T.R.E.E.S

TOGETHER RESPECT ENCOURAGE ENDEAVOUR SELF-BELIEF

Canon Pyon Church of England Academy

SEND & Inclusion Policy

Helping **all** children to grow and flourish

Reviewed: Autumn 2022

Emily Pritchard-Smith

Key People

Emily Pritchard-Smith – Special Educational Needs Coordinator (SENCo)

epritchard-smith@canonpyon.hereford.sch.uk

Alex Davies – Executive Headteacher

adavies@strettonsugwas.hereford.sch.uk

Mrs J Kent – SEN Governor

01432 830334

Contents

Section 1: Introduction
This document is a statement of the aims, principles and strategies the school has adopted to ensure the effective and efficient provision for children with special educational needs and disabilities (SEND) at Canon Pyon CE Academy.

Compliance
This policy has been written with reference to the following guidance and documents:
- Equality Act (2010) and Advice for Schools DfE Feb 2013
- The Children and Families Act (2014) and the SEND Code of Practice 0 – 25 (2014 – Updated Jan 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 and Teachers Standards (2012)

It should be read in conjunction with the:
- Safeguarding Policy
- Medical Policy
- Accessibility Plan and Equality Policy
- SEN Information (Local Offer)
- Data Protection Policy

This policy was written by the school's SENCO in liaison with the Senior Leadership Team, the SEND Governor and all staff. It was written with regard to the following principles:
- Parents and pupils to participate in all stages of decision making.
- Early identification of needs.
- Close liaison between all service providers.
- High quality teaching and provision to underpin educational needs.
- All reasonable adjustments to be made to enable inclusion.

Section 2: Aims and Objectives
Aims
At Canon Pyon CE Academy we value the individuality of every child and we are committed to educational inclusion. We believe that all children should be equally valued in school and to this end the school aims to eliminate prejudice and discrimination, providing equal opportunities for all learners. We focus on raising the aspirations and expectations of all our learners in order to achieve the best possible outcomes for them.

Objectives
Based on guidance from the SEND Code of Practice (2015).
- To set high expectations and ambitious targets for all pupils.
- To monitor pupils' achievement regularly in order to identify those children who are not making expected progress.
- To identify (at the earliest opportunity) individual pupils' barriers to learning, through observation, Pupil Progress Meetings, SEN review meetings and specific testing.
- To ensure that there is high quality classroom teaching, differentiated to meet the needs of groups of students and individuals, enabling them to meet targets.

- To ensure that all children are given appropriate support to allow them to overcome any barriers to learning in order for them to be able to make accelerated progress and begin to meet national expectations.
- To carefully monitor teaching and learning, including the effectiveness of any additional provision, in order to provide targeted professional development and training for all staff.
- To ensure that all children are fully included in all school activities in order to promote the highest levels of achievement by providing equal opportunities for all learners whatever their age, gender, ethnicity, barriers to learning, attainment or background.
- To involve parents, pupils and others in developing a partnership of support, engendering full confidence in the strategies adopted by the school.
- To ensure that our children have a voice in their own education.
- To regularly review the policy and practical arrangements to achieve best value.

Legal definitions

According to the Code of Practice (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, that is, provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age 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.

Under the Equality Act (2010), disability is defined as 'having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'
- 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

Many children and young people who have SEN may have a disability under the Equality Act 2010 (see definition above). This provides a relatively low threshold and includes more children than many realise. It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions
such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Section 3: Identifying Special Educational Needs

(See Code of Practice Jan 2015 6.14-6.35)

The school has adopted a rigorous approach to assessing a pupil's progress, skills and attainment which is in line with the 'Assess-Plan-Do-Review' cycle as stipulated in the Code of Practice.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

At the same time, the school also considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The Code of Practice (2015) recognises four broad areas of SEND:
1. Communication and interaction e.g. Autistic Spectrum Condition, Speech and Language Needs
2. Cognition and learning e.g. Moderate or Severe Learning Difficulties, Specific Learning Difficulties
3. Social, emotional and mental health e.g. Social Behaviour, Anxiety Disorders
4. Sensory and/or physical needs e.g. Hearing or Visual Impairment, Mobility issues (may require specialist equipment or adaptations in order to access the curriculum)

At Canon Pyon CE Academy we identify a child's needs in order to plan provision that will ensure the best possible outcomes for that child. To do this, the needs of the child are identified by considering the whole child, which may include not just their special educational needs.

Other factors that may impact on a child's progress and attainment are:
- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Lost learning due to the Covid-19 pandemic

Any concerns relating to a child's behaviour should be described as an underlying response to a need which should be recognised and identified clearly. The Code states quite clearly

that 'persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs'. Also, short-term
learning difficulties and wider mental health issues can be triggered by events such as bereavement or bullying. This may not always lead to children having SEN but where difficulties persist, the school will consider whether the pupil would benefit from further assessment.

The Code of Practice states that 'slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.' At Canon Pyon CE Academy every effort is made to ensure that children's strengths and weaknesses are correctly identified and children are only moved to SEN Support when a specific SEN need has been identified and after consultation with parents/carers and the child.

Section 4: A Graduated Approach to SEN Support
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching (6.37 Code of Practice 2015).

Canon Pyon CE Academy takes a graduated approach to identification as detailed below.

Stage 1 – Quality First Teaching
- It is recognised by all members of the school community that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Where progress or attainment is a concern, the first response is to ensure that high quality teaching is in place, targeted at specific areas of weakness.
- Discussions will take place between the class teacher and parent/carer.
- Short-term support strategies may be put in place.
- The pupil's progress and attainment will be monitored carefully at Pupil Progress Meetings.

Stage 2
Where progress continues to be less than expected, the class teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions
designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (6.19 CoP 2015)

- At this stage it is recognised that a pupil will require additional and different help to that available to all pupils.

- It is likely that children will be falling significantly below national expectations and that any short-term intervention has not had led to the expected outcome, i.e. the attainment gap has not been closed.
- The SENCO and class teacher will meet with the parents/carers and the child to discuss progress and attainment and to plan next steps. This will usually involve, with parental consent, the use of targeted tests to identify specific barriers to learning.
- The pupil will be placed at SEN Support and an Individual Learning Plan will be written, with details of the specific provision that will be made, a copy of which will be given to parents.
- The school has adopted the Assess-Plan-Do-Review model in which 'earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated
- approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.' Code of Practice 6.44
- The School Provision Map will detail all interventions that are being carried out across the school.
- It is the responsibility of class teachers and the SENCO to monitor the impact on outcomes of the provision, as detailed in the Pupil Passport.

Stage 3
When a pupil has been identified as having SEN and provision has been made under Stages 1 and 2 but outcomes for the pupil have still not been achieved, the school will consider taking further steps.
- External agencies may be consulted and they may make further assessments of the pupil's needs in order to support the school in planning appropriate provision.
- The SENCO will be responsible for liaising with external agencies and for ensuring that any recommendations and advice are followed. Class teachers and the SENCO will monitor the impact on outcomes of those recommendations.

Education, Health and Care Plans
If a pupil's progress is still not as expected, despite relevant and purposeful action having been taken by the school, the Local Authority may be asked to make an Education, Health and Care needs assessment. If the Local Authority referral panel accepts that this is the best course of action, a multi-agency assessment will establish the child's specific needs and the range of provision required to meet those needs. This assessment may result in an Education, Health and Care Plan being written for the child.

Section 5: Managing Pupils on the SEN Record
The school has adopted the Assess-Plan-Do-Review cycle as recommended in the Code of Practice. When a pupil is moved to SEN Support, or if they receive an Education, Health and Care Plan, this is noted on the school's data management system so that their attainment and progress can be monitored carefully. Being
able to identify pupils in this way, helps teaching staff to evaluate the effectiveness of any additional provision that is made. Children are only moved through the stages following a

thorough discussion between the parents, the child, the class teacher and the SENCO. This discussion will include:

- Views from the parents/carers and child about progress and attainment, along with any other relevant information
- A wide range of assessment data (both progress and attainment), including any response to specific interventions/differentiated work
- Notes from Pupil Progress Meetings
- Assessment information, either from external agencies or SENCO

When an initial concern is raised about a child, and it is not yet clear whether there is a special educational need or if there is a temporary difficulty due to some other factor, the child may be considered to be at the 'Monitoring' stage. This would be noted in the SEN file and further discussions would take place if progress and/or attainment continued to cause concern. Records are kept in accordance with the school's Data Protection Policy.

Section 6: Criteria for Exiting the SEN Record

As part of the Assess-Plan-Do-Review cycle, the progress and attainment of pupils at Canon Pyon CE Academy is constantly monitored. When pupils with identified SEN meet age-related expectations and there are no concerns about progress, they are no longer considered to need educational provision that is additional to or different from the majority of other pupils and they are then moved from SEN Support. Their progress and attainment are monitored closely to ensure that it continues to be good and, for this purpose, they are placed on a Monitoring list.

For those children with an EHC plan, their needs are discussed at the Annual Review Meeting and it is then agreed whether or not that level of support should continue.

Section 7: Supporting Pupils and their Families

SEN information about the school is available on the school website. There is also a link to the Local Authority's Local Offer for SEN which provides further information, including contact details, for the Special Educational Needs and Disabilities Information and Advisory Service (SENDIAS).

Parents are encouraged to talk to their child's class teacher regularly to find out how they can best support their child at home.

The SENCO is available to meet with parents and discuss any concerns or worries that parents may have. If there are concerns about a child's progress and/or attainment, parents/carers are informed at the earliest opportunity by the class teacher. They are fully involved in decisions about any additional provision that is
being made for their child as part of the Assess-Plan-Do-Review cycle.

If outside professionals are involved, parents will have a chance to meet with them.

Any assessments will only be carried out with parental consent and any information that is gathered will be discussed in full.

If it is agreed that an Education, Health and Care needs assessment should be carried out, parents will be given the opportunity to receive individual support from Herefordshire Carers Support who have specially trained staff to help guide parents through the whole process.

Pupils will be invited to all review meetings so they are fully involved with the Assess-Plan-Do-Review cycle.

Section 8: Supporting Pupils at School with Medical Conditions & Disabilities
The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special education needs (SEN) and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

Please see Medical Policy for further information on how children with medical conditions are supported at school.

Section 9: Monitoring and Evaluating SEND Provision
At Canon Pyon CE Academy there is an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school, including the management of SEN provision and the
achievement of pupils with SEND.

Information about the achievement of pupils is gathered at Pupil Progress Meetings; SEN review meetings; from learning walks and observations; meetings with parents and pupils. Provision for pupils is discussed and actions amended accordingly.

The management of SEND provision is monitored and evaluated by the SENCO, Headteacher and the SEN Governor (on behalf of the governing body). This is done to ensure that the areas for improvement that are likely to have the greatest impact on the overall quality of provision are prioritised. A plan of action
is then prepared and actions are carried out. The plan also includes details of how the impact of actions will be monitored and evaluated. The evaluation of the action plan thus becomes part of the school's process of self-evaluation and review. This is achieved through performance management meetings; SENCO governor meetings; feedback from staff, parent and pupil audits.

Section 10: Training and Resources
In order to maintain the quality of teaching and to develop the provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Regular staff audits are used to identify training needs as part of the school's self-evaluation process. This information is then fed into the School Action Plan.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

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

Section 11: Funding for SEN Support
Resources are provided to the school for supporting those pupils with additional educational needs. The amount is determined in a local funding formula and is referred to as the 'notional SEN budget'. This can provide additional adult support as well as specific resources. It is not ring-fenced and it is allocated as part of the school's annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact.

In addition to this budget, the SENCO can apply for top-up funding for specific pupils at a monthly panel meeting. For children with an EHC Plan, additional top-up funding might also be agreed with the Local Authority when the plan is confirmed.

Section 12: Roles and Responsibilities
All members of the school community work towards the school aims by:
- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The Governing Body, in consultation with the Headteacher, determines the school's general policy and approach to the provision for children with special educational needs; establishes appropriate staffing and funding arrangements and maintains an overview of the school's work. They are responsible for reviewing the SEND policy and reporting to parents annually. The governing body appoints a governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.

