

Deerhurst and Apperley C of E Primary School



Special Educational Need & Disability Policy

July 2025

Special Educational Needs Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the Equality Act 2010, the Children's and Families Act (2014) and the school's Safeguarding Policy and The Accessibility Plan. The school SENCO with the SEND Governor in liaison with the staff created this policy.

The SENCO is Mrs H Philcox.

The SENCO can be contacted via the school office on 01452 780374 or by email via the school website.

Introduction

Deerhurst and Apperley C of E Primary School is a small, rural primary school in the heart of the village of Apperley. It can accommodate up to 84 pupils. The school has mixed year groups. Please see the school website for the current structure.

Pre-school

Little Deers Pre-school is attached to the school.

Children will be monitored in the Pre-School and any causing concern will be discussed with the SENCO and appropriate action taken. See Pre-School guidance for more information.

Deerhurst and Apperley C of E Primary School values the contribution that every child can make and seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. Every teacher is a teacher of every child including those with SEND.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children of school age have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A person has a disability (for the purposes of the Disability Discrimination Act 1995) if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities. (Section 1 (1), Disability Discrimination Act 1995)

There are other factors that may impact on a child's progress and attainment that are not regarded as SEN. These include:

- Disability (where reasonable adjustments can be made)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Aims

The overall aim of this policy is to improve the outcomes for every child. We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education needs, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child's learning
- maintaining a SEND register and a record keeping system
- providing a curriculum with adaptations where necessary
- providing training for the SENCO, class teachers and teaching assistants and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

Objectives

At Deerhurst and Apperley C of E Primary School we:

1. Ensure, wherever possible, that all our pupils are taught within their own class group and that withdrawal is kept to a minimum.
2. Provide programmes of work for children with SEND which enable them to access the curriculum irrespective of their learning difficulty.
3. Allocate our resources flexibly to support all children's needs.
4. Plan our work allowing for adaptations and scaffolding in keeping with the child's needs and abilities.
5. Operate a system of closely monitoring our pupils work.
6. Maintain effective channels of communication with everyone involved with our children with SEND.
7. Inform, consult and support the parents of our children with SEND.
8. Liaise closely with the appropriate services working with our children.

Health and Safety

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Specific medication is labelled and kept in the school office and will be administered as necessary by a member of the school staff. Parents are required to complete a permission and administration form before any medication is given.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

Identification

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and/or sensory

How does our school know if children need extra support?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil frequently asks for help with work that is age appropriate.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching with appropriate adaptations to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and to increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team and the SENCO
2. ongoing assessment of progress made by pupils with SEND
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND
5. pupil and parent feedback on the quality and effectiveness of interventions provided
6. attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these during Parents Consultation Meetings which are held in the autumn and spring terms.

Pupils' attainments are tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher, SENCO and Head teacher.

Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is appropriate, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the Assess, Plan, Do and Review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets and expected outcomes and a review date will be made.
4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Educational Psychology Service
- Health and Social Services
- School Nurse
- Child and Adolescent Mental Health Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy
- Outreach and in-reach support from special schools

In addition, the school will involve additional external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and for whom the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

Please refer to the School's SEND information report for information on:

- *what parents should do if they think their child may have special educational needs.*
- *how pupils will be supported in school and parents' involvement*

Graduated Pathway

The Graduated Pathway of Early Help and Targeted Support is Gloucestershire's Early Help assessment and planning process which provides support to practitioners working with children, young people and families. Applying a graduated approach allows the provision of the right level of support at the right time.

The GSCP Levels of Intervention guidance provides practitioners with guidance and indicators to help make decisions according to the level of need. The guidance is to be used in conjunction with the Graduated Pathway to ensure support is proportionate and at the lowest level of intervention.



The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs and progress made following review meetings with staff and parents. The child's views will be considered and if the class teacher and SENCO consider that a child no longer requires additional provision due to progress then parents will be informed of the decision at a review meeting or through a conversation with the SENCO and/or via a letter.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

Curriculum

At Deerhurst and Apperley C of E Primary School we aim to offer all our children access to the Foundation stage curriculum &/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

Mental Health and Well Being

The school recently achieved and was awarded The Mental Health Champion Award, The Healthy School Status Award and is currently pioneering the ECO Green Flag Award. School has two trained Mental Health Leads and a Senior Mental Health lead. The school benefits from a large outdoor green space for the children to play in which includes a garden specifically for Year 6 pupils and a Spiritual Garden for all pupils. All children take part in Forest School activities and there are nurture groups available for children who are identified for activities such as Bubble Room, Build Happy and Mindfulness.

Integration

The Governing body at Deerhurst and Apperley C of E Primary School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and the work covered is supported within the classroom whenever possible.

Equal Opportunities

At Deerhurst and Apperley C of E Primary we provide equal opportunities for all pupils and work hard to develop and maintain a sense of value. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

All children

The school adopts a policy to ensure that every child, whatever their background or their circumstances, has the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

- Achieve economic well-being

SEND Funding

The DfE definition of a High Needs pupil is one where the educational provision cost, including the basic provision given to all pupils exceeds the Age Weighted Pupil Unit (AWPU) plus £6,000.

