

**CHURCHFIELDS, THE VILLAGE SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY (SEND) POLICY**

<b>Approval Date:</b>	<b>Summer 2021</b>
<b>Review Date:</b>	<b>Summer 2022</b>

[Romans 12:16](#)

Live in harmony with one another.

## **Introduction**

Churchfields, the Village School is a Church of England school at the heart of two village communities, inspiring learners to become...

### **Reflective – Resourceful – Resilient**

At Churchfields we strive to nurture every child and provide firm foundations for our children to become confident, independent learners.

Churchfields, the Village School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) and the Equality Act 2010. [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281423/SEND_Code_of_Practice_0_to_25_years.pdf)

Special Education Needs and Disabilities Coordinator (SENDCo) - Mrs Andrea Liddiard  
Governor responsible for SEND - Revd. Jane Palmer.  
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## **Definition of Special Educational Needs (SEND)**

*A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.*

### **from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv**

There are four broad categories of SEND: communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory.

Children should 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.

## **Rationale**

At Churchfields, The Village School, children with special educational needs participate in all aspects of school life. Activities and resources are adapted, and support is given where needed. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the EYFS and National Curriculum.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional and mental health, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We endeavour to help every child with SEND to be as fully included as possible in mainstream teaching and learning to ensure that they have the best possible chance of having a successful and enriched life with good prospects for their future. We therefore have high aspirations for our pupils

with SEND. We will consider the views of the pupil and their parent/carer in supporting them to achieve their aspirations and work jointly with other agencies to work cohesively towards this.

### **Aims of Our Policy**

- To have a common understanding of what is meant by “special educational needs and disabilities”/SEND.
- To have a common approach to meeting the special needs of children within the school setting.
- To identify, as early as possible, the children within our school who have special educational needs.
- To make appropriate resources available (materials and people).
- To monitor and review the school’s policy and practice for special educational needs and inclusion regularly.
- To ensure that parents are informed, and are an integral part of the assessment, provision, and evaluation of the special educational provision for their child.
- To ensure that the child has an integral part in all the processes involved.
- To develop a shared awareness of individual pupil needs between teachers, teaching assistants, parents, and the child and, where appropriate, outside agencies.

### **Objectives**

- Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school through common assessment and record keeping.
- Ensuring equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made, and their attainment raised.
- To plan an effective curriculum to meet the needs of all learners.
- To work in close partnership with parents/carers of children who have special educational needs and/or disabilities and with outside agencies to support the needs and provision for those learners.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting, and teaching them.
- To involve learners and parents/carers in the identification and review of the targets set for individual learners.
- To use the graduated approach of Assess, Plan, Do and Review to monitor the provision for our learners ensuring that it is appropriate and effective.
- To ensure that learners with Special Educational Needs or Additional Needs have provision which is different from or additional to that of their peers.
- To make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers.
- To raise the self-efficacy and self-esteem of children with Special Educational Needs by celebrating the progress they make.
- Ensuring that pupils with SEND are perceived positively by all members of the school community; and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.

## **Identification and Review Procedures**

We follow the guidance in the Special Educational Needs and Disability Code of Practice (2014) and the local guidance, as set out in the Wiltshire **Graduated Response** to SEND Support Document to help us identify Plan and review provision of children with SEND. The document follows the Assess – Plan – Do – Review cycle as set out in the Code of Practice 2014. The code recognises that SEND falls into four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

**Assess** Assessments will be used to identify a child's needs and reviewed regularly to ensure provision is matched to the needs of the child.

**Plan** Parents/carers and school staff will meet discuss and select the Support and Intervention appropriate to meet the agreed outcomes identified by all. A review date will be agreed with parents and carers.

**Do** The class teacher and support staff will be responsible for working with the child on a daily basis. The SENDCo will continue to monitor progress and liaise with the class teacher to offer support and advice on possible further assessment and implementation of support.

