

Golden Flatts Primary School  
SEND Policy

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## 1. Statement of intent

This policy outlines the framework for Golden Flatts Primary School to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, Golden Flatts Primary School aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Golden Flatts Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

## 2. Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

### **3. Golden Flatts Primary School seek to:**

- Include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Equal Opportunities Policy, Race Equality Policy and Behaviour Policy.
- Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy, nurturing environment
- The feelings and opinions of children are important and valued
- Parents/carers have a vital role in supporting their child's learning
- Every teacher is a teacher of SEN at Golden Flatts and are accountable and responsible for their progress and enjoyment.

### **4. Aims**

- The staff and governors at Golden Flatts and Lynnfield support a whole school approach to Inclusion. We work together as a team, collaborating and co-ordinating all that we do for the benefit of all children
- We believe in a fully inclusive approach
- We recognise that all children may have special educational needs at some point in their education
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- We aim to share learning objectives with all children, to involve them in evaluating their progress and setting new targets
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register

- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential

## 5. Objectives

- To identify and provide for pupils with special educational needs and additional needs (in consultation of parents, teachers, the Special Educational Needs Coordinator and outside specialists where appropriate)
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To Provide a Special Educational Needs Coordinator who will work within the SEN inclusion policy
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.

## 6. Identifying Special Educational needs

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

### **Communication and interaction**

- Children and young people 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 or they cannot understand what is being said to them, or 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 and young people with ASD, including Asperger's Syndrome and 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.

### **Cognition and learning**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- 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.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

- Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Golden Flatts Primary School have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory or physical needs**

- Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.
- These conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings<sup>1</sup>

These four categories of need broadly identify aspects of primary areas of need for children at Golden Flatts Primary School. However, we identify the needs of pupils by considering the needs of the whole child, which might include not just the special educational needs of the child.

These additional factors will be considered:

- Disability (not all disability is SEN)
- Attendance and punctuality
- Health and welfare
- Being a child of a parent in the Armed Forces
- Behaviour not related to SEMH above

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<sup>1</sup> The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools, Chapter 6

<sup>1</sup> Equality Act 2010 (Disability) Regulations 2010, section 4 (1)

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- Being in receipt of Pupil Premium
- English as an Additional Language (EAL): Golden Flatts Primary School gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, Golden Flatts Primary School makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Golden Flatts Primary School appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. Golden Flatts Primary School looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

- Looked after children: Children at Golden Flatts Primary School who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. Golden Flatts Primary School recognises that children that have some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

Golden Flatts Primary School has a designated member of staff for looked after children (LAC). M. Newbury (Safeguarding Lead and Head of School) and designated teachers work closely with the SENCO to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

## **7. Admissions**

Golden Flatts Primary School will ensure it meets its duties under Golden Flatts Primary School Admissions Code by:

- Not refusing admission for a child that has named Golden Flatts Primary School in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because Golden Flatts Primary School does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with Golden Flatts Primary School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on Golden Flatts Primary School website.

## 8. Roles and responsibilities

### **The governing body has a responsibility to:**

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to Golden Flatts Primary School for pupils with disabilities.
- Prepare the accessibility plan showing how Golden Flatts Primary School intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and Golden Flatts Primary School's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee Golden Flatts Primary School's arrangements for SEND.
- Prepare the SEN information report and publish it on the website.

### **The Head of School and Executive Headteacher has a responsibility to:**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.

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- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within Golden Flatts Primary School.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of Golden Flatts Primary School's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of Golden Flatts Primary School do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within Golden Flatts Primary School and in comparison, with national data.

**The SENCO has a responsibility to:**

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and Headteacher, as part of Golden Flatts Primary School leadership team, to determine the strategic development of SEND policy and provision in Golden Flatts Primary School.
- Work with Golden Flatts and Lynnfield Primary School governors and the Executive Headteacher to ensure that Golden Flatts Primary School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of Golden Flatts Primary School's delegated budget and other resources to meet pupils' needs effectively.

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- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by Golden Flatts Primary School, together with those who do not have SEND.
- Ensure that Golden Flatts Primary School keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within Golden Flatts Primary School and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's strengths and weaknesses and advise on effective implementation of support.
- Provide LA with census data at given points within the academic year.

**Class/subject teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Draw up a one-page profile of the pupil with SEND.
- Ensure all children including children with SEND are taught by the teacher and classroom support is managed to meet the needs of all groups.
- Keep up to date with all paperwork relating to children with SEND, to be utilised to support the planning of next steps for the pupil in accordance with school and LA deadlines.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include Phase Leaders, SENDCO, Senior Leadership Team.

## **9. Involving pupils and parents/carers**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when Golden Flatts Primary School provides their child with SEND support.

Decisions on whether Golden Flatts Primary School will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Golden Flatts Primary School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Gain the views and opinions of parents/carers.

The class teacher, will meet with pupils, and parents/carers of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. In addition the class teacher and SENDCO will meet with parents annually to discuss progress and plans for the following academic year.

## **10. Joint commissioning, planning and delivery**

Golden Flatts Primary School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible.

Golden Flatts Primary School works closely with local education, health and social care services to ensure pupils get the right support.

Golden Flatts Primary School assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together

where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014). Golden Flatts Primary School will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges/sources of health inequalities.

Golden Flatts Primary School will plan, deliver and monitor services against how well

outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **11. Funding**

Golden Flatts Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; Lynnfield Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## **12. Local Offer**

In the developing and reviewing the Local Offer Golden Flatts Primary School will adopt the following approach:

Collaborative: Golden Flatts Primary School will work with LAs, parents and pupils in developing and reviewing the Local Offer. Golden Flatts Primary School must also co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.

Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Up-to-date: When parents and pupils access the Local Offer it is important that the information is up-to-date.

### 13. Graduated approach

Once a potential SEND has been identified, Golden Flatts Primary School will employ the graduated approach to meeting the pupil's needs by:

Stage	Person responsible
Data analysis (tracking systems and SIMs)	SLT (Incl Special Educational Needs Class teacher
Pupil progress meeting (PPM proforma) to identify children who are: <ul style="list-style-type: none"> <li>• Achieving their own targets</li> <li>• Underachieving</li> </ul> Then we identify the barriers and check <b>quality first teaching</b> .	Class teacher SENCo
Look at those children who are still not making progress (provision map begins) despite quality first teaching and introduce wave two intervention (evidenced based) with specific targets and objectives in place (provision map updated to wave II intervention instigated)	Class teacher SENCo
SENco to hold regular meetings concerning children's progress to ensure progress is being made.	Class teacher SENCo
Look at other tools that are available, to help clarify what the barriers to learning may be (examples of evidence to collect if there are concerns): <ul style="list-style-type: none"> <li>• Standardised tests</li> <li>• Profiling tools (behaviour/Boxall profiles/Speech and language)</li> <li>• Observation of child by SENCo, in discussion with parents and class teacher</li> <li>• Questionnaires for pupils or parents</li> <li>• Screening assessment by Learning Support Teacher</li> <li>• Strengths and difficulties questionnaire (SDQ)</li> <li>• Neurodiversity checklist</li> </ul>	Class teacher Special Educational Needs coordinator Learning support teacher

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<p>Class teacher and team leader to continue to monitor progress. If the child is still struggling to make progress concerns are passed on to Special Educational Needs coordinator (this is checked half termly).</p> <p>At this stage the Assess – Plan – Do – Review process is initiated. This encompasses:</p> <p><b>Assess</b></p> <ul style="list-style-type: none"><li>• Teachers’ assessments and experiences of pupil</li><li>• Pupil progress, attainment and behavior</li><li>• The individual development in comparison to their peers</li><li>• The views and experiences of the parents</li><li>• Advice from external support agencies (as appropriate)</li><li>• Special Educational Needs coordinator observations (observations sheet)</li></ul>	<p>Class teacher Special Educational Needs coordinator Learning support teacher</p>
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<p><b>Plan</b></p> <p>Teacher needs to plan inclusively highly differentiated lessons in conjunction and support with the Special Educational Needs coordinator. What changes will we make to Quality First Teaching to ensure the child's needs are catered for in the classroom, this may include resourcing</p> <ul style="list-style-type: none"> <li>• All staff working with the child need to be made aware of the individual needs, APDR sheet to be available at all times.</li> <li>• Children who require additional adult support are provided with a team of at least 3 staff members to include the child's teacher, an SLT member and other additional adults who provide support on a daily basis.</li> <li>• The plan for targeted provision will be discussed with the parents, the child and the class teacher. Once this has been decided class teachers retain responsibility for the pupil even when the pupil is undertaking targeted provision away from the classroom and supported by another adult</li> <li>• Training to be put in place where appropriate</li> <li>• Timetabled times for the targeted intervention to happen</li> <li>• Skills practices in the intervention must be given time to practise when back in the classroom</li> <li>• Support staff to record progress of the intervention on the intervention pro forma at the end of the session. This is then returned to the class teacher</li> <li>• Class teachers to provide planning time to support staff implementing interventions</li> <li>• Teacher to take responsibility for monitoring the progress and on-going dialogue with parents</li> <li>• Clear objectives are explained to the child to impact on clear and expected outcomes</li> <li>• Additional provision added to the provision map for the class</li> <li>• Additional provision that cannot be catered for by Golden Flatts will be considered if recommendations from outside agencies indicate this. (Additional information can be found in appendix 1 Hartlepool LEA SEND)</li> </ul>	<p>Class teacher Special Educational Needs coordinator Learning support Teacher Support staff Parents Pupil</p>
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<p><b>Children with one-plans (EHC – Education Health and Care)</b></p> <ul style="list-style-type: none"> <li>• All adults working with a child that has an EHC plan must read the plan and are familiar with its content</li> <li>• A clear range of strategies and approaches to support class differentiation are implemented</li> <li>• Teachers monitor progress towards meeting agreed outcomes regularly, adjust planning where necessary</li> <li>• SENCo monitors progress termly with relevant staff, parents and pupils.</li> </ul>	<p>Class teacher Special Educational Needs coordinator Support staff</p>
<p><b>Do</b></p> <ul style="list-style-type: none"> <li>• The class teacher is at the centre of the day-to-day responsibility for working with all pupils including those with identified SEN</li> <li>• Teachers to have access to joint planning time with Special Educational Needs coordinator and inclusion shadow coordinator and support staff when appropriate</li> <li>• Intervention to be completed in class books to ensure teacher has access to all work carried out and can make accurate assessments regarding progress</li> <li>• On-going assessment of pupils with SEN is the responsibility of the class teacher and feedback to the Special Educational Needs coordinator should occur when issues start emerging, it is not necessary to wait for review meetings.</li> </ul>	<p>Class teacher Support staff Special Educational Needs coordinator</p>
<p><b>Review</b> (review sheet)</p> <p>Termly review meetings will be held to track the progress of SEN pupils to assess if the pupil has achieved the target set during the plan stage. Discussions may include:</p> <ul style="list-style-type: none"> <li>• Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests</li> <li>• If the child is on track to meet their end of year target</li> <li>• Is there an improvement in their former rate of progress?</li> <li>• Is the gap narrowing?</li> <li>• Has there been a generalisation of skills transferring back into the classroom?</li> <li>• Consider the responses of the parents &amp; pupils</li> </ul>	<p>Parents Pupils Learning support teacher Class teacher Support staff Special Educational Needs coordinator</p>

