



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

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Introduction

This policy complies with our statutory requirement and has been written with reference to the Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014 which sets out schools’ responsibilities for Education, Health and Care Plans (EHCPs), SEN Coordinators (SENCOs) and the SEN Information Report.

1.	The Equality Act: Advice for Schools (DfE, Feb 2013)
2.	Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, June 2014)
3.	The Early Years Foundation Stage Statutory Framework (Sept 2021)
4.	The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
5.	Pre-key stage 1: pupils working below the national curriculum assessment standard (2018)
6.	Pre-key stage 2: pupils working below the national curriculum assessment standard (2018)
7.	Safeguarding Policy
8.	Accessibility Plan
9.	Teachers Standards (2012)
10.	The Designated Teacher for Looked After and Previously Looked After Children (2018)
11.	School Local Offer (SEND Information Report) –
	Orton Wistow Primary School
	Woodston Primary School
	Nene Valley Primary School

'SEND is everybody's business'

Peterborough City Council and Cambridgeshire County Council’s SEND Strategy, 2019 – 2024

1. VISION

- 1.1. All OWN Trust staff will work collaboratively to have transformed aspirations, changed attitudes and raised achievements for our community through our passionate belief in the power of education. We will create vibrant, successful learning environments for those pupils with SEND. Educational outcomes will be generated, through inclusive, forward thinking and varied methods, to enable aspirational opportunities for all children.

2. AIMS AND VALUES

- 2.1. Embedded within our schools are the three core principles of the OWN Trust; 'Opportunity, Work Together, Nurture'.
- 2.2. Our overarching aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs in which all pupils can reach their potential, by:
 - Enabling each child to participate and contribute fully to school life;
 - Ensuring every child is supported to meet his or her full potential;
 - Encouraging children to achieve their best and know what their best can be;
 - Endeavouring to understand and meet the individual needs of each child;
 - Working in partnership and collaboration with parents/carers, external agencies and pupils.
- 2.3. Our pupils will become successful learners, confident, responsible individuals and be well prepared for their future transitions, to secondary school and beyond.

3. DEFINITION and CONTEXT

- 3.1. The SEND Code of Practice (2015) identifies that a pupil has SEND when their ***'learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'***
- 3.2. Within the SEND Code of Practice (2015), the levels of support are classed as ***SEN Support*** and ***0-25 Education Health and Care Plans EHCP***.
- 3.3. Under the **Equality Act 2010** some pupils with SEN may also have a disability that requires additional or different educational provision to be made for them. A disability is defined as 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. Within this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer; ***'where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition'***.

4. PRINCIPLES

- 4.1. OWN Trust stands by the stated obligations within **The Equality Act 2010**. For children diagnosed with a disability affecting their education, we will:
 - Not directly or indirectly discriminate against, harass or victimise disabled children and will actively encourage heightened awareness of potential discrimination;
 - Make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled children are not at a substantial disadvantage compared with their peers. Being anticipatory this duty requires advance planning of adjustments that may be needed to prevent disadvantage over time;

- Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children;
 - Make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services through a published accessibility plan showing how access to both information and the physical environment, for those with disabilities, is to be increased;
 - Through the Local Governance Committee, publish information about the arrangements for the admission of disabled children, take steps to avoid those with disabilities being treated less favourably and show how facilities through accessibility planning provide assistance.
- 4.2. OWN Trust employees, governors and wider community believe all children within the Trust are entitled to an education that enables them to make progress. The Trust stands by the principles underpinning the **SEND Code of Practice (2015)** where Local Authorities must have regard to:
- The views, wishes and feelings of the children and their parents/carers;
 - The full participation of the children and their parents/carers in any decisions through accessible timely information and support as is necessary to enable them to participate in those decisions fully;
 - Any support the children and their parents/carers need in order to facilitate the development of the children and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- 4.3. These principles are designed to support participation in decision-making, early identification and intervention, greater choice and control, collaboration and high-quality provision to meet the needs of pupils with SEND.

5. SEND: Broad Areas of Need

- 5.1. There are four broad areas of need, as detailed below. These broad areas give an overview of the range of needs that should be planned for. Pupils often have needs that cut across all these areas and their needs may change over time. The Trust is committed to ensuring that a pupil's full range of needs are identified, not just the primary need and that support provided will be based on a full understanding of their particular strengths and needs.

1. Communication and Interaction (C&I): Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive) and understanding what is being said to them (receptive). They may not understand or use social rules of communication. Children with Autistic Spectrum Disorder (ASD) or semantic/pragmatic language difficulties can have more prevalent difficulties with social interaction due to differences in their understanding and connections between language, communication and flexibility of thought, which then impacts on how they relate to others.

2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children have severe and complex learning difficulties with physical disability and/or sensory impairment.

3. Social Emotional and Mental Health (SEMH): children diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with mental health difficulties such as anxiety, depression, self-harming, eating disorders or

physical symptoms, perhaps related to previous trauma, that are medically unexplained may also need additional or different support to access education.

4. Sensory and or Physical Needs (SP): children with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. THE GRADUATED APPROACH

6.1. OWN Trust will:

Use our best endeavours to make sure that all children with SEND get the support they need at the earliest opportunity, by:

- Having a clear approach to identifying and responding to SEN;
- Assessing their current skills, levels of attainment and wider development and/or social needs;
- Closely monitoring progress for all pupils and swiftly identifying those who are making less than expected progress given their age and individual circumstances;
- Making high quality teaching a priority, targeted at pupils' areas of need;
- Ensuring decisions are informed by insights of our parents/carers and children themselves;
- Putting in place extra teaching, additional support or other rigorous interventions designed to secure better progress, where required;
- Monitoring the pupil's response to this support which can help to identify individual needs.

Ensure that reasonable adjustments are made in order for those with SEND to engage in the activities of OWN Trust alongside peers without SEND, through access to a broad and balanced curriculum, wider enrichment activities.

Inform parents/carers when we are making special educational provision for their child, with a clear rationale for this decision.

Ensure that the quality of teaching and learning for all pupils including those with SEND will form part of the performance management process and the professional development of staff.

Recognise the benefit of early intervention and intervention to improve long term outcomes for children.

Use a range of data and assessment procedures, conducted by teachers who know the children best, as well as additional SEND-specific assessments and/or screeners, to gain a clear understanding of a pupil's barriers to learning and identified needs.

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6.2. OWN Trust acknowledges that pupils that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on progress and therefore will not automatically lead to a pupil being recorded as such. In addition, the Trust acknowledges that progress in line with chronological age data does not mean that there are no learning difficulties or disability. The impact of issues linked to Social Emotional and Mental Health such as bereavement, bullying or significant illness can impact on a children's wider educational development and progress. Teachers should monitor closely any changes and alert the SENCO to potential learning difficulties.

- 6.3. Children belonging to the following groups of learners, may have characteristics that are not, in isolation, considered to require SEND provision, but it is recognised that they may impact on attainment and progress:
- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for schools provided under the current Disability Equality Legislation)
 - Poor attendance and/or punctuality
 - Medical needs
 - Emotional, mental health and wellbeing
 - English as an Additional Language (EAL) and/or Minority Ethnic New Arrival (MENA) status
 - Being in receipt of the Pupil Premium grant
 - Children in Care (CiC) or previously in Care (PiC)
- 6.4. Pupils that exhibit persistent disruptive or withdrawn behaviours and where ongoing concerns exist that are not resolved through Quality First Teaching strategies, should be raised with the SENCO and/or wider inclusion team for consideration. Where it is thought domestic circumstances may be contributing to the behaviour seen, evidence should be collated by those working directly with the child (and or family) and discussed with the pastoral team. External support may be offered at this point, with the family’s consent, to the Targeted Support Team, through the Early Help Assessment process.