All mainstream schools are provided with resources to support pupils with additional needs including pupils with SEND. Schools have an amount identified within their overall delegated School Budget, called the **Notional SEN budget**.

The Notional SEN budget consists of 100% of the Prior Attainment factor rate and 2.5% of the Age Weighted Pupil Unit factor rate.

Pre – 16 pupils

Schools and Academies will be expected to contribute the first £6,000 of the additional educational support provision for high needs pupils from their notional SEN budget - this is over and above the cost of standard teaching and learning (which is funded by the age weighted pupil unit (AWPU)).

The number of high needs pupils for whom schools are expected to contribute will be restricted to 1 for every 30 pupils on roll, rounded to the nearest whole number.

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

STAFF POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

Partnership with Parents

At Deerhurst and Apperley C of E Primary School we have always tried to maintain good working relations with our parents. Specifically, in relation to parents of pupils with SEND, we have set down a clear procedure for action. No decisions about referrals, provision, My Plans, movement between stages or in relation to statutory assessment, will be made without parental consultation and consent. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to join any review meeting.

The Local Offer is published as part of the SEND reforms under the Children and Families Act 2014. The purpose of the Local Offer is to 'offer' information in a single place, which can help parents and carers find and understand what services they and their family can expect from a range of local agencies including statutory entitlement.

The aim of the Local Offer is to support children and young people with SEN and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact on their lives now and in the future.

Gloucestershire's Local Offer can be found at www.glosfamiliesdirectory.org.uk

Arrangements for In-service Training

All members of staff are encouraged to attend relevant courses as appropriate (within the constraints of the school budget) which contribute to their Continuing Professional Development (CPD).

TAs and non-teaching staff are invited to attend appropriate school inset.

Good practice, resources and ideas are shared between members of staff.

The SENCO regularly attends the Local Authority SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

Outside Support Services

All members of staff are requested to keep the SENCO informed of any contact they have with outside agencies. Similarly, the SENCO will keep the staff informed of any reports and assessments carried out by any outside agency.

Links with Other Schools

As Deerhurst and Apperley C of E Primary School takes children from a variety of pre-school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the relevant review meetings.

Our Reception teacher will visit the pre-school to build relations with Reception children prior to them starting school. The children will visit the Reception class. The pre-school will pass on relevant information about the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

Role of the SENCO

The SENCO is Mrs H. Philcox who is responsible for co-ordinating the SEND provision within the school. The SENCO has the National Award for SEN (NASENCO).

The SENCO is responsible for:

- Working with, and advising, all staff on the graduated approach to providing SEN support.
- Co-ordinating the provision for pupil with SEND.
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Liaising with early years providers and other school settings
- Contributing to in-service training of staff
- Keeping the Head teacher updated
- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plans
- Contributing to the writing, delivering and reviewing of My Plan + and EHC Plans
- Overseeing the day to day operation of the school's SEND policy

The SENCO is a part time teacher. In the absence of the SENCO the point of contact is the Head teacher.

Role of The Governors

The governing body, along with the Head teacher, decide the school's policy and approach to meeting the needs of pupils with SEND.

The SEND Governor is Mrs Kathryn Witney

The Governors are responsible for:

- Ensuring that the necessary provision is made for a pupil who has SEND
- Ensuring that the teachers are aware of the importance of identifying and providing for those pupils who have SEND
- Ensuring that pupils with SEND play a full part in the life of the school
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child
- Monitoring the school's SEN policy, provision and deployment of personnel and resources through regular meetings with the SENCO
- Reporting annually on the effectiveness of the school's work on behalf of pupils with SEN

Role of Head teacher

The Head teacher is responsible for:

- The overall management of SEN provision
- Working closely with the SENCO
- Keeping the governing body fully informed of SEND issues
- Pastoral care for all pupils (PSP)

Although the Head teacher retains ultimate responsibility, many responsibilities are delegated to the SENCO and the teaching staff.

Role of Class Teachers

Class teachers are responsible for:

- Initial identification
- Communicating with the SENCO and SEND support staff
- Ensuring appropriate adaptations and scaffolding are in place to enable access to curriculum
- Meeting the Special Educational Needs of all children in their class
- Contributing to the writing, delivering and reviewing of My Plans
- Contributing to the writing, delivering and reviewing of My Plan + and EHC Plans

The Designated teacher with specific safeguarding responsibility is Mrs Neveu, Head teacher.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Neveu, Head teacher.

The member of staff responsible for managing PP/CLA funding is Mrs Neveu, Head teacher.

Related Policy/Links

- Data protection
- Confidentiality
- Safeguarding
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- Local and School Offers
- School Website

Complaints

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the class teacher, SENCO and Head teacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

Safeguarding

Deerhurst and Apperley C of E Primary has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

Monitoring and Review

The policy is reviewed by the SENCO, working in consultation with staff and the governor with responsibility for Special Needs.

The policy will be reviewed as shown on the School Improvement Plan. Subject Coordinators will monitor curriculum provision for children on the SEND register when monitoring their subject. The SENCO will support in providing suitable adaptations and scaffolding where appropriate.

The policy was presented to the governors for approval at the Full Governing Body meeting on XXX

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the SENCO working closely with the Head teacher.

Signed:

Head teacher

Date:

Signed:

Chair of Governors

Date: