



Whinfield Primary School

Special Educational Needs & Disabilities Policy & Information Report

Whinfield Primary School is an inclusive school which aims to provide a broad and balanced curriculum as well as a learning environment with an atmosphere of motivation, inclusion, respect and pride in all achievements and sensitivity to individual needs of each pupil. We aim to meet the needs of all individuals and groups of pupils.

SENCo	Kay Murray (NASENCO) Postgraduate Certificate in Special Educational Needs Coordination
SEN Governor	Helen Stewart

Approved June 2021

1. Aims and Objectives

Aims:

Our SEND Policy and Information report aims to:

- Set out how we will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with additional needs.

At Whinfield Primary school we aim to:

- Make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.
- Provide every child with access to a broad and balanced education. This includes access to the full curriculum which is in line with the Special Educational Needs Code of Practice.

Objectives:

- To work in partnership with parents and outside agencies.
- To identify and provide for pupils who special educational and additional needs through early identification.
- Monitor the progress of all pupils in order to aid the identification of children with additional needs.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the curriculum.
- To make reasonable adjustments for any pupil with SEND.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, <https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, <https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Further details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/topic/schools-clleges-childrens-services/special-educational-needs-disabilities>

3. Definitions of Special Educational Needs (SEND) – taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them. 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. Further details can be found at:

www.education.gov.uk/schools/pupilsupport/sen

4. Roles and Responsibilities

4.1 The SENCo

The SENCo is Mrs Kay Murray. She is a fully accredited, non-teaching SENCo who is also the Designated Safeguarding Lead and Designated Teacher for Children Looked After. Mrs Murray is part of the Senior Leadership Team and is Assistant Headteacher.

The SENCo is responsible for:

- The day-to-day operation of this SEND policy and the coordination of specific provision made to support individual children, including those who have EHC Plans.
- Advising upon the graduated response to providing SEN Support to identified pupils.
- Maintain, review and update the school's SEN register and ensuring that records for each child on the register are comprehensive and up to date.
- Monitoring the progress and achievement of children with SEND and attending Pupil Progress meetings.
- Liaising with outside agencies that come into school to support children e.g Educational Psychologist, Speech and Language Therapists and Occupational Therapists
- Support teachers in writing and reviewing Support Plans and One Plans.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with Nursery providers to ensure a planned transition for pre-school children including attending transition meetings.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Liaising with the Governor with responsibility for SEND.

4.2 The SEND Governor

The Governing Body has a statutory duty to ensure the needs of children with SEND are identified and met. The SEND Governor is Mrs Helen Stewart.

The SEND Governor will:

- Help to raise the awareness of SEND issues at *Governing Body Meetings*.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers should set high expectations for every pupil. Teachers should use appropriate assessments to set targets which are deliberately ambitious.

Each class teacher is responsible for:

- Identifying pupils with SEND and, in conjunction with the SENCo, inform parents and involve them in planning support through a Support Plan or a One Plan.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision on the child's Support Plan, One Plan and those on an Education, Health, Care (EHC) Plan.
- Liaising with parents regarding targets and discussing ways in which they can be reinforced at home including sending appropriate home learning tasks.
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively
- Ensuring they are familiar with and follow this SEND policy.

5. SEND Information Report

5.1 There are four broad categories of SEND that are provided for:

- Communication and interaction, for example, children with autistic spectrum disorders and speech and language difficulties
- Cognition and learning, for example working memory difficulties, moderate, severe or profound learning difficulties and specific learning difficulties (eg dyslexia, dyspraxia)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), children who may be withdrawn or isolated or have particular behavioural difficulties associated with an additional need.

- Sensory and/or physical needs, for example, visual impairments, hearing impairments. Multi-sensory and physical difficulties including medical issues.

5.2 Identification of pupils with SEND and assessing their need

We believe that pupil's individual needs should be identified and met as early as possible. We will assess each pupil's current skills and levels of attainment termly, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

Whilst slow progress and low attainment may be an indicator of a range of learning difficulties or additional needs, it does not necessarily mean that the pupil has SEND and will not automatically lead to a pupil being recorded as having SEND. Some pupils may be underachieving due to poor and inconsistent attendance, Adverse Childhood Experiences or unidentified needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a SIMS to track assessment data along with a number of other sources of information as indicators of possible SEND. This includes:

- Data on entry including Developmental Journals, SATs and school judgements
- Formative teacher assessments
- History and knowledge of the pupil
- Tracking over time
- Information from feeder nursery or school
- Reports and assessments from other agencies.

5.3 Consulting and involving pupils and parents

At Whinfield Primary School we recognise that partnership with parents/carers plays a key role in enabling children to reach their full potential. As a school we recognise that parents/carers hold key information and have the knowledge and experience to contribute to the identification of their child's needs. Partnership working is vital and we value the role of parents/carers as partners in their child's learning journey. Any parent/carer may contact their child's class teacher if they have a concern with

their child's learning. The SENCo is happy to meet with parents/carers when there is a concern to discuss. She is contactable on option 2 of the school number.

The school aims to work in partnership with parents/carers through:

- Working effectively with all agencies supporting a child and their family
- Informal discussions and meetings and telephone calls
- Discussing and agreeing referrals to other agencies
- Annual review meetings for children with an EHC Plan
- Keeping parents informed and giving support throughout assessments and any related decision-making process about SEND provision
- Ensuring everyone develops a clear understanding of the child's strengths and difficulties
- Instilling confidence that the school will listen and work with other agencies
- Signposting parents/carers to other agencies including Parent Partnership
- Agreeing targets, next steps and outcomes and recording them on either a Support Plan or a One Plan

5.4 Assessing and reviewing pupils' progress towards outcomes

The Graduated Approach - This is an ongoing cycle to enable provision to be refined and reviewed as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to make good progress.

Early SEND Support - At the Early SEND Support stage, the SENCo and class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. SEND Support interventions are provided that are additional to or different from those provided as part of the school's usual differentiated curriculum. They will be recorded upon a Support Plan.

The SENCo and class teacher will:

- Collate relevant information including assessment data
- If appropriate, collate further information from sources outside the school
- Set targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis using a Support Plan
- Consult the pupil to gather their views

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or a teaching assistant
- Staff development or training in alternative strategies

If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Paediatrician or CAMHS.

Higher Level SEND Support - For those children whose needs are more complex they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs. Advice from outside agencies will be implemented and recorded on a One Plan. According to the needs of the child, support may be given in the following ways:

- Support may be given in or outside the classroom
- Interventions may be delivered by the class teacher, or the TA
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, reading and spelling records where appropriate.
- Termly reviews involving the relevant staff will take place to monitor and update progress. This will be recorded on the One Plan.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil when appropriate.

At each level of support, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and wishes of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan

The SENCo may be consulted as necessary for support and advice and may wish to observe the pupil in class. Parents will be informed of the plan for their child's development. They are encouraged to share information and knowledge with the school, to reinforce or contribute to progress and to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The child is not automatically placed on the school's SEND register.

Do

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

This process will require termly review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan by the school will be made in conjunction with the Educational Psychologist.

The application for an EHCP will combine information from a variety of sources including: Parents, Teachers, SENCo, Educational Psychology, Social Care, Health professionals. The request is submitted to the Local Authority and considered at MAPP Panel.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans:

- Following Statutory Assessment, an EHC Plan will be issued by Darlington Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available
- The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and SEND it, with any supporting documentation, to the LA.

Further information about formal assessment can be found in the following:

1. Education, Health and Care Plan. A guide for parents and carers.
2. SEND Code of Practice 2014 (Ch 9)

5.5 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. As part of the transition process both into the school and for the next stage of their education we do the following:

- Meet with the previous setting or receiving setting to discuss children's needs
- If deemed necessary, children will have a transition meeting that involves professionals and parents to share the information that ensures the school is aware of all the needs of the child
- Arrangements will be made for the child to visit the school and meet staff before joining the school where possible - photo books will be used where appropriate
- For children moving on to secondary school, receiving schools arrange to meet the class teachers and SENCo to discuss needs and visit the children in Whinfield.
- SEN files will be transferred and signed for

5.6 Our approaches to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual needs, is our first step in responding to pupils who have SEND and so children will be taught, where possible, with their peers. Adaptations will be made to ensure they are able to access the curriculum.

Examples of this might be individualised resources, such as word mats, or tasks broken down into achievable chunks. Some children will need out of class interventions such as:

- Pre-teaching of texts before the lesson
- Precision Teaching of concepts (such as phonics or spellings)
- Stile Literacy and Stile Maths
- Beat Dyslexia, Toe by Toe or the Active Literacy Kit
- Speech and language programmes
- Eye Can Do or What's in the Bag? (to develop fine motor skills)
- ELSA (emotional literacy)
- Power of 2, Power of 10 or the 5 Minute Box (Maths)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as scaffolding, coloured overlays, visual timetables, etc.
- Differentiating our teaching, for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of Teaching Assistants is a combination of class-based and pupil-centred strategies and takes into account staff skills. Teaching assistants will support pupils on a 1:1 basis when needed, for example a child that is developing their speech skills or in small groups when a group of children in the class/ year group have the same need. We have a number of staff who are trained to deliver different interventions.

We will work with the following agencies to provide support for pupils: Early Support, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children

and Adolescent Mental Health Service (CAMHS), social care etc. We buy in a Specialist Dyslexia Assessor and also an Autism Specialist to assess and work with staff and children.

5.9 Expertise and training of staff

Our SENCo, Mrs Kay Murray gained her NASENCo accreditation in 2014 through Leeds Beckett University. She holds the Post Graduate Certificate in Special Educational Needs. She is non-class based. The SENCo regularly attends Local Authority SENCo network meetings, in order to keep up to date with local and national updates in SEND.

We have a team of teaching assistants who are deployed across the school, including Higher Level Teaching Assistants (HLTAs). Staff are encouraged to attend courses relevant to their personal development and to the school's needs, this links to their performance reviews. In the last academic year, TA's have been trained in the needs of children with autism, and managing the behaviour of children with emotional and communication needs.

5.10 Securing equipment and resources

Allocation of resources for pupils with SEND - All pupils with SEND will have access to specialist equipment and resources such as pencil grips, wobble cushions and sensory aids. Some pupils with SEND may access additional funding through an EHCP. It would then be the responsibility of the SENCo, Headteacher and Business Manager to agree how the allocation of resources is used.

5.11 Evaluating the effectiveness of SEND provision

For pupils with EHC plans the SENCo is responsible for planning reviews using class teachers' record keeping and annotated objectives. For pupils with an EHC plan, provision will meet the recommendations on the plan.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets on their Support Plan/One Plan/EHCP each term
- Pupil Progress Meetings
- Regularly reviewing the impact of interventions
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans

Record Keeping

The school will record the steps taken to meet pupils' individual needs through individual plans. In addition to the usual school records, the pupil's SEN File may include:

- Information from parents
- Information on progress, behaviour and attendance
- Intervention records and the impact made
- Support Plans and One Plans with tracked progress
- Information from health/social services
- Information from other agencies

Support Plans and One Plans

All pupils on the SEND register will have a plan which may be a Support Plan or a One Plan, setting out targets and any provision made that is additional to and different from the usual classroom provision.

Strategies for pupils' progress will be recorded in the plan including:

- Description of the pupil's strengths
- Current assessment and intervention information
- Short-term targets
- Teaching strategies
- Provision made and impact
- Date for review
- The outcomes recorded at review

The plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. Review meetings are held three times a year where parents' and pupils' views will be sought and to review and set new targets which will be reviewed whenever targets are met. At SEND support, class teachers are responsible for preparing the plan and the review meeting. The class teacher is responsible for regularly updating targets to ensure new, challenging targets are set, these should also be shared with parents.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Admission Arrangements - In line with the SEND and Disability Act we will not discriminate against disabled children and we will make all reasonable adjustments to provide effective educational provision (please see the Local Authority Admission Policy). No pupil will be refused admission to school on the basis of his or her special educational need.

Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, sports teams and whole school events. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Supporting Pupils with medical conditions

We recognise that all 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. The SENCo works with parents to write Care Plans to support pupils with medical conditions.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school clubs
- The SENCo is the pastoral lead and has completed training in Psychological First Aid

- Children requiring more support will be prioritised for ELSA support
- Children in KS1 will access Dinosaur School
- Some staff are trained in Mental Health First Aid
- 6 staff are trained in Team Teach strategies which enables them to safely diffuse and manage difficult situations

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Darlington Borough Council Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Early Help and the Safeguarding Team
- SEND Information, Advice and Support Service (SEND IASS)
- CAMHS (child and adolescent mental health services)
- Social Communication Outreach Team
- Hearing Impaired Service
- Visually Impaired Service
- Autism Specialist
- Specialist Dyslexia Assessor

The SENCo liaises with all outside agencies to ensure effective working links are maintained. The SENCo will make any necessary arrangements for visits from outside agencies and coordinate paperwork and reports.

5.15 Complaints about SEN Provision

If there are any complaints relating to the provision for pupils with SEND these will be dealt With, in the first instance by the SENCo and the Head teacher. The Chair of Governors may be involved if necessary and in the case of an unresolved complaint the Local Authority may be involved. The School's Complaints Policy is available on the school website and will be followed as appropriate.

5.16 Contact details of support services for parents of pupils with SEND

Parents can be supported by the SENCo should they need help to get their views across with other agencies in meetings.

SENDIASS is an impartial, free service which supports parents/carers of children who have or may have special educational needs which can provide you with information and support on a one-to-one basis. It is a service which recognises the importance of parents, carers, young people and children's views. SENDIASS is a service which helps the Local Authority and parent/carers and schools work together to meet the needs of children and young people.

What can the service offer you?

- Someone impartial to talk to in confidence
- Information about support groups and services in your area
- The Local Offer
- Personal Budgets

- A straight forward explanation of educational procedures
- Information on special educational needs and disability, health and social care
- Help to fill in forms
- Someone to help you put forward your views
- Someone to attend meetings with you

<https://livingwell.darlington.gov.uk/Services/340>

Daisy Chain - Parent/Carer Support Group

Daisy Chain is a unique charity, based in Norton, Stockton-On-Tees, which exists to support families affected by Autism Spectrum Conditions, living within postcodes TS and DL. Daisy Chain provides a wide range of services from their five-and-a-half-acre site, offering a welcoming, supportive and attractive environment where parents, children and young people with autism and their siblings, can seek support and have fun.

<http://www.daisychainproject.co.uk/>

Rollercoaster Support Group

Rollercoaster is a support group for parents/carers who are supporting a child or young person with any kind of emotional or mental health problem including:

- anxiety
- low mood
- depression
- self-harm
- eating disorders
- sleep problems
- suicidal thoughts
- obsessions and compulsions

Supporting a child or young person with emotional or mental health issues can be challenging, isolating and sometimes feel like you're riding a real emotional rollercoaster! You can attend group sessions, meet other parents and get support.

Contact Wendy Minhinnett, Parent Lead, Tel: 07377 213 952 or email: support@rollercoasterfs.co.uk

5.17 Contact details for raising concerns

We do our very best to provide for all of our pupils. However, if you have any worries about the process or feel there is something additional that your child needs, we will always consider our practice to ensure that we address any concerns. Please contact the SENCo in the first instance on k.murray@whinfield.net or 01325 240499 opt 2.

Staff are always happy to discuss progress with parents and are friendly and approachable. Any concerns will be recorded on our school CPOMs system.

5.18 The Local Authority Local Offer

The SEND Local Offer is designed to support children, young people and the families of those

with special educational needs and/or disabilities. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please refer to <https://livingwell.darlington.gov.uk/Categories/528>

6 Monitoring arrangements

This policy and information report will be reviewed by the SENCo and shared with staff and the SEND Governor every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7 Links with other policies and documents

This policy is reviewed annually and complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (Updated 2015). Section 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children and Families Act (2014)
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- SEND Code of Practice 0 - 25 Section 6 (Updated 2015)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools SEND Information Report Regulations (2014)

A CORONAVIRUS COVID 19 ADDENDUM

As of the 20th March 2020 changes were made in order to support Children with SEN in school and comply with government regulations and advice. These following implementations supported this change and will be used until all restrictions are lifted.

An additional SEN risk assessment was taken of all EHC children to ensure if needs could be best met in school or at home. This is reviewed and updated every time new guidance is issued by the Government, and at least termly, by the SENCO in liaison with senior management and when required, with parents.

Since September 2020, all children on the school SEN register, at any category, have been able to access school and if a class has needed to isolate, have received the appropriate home learning alongside their peers.

Due to Class Bubbles, support has had to be adapted. This has been allocated firstly to Statutory EHC children and then by need within SEN support and taken into account staffing. Some additional small group intervention has continued but it can only happen for children in the same class. Due to this, more independent intervention has been planned and implemented by the class teacher in the classroom to support.

All outside agencies have continued to support children with SEN due to careful planning and continued close communication with school. This has included in person and via remote platforms. This has included working with children and attending meetings with parents and school staff.

A "Recovery Curriculum" implemented in order to identify and then support gaps in learning; promote social and emotional well-being using SEMH and Anna Freud resources alongside Local Authority Educational Psychology advice. This has been implemented for ALL children acknowledging that changes and impact will not only be with children with SEN.