



## SEND and Disability Policy

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## **1. Definition of SEND**

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others in a mainstream school.

For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. (1996 Education Act Section 312). 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 are taught.

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2015) and has been written with reference to the following guidance and legislation:

- Equality Act (2010)
- Children and Families Act (2014)
- Springdale First School's SEND Core Offer (2024/25)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)

## **2. Categories of SEND**

The Special Educational Need Code of Practice (2015) identifies four broad areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical impairment

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular needs.

At Springdale First School we value each child equally and understand the importance of showing flexibility and adaptability to our teaching approaches to ensure that we can remove the barriers to learning that children with SEND may face.

We aim to ensure that every child is able to access the learning they need to be successful.

### **3. Aims**

- To develop happy, confident children who thrive in a secure and vibrant atmosphere.
- To provide every child with the opportunity to access the curriculum and achieve their full potential.
- To ensure early identification of children who require additional support to help them succeed during their school life and beyond.
- To equip each child for their future by nurturing the development of the whole child emotionally, physically and socially.
- To create a spirit of collaborative teamwork involving pupils, parents, staff, and governors to support children's learning and health needs.
- To ensure that all staff, receive quality and relevant training to help them to support children with SEND.

### **4. Objectives**

- To ensure all staff understand and work within the guidance provide in the SEND Code of Practice (2015).
- To create a warm, bright, stimulating learning environment.
- To provide a robust system for early identification of children who have additional needs.
- Encourage pupil's persistence, resourcefulness and independence in all aspects of their learning.
- To provide access to regular support, training and advice for all staff who work with children with SEND.

### **5. Roles and Responsibilities**

#### **Governing body**

The Governing body will exercise their duty and have regard to the Children and Families Act (2014), SEND Code of Practice 0 -25 (2015) and the Equality Act (2010). This will include ensuring that Springdale First School's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. Governors have a duty to report to parents annually on the policy for children with special educational needs.

The SEND Link Governor representing the Governing Body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community.

The SEND Link Governor responsibilities are:

- Help raise awareness of SEND issues at Governing Body meetings and giving up-to date information on SEND provision within the school.
- Assist in the regular review of provision for children / young people with SEND and ensuring that parents and children have confidence in this provision.
- Have familiarity with the statutory elements of this policy and how they are implemented
- Understand changes in law associated with the delivery of SEND within our school
- Challenge and hold to account those who coordinate SEND by reviewing SEND achievement data and seeking to reduce any SEND curriculum performance gap
- Review the effective and efficient use of SEND funding delegated to our school.

### Headteacher

The Headteacher, Miss Debbie Budden, has overall responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. Miss Budden keeps the governing body fully informed and works closely with the Inclusion leader and Senior Leadership Team. The responsibility of all Looked After Children (LAC), Pupil Premium pupils and children who speak English as an Additional Language (EAL) is jointly held between the Headteacher and the Inclusion Leader.

### Inclusion Leader

The Inclusion Leader, Mrs Simonne Burgess, completed the National Qualification for SEN in 2018. Mrs Burgess leads the day-to-day management of the children placed on the SEND register. The Inclusion Leader coordinates the provision of any advice from outside agencies and School Support Plans for children who have specific difficulties, by working closely with the Headteacher, class teachers and support staff.

### Key responsibilities

- Oversee the day-to-day operation of the school's SEND policy.
- Identify children with SEND in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information.
- Maintain a register of all children with SEND.
- Co-ordinate provision for children with SEND, including designation and supervision of support staff.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND and advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEND and encouraging partnership working in the education and development of their child.
- Liaise with a range of external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Support teachers with recording strategies within a Support Plan.
- Disseminate to colleagues, knowledge and research pertaining to SEND.

### Teaching staff

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from specialist staff. Teachers are also accountable in identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. Class teachers create, monitor and review all Individual Support Plans for identified children.

All teaching staff follow the school's procedures to identify, assess, plan, do and review children with SEND. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs.