In particular, the role of the SEN Governor includes:
- Supporting the implementation of the school's Special Educational Needs Policy.
- Monitoring and evaluating the impact of special needs provision in the school on behalf of the governing body.
- Encouraging and supporting the sharing of information between the SENCO, other school staff, governors and parents.

The SENCO is responsible for:
- The daily implementation of the school SEND Policy.
- Liaising with and advising teaching and support staff on the graduated approach to providing SEND support.
- Coordinating provision for children with SEND.
- Ensuring that inclusive practice leads to the best outcomes for pupils with SEND.
- Overseeing the records of all children with SEND and ensuring that they are kept up to date.

- Ensuring that the Headteacher and the Governing Body are fully informed about the progress and attainment of SEND pupils.
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Contributing to in-service CPD for all staff.
- Liaising with parents/carers about provision for pupils with SEND.
- Being a key point of contact for external agencies e.g. the Local Authority and its support services, healthcare providers etc.
- Liaising with SENCOs in nurseries, high schools and other primary schools, to ensure a smooth transition between educational settings for children with SEND.

Teachers are responsible for the progress and attainment of all pupils in their class, including those with SEND. They will provide 'high quality teaching, differentiated for individual pupils'. (6.37 Code of Practice 2015) Teachers, with support from the SENCO, will plan effective interventions and monitor their impact on outcomes.

Teaching assistants are deployed and managed primarily by the Executive Head and Head of School. However, all staff members are involved in the deployment of the school's SEND Policy and all teachers have responsibility for managing the day-to-day work of the teaching assistants, with guidance from the SENCO
where necessary.

SEN TAs (i.e. those specifically employed to work with children with an EHC Plan or other children with high needs) are deployed by the Headteacher with the SENCO as line manager. The Head of School has specific responsibility for Safeguarding; managing PPG/LAC funding; and managing the medical needs of pupils.

Section 13: Storing and Managing Information
- All paper documents relating to SEND pupils are stored in a locked, fire-proof cupboard.
- All electronic documents are held securely within the school's computer network, which is password protected.
- Any electronic information sent to or received from the Local Authority is done via Anycomms, a secure, password-protected service.
- Data about pupils is only shared with outside agencies with parental permission.
- SEN records are sent to the child's next school when they transfer to another setting. This can be at any time but it is usually when they move on to high school. Records are kept at Canon Pyon CE Academy in line with the school's retention schedule.

Section 14: Reviewing the Policy
This policy will be reviewed every year.

Section 15: Accessibility
Under the Equality Act (2010) the school has an obligation:
- to not treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to improve the delivery of written information to disabled pupils

An Accessibility Plan has been written and this is available on the school website.

There is a disabled lavatory within the school building and wheelchair access is available.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:
- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment

Pupils with special educational needs and disabilities have access to a broad and balanced curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At Canon Pyon CE Academy we strive to be an inclusive school, engendering a sense of community and belonging through our:
- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- different teaching strategies suited to the child's needs
- high expectations and suitable targets for all children
- an expectation that all children will access all activities, including extra-curricular activities

Parents' views are sought at meetings and ways to improve accessibility are discussed and implemented.

The LA Access and Inclusion Team also conduct regular audits and provide advice about planning for accessibility.

Information for parents is available in a variety of formats to suit individual needs.

Section 16: Complaints & Compliments
Details for raising a complaint or passing on a compliment can be found on the School's SEN Information Page on the website.
Initially, parents/carers are encouraged to talk to their child's class teacher.
If the issue is still not resolved, they can make an appointment to discuss it with the SENCO or Headteacher. If they are still not satisfied, they can discuss their concern with the SEN Governor.
SENDIAS (Special Educational Needs and Disabilities Information and Advice Service) is able to offer independent advice to parents.

Section 17: Bullying
The school's Anti-Bullying Policy is available on the website.
For some of our most vulnerable learners (e.g. those on the autistic spectrum) specific approaches are adopted to suit their needs. This is usually a whole-school approach and involves developing understanding.