**Review** All support and interventions and their impact will be reviewed by both the class teacher and SENDCo in line with the agreed review date.

The class teacher will be the person who is most likely to identify a need. Where possible, we try to meet all our learners' needs through high quality first teaching and differentiation within the classroom. In some cases, however, a child will need action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Children's needs are identified and met as early as possible through:

- Regular monitoring and assessment procedures within class
- Analysis of data using INSIGHT online tracking
  - Liaison with preschool settings
- Information from previous schools
- Information from outside agencies
- Following up parental concerns
- Regular Pupil Progress Meetings

When the school and/or parents consider that a child is not making satisfactory progress, despite high quality first teaching and differentiation within the classroom, the class teacher will consult with the SENDCo. The class teacher, with support from the SENDCo, will use the WGRSS document (Wiltshire Graduated Response to SEND Support) to assess the child, plan appropriate actions, carry these out and review progress.

Some or all the following may be considered to meet the needs of the child and those supporting them:

- Ensuring that hearing and/or vision checks are up to date
- An intervention (these should be reviewed at least after 12 weeks and will include assessments at the beginning and end to show baseline and progress)

- Use of specific resources
- Diagnostic assessments such as Wesford, Sandford or a Boxhall profile
- Support from an outside agency via DART (Digital Assessment and Referral Tool)
- A one-page profile
- An IPP (individual Profile and Plan).
- A My Support Plan.

Where, despite all our best endeavours the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory My Plan/ EHCP (Education and Health Care Plan). Where a child has a Statutory My Plan/ EHCP we will carry out an annual review to which parent, child, outside agencies, SENDCo, class teacher will be invited as appropriate.

### **Levels of SEND Support**

<b>Quality First Teaching</b>	All teachers are responsible for the teaching and learning of their pupils including those with SEND. Teachers' planning is differentiated to ensure that all children can be successful learners and make appropriate progress.
<b>Concern</b>	A child whose learning behaviours and or progress are beginning to cause concern. Concerns can be raised together with a brief description through a SEND concern sheet and passed to the SENDCo for further investigation with the class teacher.
<b>Class action</b>	A child who is receiving some additional support, either 1:1 or in a small group, is at Class Action level. Short term targets may form an IPP (individual or group) or the child's intervention and progress may be monitored through the school provision map. An intervention will be reviewed at, at least, 12 weeks and is aimed at bringing the child's progress back in line with age related expectations.
<b>SEND Support (at and above this level the child is placed on the SEND Register)</b>	A child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or in a small group, is placed at SEND Support. Parents will be informed when a child is placed at SEND support. At this level of support, the child may have some or all the following: <ul style="list-style-type: none"> <li>• A My Support Plan (non-statutory)</li> <li>• An IPP</li> <li>• A One Page Profile</li> <li>• Support from one or more outside agencies</li> </ul> <p>IPPs and My Support Plans will be reviewed with parents and, where appropriate, the child at least 3 times per year. The format for IPPs, My Support Plans and One Page Profiles can be found in the appendices.</p>
<b>Education and Health Care Plan (EHCP) known in Wiltshire as Statutory My Plan</b>	An EHCP is considered when progress and needs have not been met through SEND Support. The child's My support Plan can be put forward to the Wiltshire SEND panel to be considered for an EHCP. At this level, the child will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. An EHCP will be reviewed with parents and, where appropriate, the child at least twice a year in addition to the Annual Review. Parents/carers of children with an EHCP have the right to request a personal budget. If this is requested, the SEND Lead Worker and the LA will provide guidance.

### **Criteria for exiting the SEND Register**

Where specific, planned provision has been successful and accelerated progress has been made so that the pupil is working within the national expectations, then they will be removed from the SEND Register and placed registered as a concern to monitor ongoing progress.

### **Partnership with Parents/Carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents'/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing, where necessary, the Individual Education Plan. The school will also update parents/carers with relevant information.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The governing body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a strategic overview and has an appointed SEND governor who takes particular interest in this aspect of the school.