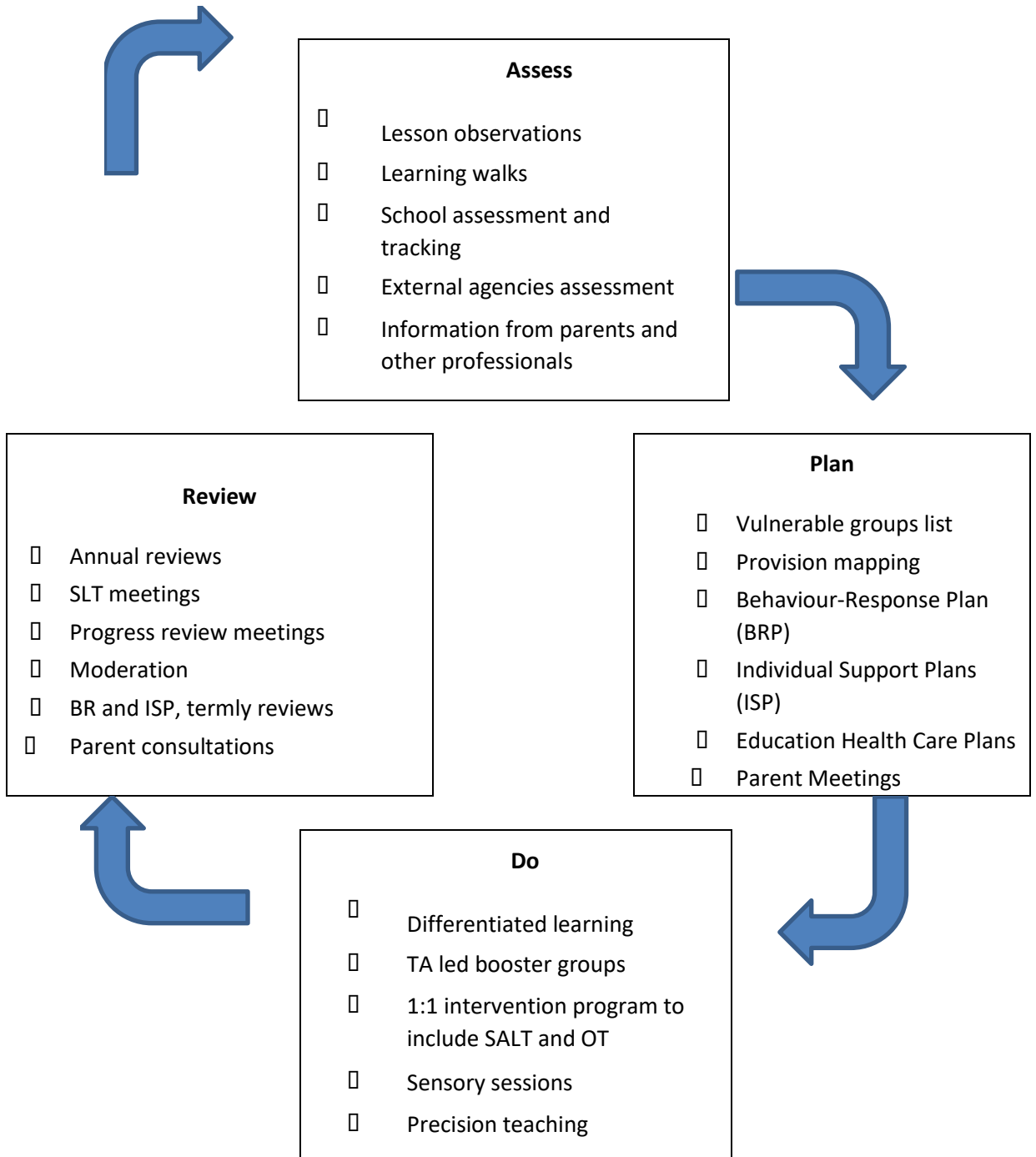
## **6. Identifying Special Educational Needs and Disability (SEND)**

Quality first teaching differentiated for individuals is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, the school will put interventions in place and keep a careful record of this in order to monitor progress. In consultation with parents, the child will be placed on the SEND register. Where it is decided that a child does have SEND, the decision should be recorded in the school records and the parents and carers must be informed that special educational provision is being made.

## **7. Supporting Children with SEND in our School**

Where a child is identified as having SEND, Springdale First School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to collaboratively agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

8. Springdale First School's Graduated Response



The Inclusion Leader will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. Teaching staff are accountable for monitoring the progress of all children, to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

These can include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

#### **9. Requesting for an Education, Health and Care Plan (EHCP)**

Where a child's need is deemed to be significant, complex and long term and their needs cannot be sufficiently met within school, then a request for an EHC assessment may be made to the Local Authority. This request can be made by the school or parents. Following a request for assessment, the LA will determine whether a statutory education, health and care assessment is necessary and communicate its decision to parents. In making its decision, the LA will consult with the child and his/her parent and take into account, their views, wishes, feelings and any information provided by them or at their request. If a pupil receives an EHCP then this will be reviewed annually. An Annual Review will be held at the school and the pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Springdale First School are person centred and focus on the pupil's progress. Further details about Annual Reviews can be found on BCP's Local Offer.

#### **10. Equipment and Resources**

General SEND resources will be provided to children as required, from the SEND budget. More specialist equipment will be purchased if required. For children who have an EHC plan, funding may be used from their allocated personal budget. In these instances, purchases will be made following advice from other professionals. Under the Equalities Act 2010 the school must make, "reasonable adjustments including the purchasing of auxiliary aids and services for disabled children."

## **11. Transfer between schools**

Information regarding children with an identified disability or SEN will be transferred from the Early Years setting so that:

- Staff with specific skills can be deployed effectively
- The curriculum can be modified to meet their needs
- It can be ensured there are no barriers to learning, e.g., the physical environment
- Appropriate next steps are identified for the child at an early stage
- The parent/ school partnership can be focused on the child's specific needs

When a child leaves Springdale First School, whether at the end of Year 4 or to join any other school, his/her relevant SEND records are part of the information forwarded to the next school. In addition to this, when staff from the Middle schools, visit our school during the final term of Year 4, children's individual SEND needs are assessed and discussed with the Year 5 teachers. Information is requested from the Inclusion leader, if required. The Inclusion Leader will also talk through individual children and arrange meetings, if necessary, with the Middle school SENDCos.

## **12. Coming off the SEND register**

A child will be removed from the SEND register if it is decided that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored, and their progress carefully tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease. A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored using the school's systems.

## **13. Contact Details**

**Inclusion Leader:** Mrs Simonne Burgess 01202 692700 office@springdale.poole.sch.uk

**Headteacher:** Miss Debbie Budden 01202 692700 office@springdale.poole.sch.uk

**Inclusion Governor:** Mrs Helen Heydon

**Safeguarding Governor:** Mrs Helen Heydon

**Monitoring and Review Officer,** BCP: 01202 262276

## **14. Policy Review**

This Inclusion/SEND policy will be reviewed annually in line with the DfES Code of Practice and will elicit the views of all concerned in implementing it to evaluate its success.