7. THE ASSESS, PLAN, DO, REVIEW (APDR) CYCLE FOR SEND

- 7.1. The SEN Code of Practice (2015) outlines a graduated approach to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This cycle aims to remove barriers to learning and put effective special educational provision in place. This response is seen as action that is **additional to of different from the provision made as part of the school’s usual curriculum offer**.
- Assess** This step draws on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as the individual’s development in comparison to their peers, the views and experiences of parents, the pupil’s own views and, if relevant, advice from external support services. Assessments are ongoing and reviewed regularly and help to shape a developing understanding of the pupil’s needs.
 - Plan** The teacher, in consultation with the SENCO, will devise a plan outlining the adjustments, interventions and support to be put in place, as well as the intended impact on progress, development and/or behaviour, along with a clear date for review. The plan will be formalised and agreed in consultation with parents/carers.
 - Do** Class teachers remain responsible for working with the child on a daily basis and for overseeing any additional support provided by teaching assistants, so that links can be made to classroom teaching and the impact of interventions evaluated. The SENCO will be available to support the class teacher in providing further problem solving or advice if required.
 - Review** The effectiveness and quality of additional support and intervention will be reviewed alongside the impact on the pupil’s progress. Parents/carers will be involved in the review process. The review will feed back into the analysis of the pupil’s needs and inform the next APDR cycle.
- 7.2. Across the Trust we have adopted a **Graduated Approach** which outlines our response to the identification of and intervention for pupils with SEND. [See Appendix 1: The Graduated Approach](#). The sub-headings below explain each level of support in more detail.

Universal Offer - The Trust believes that most high-incidence needs can be supported in the classroom by the class teachers' quality first teaching, their knowledge and the quality of their adaptive teaching strategies. Where universal strategies are particularly targeted at an individual pupil, this will be formally recorded.

Targeted Support - Where the pupil struggles to make progress despite quality first teaching, further investigation is needed to put effective provision in place. A short-term (usually no longer than 6-12 weeks) intervention will be put in place, to gain a better understanding of the child's needs and the actions needed to support their progress. The pupil's response to this intervention will be considered carefully when deciding on whether provision at the next level is required. Teachers are responsible for maintaining class records of any support provided and evaluating its impact at the review point.

Pupils whose academic progress and/or wider development is causing concern will be flagged to the SENCO for monitoring purposes. The SENCO may be involved in advising teachers/staff on strategies to support pupils and is responsible for keeping records so that their progress can be monitored.

SEN Support (K) – Previous assessments will have established the area of need and parents will be formally notified that the school are making special educational provisions to support their child. Each pupil will have an individual plan which outlines their strengths, needs, measurable outcomes and the provision (adjustments, strategies, additional support/intervention) required to help the pupil progress towards those outcomes. This plan is reviewed at the end of each APDR cycle, at least three times per year.

External agencies may be contacted to provide specialist advice and/or assessment to better support the child.

Pupils who have been identified as requiring SEN Support (K) are placed on the school's SEND register, which is maintained and updated by the SENCO. Pupils remain on the SEND register whilst they continue to receive special educational provision that is additional to or different from the usual curriculum offer. If the pupil makes good progress and no longer requires additional support (or the involvement of external agencies), then they will be removed from the SEND register and continue to be monitored through the school's usual assessment cycles. If needs change over time or in the future, then the procedures set out in this policy will be followed.

EHCP (E) – On very rare occasions, despite the school having taken relevant and purposeful action, the child's needs cannot be met through the school's usual SEND offer. This applies for children whose needs are severe, complex and lifelong and have a significant impact on their progress and/or participation in the curriculum.

Then, the school (or parent) may apply for an Education, Health and Care Plan (EHCP) needs assessment following 2 to 3 APDR cycles. It is the responsibility of the Local Authority to decide whether an EHCP needs assessment is necessary and communicate this with parents. This is a statutory process with strict timescales and decision points which must be adhered to by the Local Authority. The Local Authority must seek views and gather evidence from parents/carers, external professionals and the pupil.

Following the statutory process, the Local Authority will decide whether or not to issue an EHCP. The SENCO holds responsibility for ensuring special educational provisions are in place and support is provided to deliver the outcomes outlined in the plan. The school will ensure that the EHCP is reviewed in line with the process outlined in the SEN Code of Practice (at least annually).

The Local Authority will notify the parents/carers of their right to appeal, the time limits and the requirements for them to consider mediation including support and advice and disagreement resolution services. For further

support around the statutory process, parents can contact the [SEND Information Advice and Support Service \(SENDIASS\)](#).

- 7.3. **Children in Care (CiC)** - It is important that the annual review of any EHC Plan of a children who also has a Personal Education Plan (PEP) coincides. The Trust must work closely with other relevant professionals including the Virtual Schools Head and Social Worker to decide any review of educational provisions for the children.

8. SUPPORTING PARENTS & CARERS

8.1. The Local Offer (School SEND Information Report & SEND Information Hub)

We strive to work with pupils and their families to meet and agree on their SEND needs and the necessary provision. Each school in the Trust will publish on its website their School SEND Information Report (Local Offer), which provides detailed information for parents on the provision we make for SEND pupils. This will be reviewed and updated annually and identify arrangements for meeting the Equality Act 2010. The links to each of these documents is attached at the top of this policy.

Peterborough City Council have also produced a SEND Information Hub to support parents to make informed choices and to signpost them to different services in the locality. The link is available at the top of this policy.

8.2. The SEND Information Advice and Support Service (SENDIASS)

This parent partnership service is provided by Peterborough City Council to offer impartial advice and information to parents/carers regarding SEND provision and statutory processes. They can be contacted on 01733 863979 or SENDIASS@peterborough.gov.uk

9. TRANSITIONS

9.1. Starting school in Reception

When a child starts school, we work in close partnership with feeder early years settings to ensure a smooth transition for pupils with SEND. Parents/carers are encouraged to come and meet with the SENCO to share information in advance where there may be a need for additional provision and SEND to be supported. Where necessary, the school's usual transition procedures into Reception will be adapted to meet the needs of the pupil, following discussion and agreement with parents/carers. SEN Transition meetings/Annual Reviews are attended by the SENCO and teaching staff, where appropriate. Progress will be closely monitored during the pupils' first year at school and support will be gained from the Early Years Inclusion Specialist Teaching Team, if required.

9.2. In-year transitions

If a child, who is already receiving SEN Support at another primary school, transfers into the school mid-year, the SENCO will discuss their needs with the parents/carers, and with the previous school SENCO to ensure that their needs are well understood, and provision can be implemented to support their transition. Pupil records will be shared between schools. The same applies to pupils who have been in receipt of targeted support or SEN support at our schools. We will discuss their needs with the receiving school and share pupil records, to support and ensure the child's smooth transition.

For those with an EHC Plan, the Local Authority will consult with us and share relevant professional reports and assessments, as well as a copy of the pupil's EHCP to ascertain if we are able to meet the pupil's needs. Once placement has been finalised and **where this is known in sufficient time** provision will be planned and in place as soon as possible after the pupil joins the school. See 'Admissions'.

As per our aims and values, we cannot stress the importance of liaising with parents/carers directly during all key transitions for pupils with SEND and strongly encourage this.

9.3. Moving on to secondary school

We work in closely with local secondary destination schools. We will share key information with key staff at those schools when pupils are in Year 6, to support the transition to Year 7. If the pupil has an EHCP, and the destination school is known, then they will be invited to attend the Year 5 Transition Annual Review. Additional visits and discussions with parents/carers will be organised on a case-by-case basis. Some secondary schools offer additional settling in days specifically for SEN pupils.

10. WORKING IN PARTNERSHIP

10.1 OWN Trust stands by the principles of co-production and collaboration. The Trust will ensure that it is working in partnership with parents/carers, the Local Authority and other education partners or relevant agencies whose support will be relevant in ensuring the ambitions of the children are fulfilled.

10.2 Where parents/carers have concerns about their child's progress and possible SEND, we endeavour to listen to and take seriously those concerns.