### **13. Assessment**

Golden Flatts Primary School will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within Golden Flatts Primary School.

Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and pupil.

Golden Flatts Primary School will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

Golden Flatts Primary School will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, Golden Flatts Primary School will consult with parents/carers before involving specialists.

### **14. Education health care (EHC) plans**

Golden Flatts Primary School will fully cooperate with the LA when research about the pupil is being conducted.

Golden Flatts Primary School will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA.

If Golden Flatts Primary School decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.

Golden Flatts Primary School will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, Golden Flatts Primary School will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through Golden Flatts Primary School's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

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Golden Flatts Primary School will admit any pupil that names Golden Flatts Primary School in an EHC plan or EHC needs assessment process.

Golden Flatts Primary School will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by Golden Flatts Primary School in order to provide a high standard of education.

Relevant staff members will keep up-to-date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

Golden Flatts Primary School will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

Golden Flatts Primary School will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.

If a pupil's needs significantly change, Golden Flatts Primary School will request a re-assessment of an EHC plan at least six months after an initial assessment.

Thereafter, the governing body, Head of School or Executive Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- Golden Flatts Primary School will ensure that any EHC plan information is kept confidential and, on a need,-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- Golden Flatts Primary School will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- Where necessary, Golden Flatts Primary School will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Golden Flatts Primary School will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- Golden Flatts Primary School will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **15. Reviewing an EHC plan**

Golden Flatts Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at Golden Flatts Primary School to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- To the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

#### **16. Transferring between different phases of education**

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments should aim to be completed by the end of the autumn term, in the calendar year of the transfer for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Primary school to secondary school

#### **17. SEND tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, Golden Flatts Primary School's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, Golden Flatts Primary School will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

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Where necessary, the Executive Headteacher will make the relevant parties aware of the disagreement resolution service.

Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

Golden Flatts Primary School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of Golden Flatts Primary School.

If disagreements are not resolved at a local level, the case will be referred to the EFA.

Golden Flatts Primary School will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

### **19.Data and record keeping**

Golden Flatts Primary School will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision Golden Flatts Primary School makes which is different or additional to that offered through Golden Flatts Primary School curriculum on a provision map.

Golden Flatts Primary School keeps data on the levels and types of need within Golden Flatts Primary School and makes this available to the LA.

The SEN information report will be prepared by the governing body, and will be published on Golden Flatts Primary School website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

### **19. Confidentiality**

Golden Flatts Primary School will not disclose any EHC plan without the consent of the pupil's parents/carers, with the exception of disclosure:

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- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

## **20. Publishing information**

Golden Flatts Primary School will publish information on our website about the implementation of the SEND Policy.

The governing body will publish details of the SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **21. Monitoring and review**

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing body and SENDCO; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

**Review Date: September 2019**

**Reviewed by: S. Sharpe, M. Newbury**

**Approved by Governors:**

**Next Review Date: August 2020**