### **Special Educational Needs and Disability Co-ordinator (SENDCo)**

The SENDCo at Churchfields the Village School is Andrea Liddiard. She is responsible for coordinating the provision of special educational needs throughout the school.

#### **The Responsibilities of the SENDCo Include:**

- Overseeing the day-to-day operation of the schools SEND Information Report
- Supporting Teachers in monitoring and co-ordinating provision for children with SEND
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND as required in conjunction with the class teacher.
- Overseeing and maintaining specific resources for SEND
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Informing staff who are new to the school of the schools policies and procedures with regard to SEND.
- Maintaining the school's SEND register. Ensure that records of all pupils with SEND are kept up to date.
- Liaising with next or alternative providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Contributing to the continued professional development of staff
- Reporting provision to the designated SEND School Governor.

#### **Governors' Role** Our Governing Body Must:

- do its best to ensure that the necessary provision is made for any child with SEND
- have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with SEND

- promote inclusion at Churchfields the Village School through the setting of inclusive aims and values
- ensure they are fully involved in developing and monitoring the school's SEND policy
- ensure they are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- ensure SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- ensure the quality of SEND provision is continually monitored by the designated SEND Governor.

### **Evaluating the success of the policy**

The Policy will be evaluated against the objectives stated in this policy and measured by:

- child attainment or progress being raised as measured by objective testing and teachers' professional judgement.
- monitoring pupil progress using INSIGHT online tracker – reporting to SLT
- teacher discussions with the SENDCo
- informal feedback from all staff
- Pupil Progress Meetings
- questionnaires and discussions with parents
- head teacher's report to governors
- classroom observation by the SENDCo and Senior leaders
- ongoing assessment of progress made by intervention groups.
- teachers planning reflecting the learning objectives for learners with SEND parents and children being involved in IEPs, My Support Plans and EHCPs

### **Supporting pupils at school with medical conditions**

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

### **Continuing Professional Development**

This will involve the SENDCo, teachers and support staff to help them work effectively with learners having SEND and will be linked to the School Improvement Action Planning, Performance Management and Pupil Progress Meetings. Staff attending further courses will give relevant feedback to other members of staff.

### **Safeguarding**

In accordance with the Churchfields, the Village School Safeguarding Policy and Procedures.

### **Storing and Managing Information**

All children on the SEND register have an individual file which holds all the information relating to the

individual educational needs of the child. This file forms an individual record for the child and contains information about school-based observation and assessment, any action taken to meet the needs of the child, including any advice sought from outside agencies.

Documents relating to pupils on the SEND register will be stored in the child's SEND file in the lockable SEND filing cabinet in the school. SEND records will be passed on to a child's next setting when he or she leaves Churchfields the Village School.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **Reviewing the Policy**

Annual review, next review due July 2022

### **Accessibility**

In accordance with the Churchfields, The Village School Accessibility Plan. The latest version is held on-line on the [school's website](#).

### **Complaints procedure**

In accordance with the Churchfields The Village School Complaints Policy. The latest version is held on-line on the [school's website](#).

### **Dealing with issues related to bullying and support for vulnerable learners**

In accordance with the Anti-Bullying policy. The latest version is held on-line on the [school's website](#).

This policy should be read in conjunction with the following documents.

Learning and Teaching Policy  
SEND information report  
Assessment Policy  
Equality information and objectives  
Equality and Diversity Policy  
Safeguarding and Child Protection Policy  
Accessibility Report

The latest versions are available on-line on the [school's website](#).

### **Monitoring and Evaluation of the Policy**

The governing body, head teacher and SENDCo are responsible for monitoring and evaluating this policy on an annual basis (or sooner in the event of changes in legislation)

### **Review History**

Policy issued: July 2021

Ratified by FGB:



Date of next review: July 2022

#### Appendices

- My Support Plan Format
- IPP format
- One Page Profile Format