11. ADMISSIONS

11.1. Where a child has an EHCP, the parent/carer has the right to request that a Trust school is named as the child's preferred placement. The Local Authority must comply with the preference unless it would be unsuitable for the age, ability, aptitude or SEN of the children, or 'others' meaning the children they will directly come into contact with on a regular day to day basis.

11.2. The Local Authority will consult the Trust school in these circumstances, with 15 calendar days to respond. The Local Authority will give the response due consideration before deciding the name of the placement on the EHC Plan. If a Trust school is named on the pupil's EHCP, then usual transition arrangements will apply.

11.3. Each school's Local Governance Committee ensures the admissions arrangements stipulated in the OWN Trust's Admissions Policy are followed, which do not discriminate against pupils with SEND.

APPENDIX 1 – Graduated Approach to SEND

The OWN Trust Graduated Approach to SEND



Universal Offer

- What every child receives
- Teaching staff are responsible for ensuring this provision is delivered, in line with Teacher Standards
- Reasonable adjustments (ordinarily available provision) are made as part of Quality First Teaching (QFT)
- Teachers use adaptive teaching practices to respond to and match the needs of individual learners

Targeted Support

- Pupil not making expected progress despite Quality First Teaching (QFT)
- SENCO is informed
- Short term (6-12 week) targeted intervention put in place (individual or small group, in-class or out-of-class)
- Teaching staff responsible for maintaining records & evaluating impact
- Pupils' response to intervention dictates next step

SEN Support (K)

- Range of assessments used to identify areas of need
- Teaching staff involve parents & inform them that school are providing SEN Support (K)
- Ongoing, specific support put in place to address pupil's SEND
- Pupil will have an individual plan detailing strength, needs, measurable targets & provision
- Targets reviewed at end of each APDR cycle (termly), or more frequently
- External services may be involved to provide specialist support

EHC Plan (E)

- Pupil's needs cannot be met through school's core offer
- Needs are severe, complex and lifelong and impact significantly on progress & participation
- Highly personalised and specialist provision
- Statutory processes & timescales apply - school has a legal duty to ensure provision outlined in EHCP is delivered

Pupil can move between different stages as needs alter

APPENDIX 2 – Roles and Responsibilities

The SENCO

Orton Wistow Primary School	Ms Linda Harries – 01733 370646 – lharries@owps.org.uk
Woodston Primary School	Mrs Laura Hurrell – 01733 562784 – via office@woodstonprimary.org.uk
	Mrs Lucinda Robinson – 01733 562784 – via office@woodstonprimary.org.uk
Nene Valley Primary School	Ms Carly Pearson – 01733 897517 – senco@nenevalleyprimary.net

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teacher;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and Governance Committee to ensure that the school meets its responsibility under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The school SENCOs have all achieved the National Award for Special Educational Needs Co-ordination (NASENCO).

The SEN Local Governor

Orton Wistow Primary School	Karen Hales
Woodston Primary School	Vacant
Nene Valley Primary School	Katie Brown

The Local Governor with portfolio for SEND will:

- Help to raise awareness of SEND issues at Local Governance Committee meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local governance Committee on this;
- Working with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

Class Teachers

Each class teacher is responsible and accountable for:

- The progress and development of every pupil in their class;
- 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;

- Implemented the SEND policy for pupils in their class.

Teaching Assistants (TAs)

Each TA will:

- Carry out activities and programmes as planned and directed by the class teacher and/or the SENCo;
- Keep records of this work as requested;
- Support children in class or by withdrawing individuals and small groups;
- Attend relevant training in school or on external training courses;
- Are fully aware of the school's SEND and behaviour policies.

Other roles and responsibilities:

Schools within OWN Trust may employ a range of staff with roles and responsibilities that support the wider inclusion agenda. These may include, but are not restricted to, Learning Mentors, SENCO assistants and Family Support Officers. Members of the wider inclusion team will have a remit that supports the pupils with pastoral intervention, social and emotional wellbeing and/or behaviour management, as well as supporting families to access external support for a range of issues via the Targeted Support team at the Local Authority through an Early Help Assessment.