLEXIA SOCIETY <http://www.bdadyslexia.org.uk>

## Appendix 1 - Details of assessment tools and materials used in TCS's School.

These may include the following:

- SATs and Optional SATs results
- Teacher feedback
- Parental feedback
- Student Feedback
- Reading tests such as the National Group Reading Test, Access Reading Test, Single Word
- Reading Test, and Diagnostic Reading Analysis
- Spelling tests
- School academic progress reports
- SEND Quickchecker
- High frequency word checklists
- Results of standardised and diagnostic tools
- Records of work
- Behaviour reports
- Observations made by teachers, teaching assistants and other members of staff
- Social skills assessments and screenings such as Boxall Assessment.
- Observations made by external professionals such as Educational Psychology, Communications and Interactions Team, Occupational Therapy and similar

## Appendix 2 – Graduated Approach to SEND



The Graduated Approach

## Assess

- In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, 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, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a Pupil Passport. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

## Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Plan with a date to review the plan. The date for review will depend on the level of need present.
- The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Plan will be reviewed. A copy of this will also be attached to the pupil's profile on Arbor.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- So, if it is agreed that a pupil requires SEND support, all parties meet and develop a Plan detailing the support which will bring about the next part of the cycle –

## Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to – Special Educational Needs and Disability Policy

## Review

- There will be a review of the Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Version #	Date	Amended By	Nature of Change
1	14/03/2013	Kelly Ray	One school policy.
2	30/04/2014	Michelle Milton	Update
3	08/09/2014	Michelle Milton	Update to reflect changes in the SEND Code of Practice
4	10/01/2015	Manda Stone	Inclusion of the Accessibility Plan from the Disability Equality Scheme
5	12/03/2018	Justine Housecroft/Scott Deeming	New policy – rewrite to reflect changes in SEND at ML and ER

6	02/09/2018	Justine Housecroft	Annual policy review
7	02/09/2019	Justine Housecroft	New policy
8	01/09/2019	Justine Housecroft	Annual policy review
9	08/09/2020	Justine Housecroft	Annual policy review
10	15/09/2021	Justine Housecroft	Annual policy review
11	12/09/2022	Justine Housecroft	Annual policy review
12	24/09/2023	Nicola Lee	New policy – reflect a greater depth around graduated response, areas of SEND need and funding.
13	29/09/2023	Local Governance Officer	Minor grammatical errors following approval at Local Governing Board meeting on 27/09/23
14	23/09/2024	Amy Kirkwood	Annual Policy Review