

Special Educational Needs and Disability (SEND) Policy

Effective from June 2021



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1. Introduction

This Special Educational Needs and Disability (SEND) policy is written in compliance with the statutory requirement laid out in the SEND code of practice 0 to 25 years (2014).

The Inclusion Team at Summerlea CP School

Enquiries about an individual child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. Further enquiries should be addressed to the Inclusion Team, outlined below:

Named SENDCo: Mrs Anna Ronchetti

Pupil Premium and Family Support Leader: Mrs Kimberley Viney

Inclusion Support Assistant: Mrs Britt Turvey (from September 2020)

Individual Needs Assistants at Summerlea CP School

Individual Needs Assistants support pupils with high level SEND with EHCPs or children going through the needs assessment process. They are a highly skilled team with experience of working with children with a range of SEND.

Throughout the child's primary school career it is highly likely they will be supported by a number of adults including INAs, TAs and the Class Teacher. INA allocation is reviewed towards the end of each school term and changes are made in the best interests of all of the SEND pupils with the aim of promoting independence, resilience and the best possible outcomes for each child. Decisions around changes to INA allocation are always carefully planned and considered and parents/carers will be informed of any changes in advance of them taking place, wherever possible. Children will also be prepared for the change as felt appropriate. Occasionally, there will be times when it is not possible or practical to give parents/carers advanced warning of changes in INA allocation, for example due to unforeseen staff absence. In these instances, the INA (or if not available the Teaching Assistant) best placed to provide the cover will be deployed and parents/carers and the child informed at the first available opportunity. The Inclusion Team meets regularly with INAs and teams supporting the child to discuss and review the needs and progress of children with a high level of SEND. This enables them to all have knowledge and understanding of the profile of each child so that they can support them effectively.

Summerlea CP School, our whole school aims are:

- To provide a rich and varied range of experiences that will encourage all pupils to become enthusiastic learners and active participants in all aspects of school life.
- To enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent learners.
- To assist in the acquisition of knowledge, skills and attitudes that will enable all pupils, irrespective of their ability, to achieve their potential and play a full part in subsequent phases of education and adult life.
- To encourage children to take the lead in their learning and increase their independence over time.

We recognise that:



- All pupils are entitled to access a broad and balanced curriculum, which should be differentiated to their individual needs.
- Each pupil is unique, and an individual in their own right, and will be given the opportunity to develop at their own rate and in their preferred learning style.
- Pupils will succeed in their learning when they feel confident and their self-esteem is high.
- Additional and/or different support may need to be provided for pupils experiencing difficulties whether academic, emotional, social or physical, through our SEND provision.

2. Objectives

The staff and governors of Summerlea CP School recognise the individuality of all pupils and the fact that they are at different levels of development; physically, emotionally, intellectually and socially.

Our aim is to offer an inclusive curriculum to ensure the best possible progress and outcomes for all of our pupils, whatever their needs or abilities, and to safeguard and promote the welfare of all pupils in our care.

SEND at Summerlea is seen as the responsibility of the whole school, which places difficulty and/or disability within the wide spectrum of human experience and actively addresses this as an integral part of teaching and learning.

The specific objectives of our SEND policy are as follows:

- To make an early identification of pupils who fall into one or more of the four categories of SEND, outlined in paragraph 3 below, and to ensure their needs are met.
- To ensure that students with SEND feel a part of the school community, are included in all the activities of the school, and have access to a broad and balanced high-quality curriculum.
- To offer a range of support, including one to one, small groups and in class support; to take into account pupils' different learning styles and provide multi-sensory learning; provide access to appropriate resources and use of ICT (Information and Communication Technology); to offer different ways of presenting and recording information for pupils with specific learning barriers such as Speech and Language needs, specific learning difficulties and Autistic Spectrum Condition (ASC).
- To raise expectations and achievement by developing all staff's skills and strategies for meeting the needs of pupils with SEND.
- To ensure that all learners make the best possible progress, by identifying potential barriers to learning and helping pupils to overcome these; tracking and monitoring through the use of data and formative assessment by class teachers.
- To ensure parents/carers are informed of their child's SEND and that there is effective communication between parents and school.
- To ensure that pupils express their views and are fully involved in decisions affecting their education.
- To promote effective partnerships and involve outside agencies when appropriate.



The success of the school's SEND policy will be regularly evaluated and judged against the aims set out above and key headlines reported termly to the Full Governing Body Teaching via the headteacher's report.

The Governing Body will ensure that it makes appropriate SEND provision for all pupils identified as in need of it. The range of support made in the school each year, in response to identified need, is detailed in Provision Maps (defined in Section 9).

The named SEND Co-ordinator for the school is Mrs Anna Ronchetti. The Inclusion Team includes staff with specialist training in SEND and this team carries out the day-to-day implementation of this policy.

We also have a named SEND Governor on the Governing Body, Mrs Sue Meekings, who takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with SEND. For the full responsibilities of the Governing Body see the **Appendix**.

3. Identifying Special Educational Needs and Disabilities

Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability but this policy covers all of these pupils.

The 2014 Code of Practice states that:

“A person has SEN 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. “

(2014 SEN Code of Practice: 0 to 25 years – introduction xiii and xiv.)

TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes pupils with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes pupils who demonstrate characteristics of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes pupils with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as having SEND. However, it may be described as an underlying response to a need, which will be identified by the school.



Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a pupil being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an Additional Language (EAL) are not special educational needs.

Disability

Many children and young people who have special educational needs may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs, but there is a significant overlap between disabled children and young people and those with special educational needs. Where a disabled child or young person requires special educational provision they will also be covered by the special educational needs definition.

As a school we observe three key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- We **must** ensure that pupils and adults have positive and supportive relationships, regardless of any special educational need and challenge all discriminatory behaviour or attitudes.

Assessment

Early identification of SEND is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the Inclusion Team assess and monitor the pupil’s progress in line with existing school practices.

The Inclusion Team works closely with parents/ carers and teachers to plan an appropriate programme of intervention and support.

The assessment of pupils reflects, as far as possible, their participation in the whole curriculum of the school.

The class teacher and the Inclusion Team can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

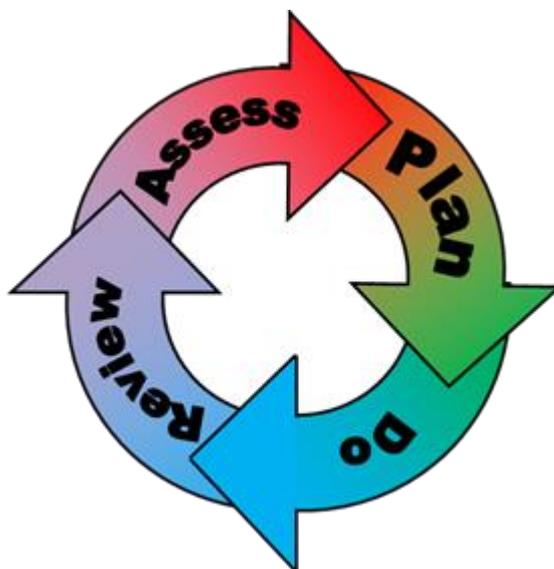
The process:

- Encourages the participation of pupils and their families
- Integrates the work of education, health and care providers
- Follows a cyclical, graduated approach

The School uses the following graduated approach to respond to pupil's special educational needs:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, or pupils who have social and emotional needs, will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning development and possible difficulties.
- 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 Inclusion Team will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents/ carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the School as being under observation due to concern by parent/ carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/ carers informally or during parent consultation evenings.
- Parent/carers consultation evenings are used to monitor and assess the progress being made by pupils.





SEN Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the School ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions most effective in supporting the pupil to make good progress and achieve good outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular 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. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/ carers.

Plan

Planning will involve consultation between the teacher, the Inclusion Team and parents/carers 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. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. 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.

Do

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 Learning Support 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 Inclusion Team.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their



parents/ carers. The class teacher, in conjunction with the Inclusion Team will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Application for an Education, Health and Care Plan (EHCP)

Where a child's needs are considerable and there is little progress following interventions and support from external support services, the decision may be taken to request an Education Health and Care (EHC) Needs assessment which may result in the child being given an EHCP. This process will involve presenting to the Local Authority detailed records of the school's provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports.

Further information about EHCPs can be found via the SEND Local Offer website: <https://westsussex.local-offer.org>

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP 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/carers 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.

4. External Agencies

External agencies/support services play an important part in helping the School identify, assess and make provision for pupils with SEND.

- The School receives regular visits and/or can request support and advice from the School Nurse and Educational Psychologist for the area. The School may also seek advice from the Advisory Support Team.
- Meetings with Health Visitors/Playgroup Leaders are held to ensure a smooth start to school for children in the Early Years Foundation Stage.
- The Speech and Language Therapist contributes to the reviews of children with significant speech and language difficulties.
- Multi-agency liaison meetings, with possible representation from Social Care, Health and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

The school may involve external support services if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at EYFS/National Curriculum expectations substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematical skills.
- Has emotional, social and/or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.



We recognise that some parents/carers may choose to undertake assessments with private external agencies. It is useful for parents/carers to provide a copy of private reports and assessments to the Inclusion Team so that we can review the advice and recommendations for your child. Private reports will be carefully considered and we may choose to implement some of the recommendations. However, the school is not obliged to carry out the recommendations in private reports.

5. Criteria for Exiting the SEND Register

If it is felt that pupils are making good progress, which is sustainable, then they may be taken off the SEND Register. If this is the case then the views of the teacher, Inclusion Team, pupil and parents/carers need to be taken in to account, as well as that of any professionals involved with the child. If it is agreed by all to take the pupil off the register then all records will be kept until the pupil leaves school (and passed on to the next setting). Continued monitoring of the pupil will be made through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

6. Supporting Pupils and Families

The School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have SEND and that the support and the encouragement of parents is often the crucial factor in achieving success.

Parents/carers will always be kept informed of about the SEND experienced by their child in accordance with the recommendations outlined in the SEND Code of Practice. Communications between the parent/carer and the School will be consistently maintained.

Parents will be fully consulted before the involvement of outside support agencies with their children, and will be invited to attend any formal review meetings at all stages.

The School will provide information about the Information, Advice and Support Service to all parents/carers of children with SEND. Parents/carers of any pupil identified with SEND may contact this service for independent support and advice.

7. Supporting Children Looked After (CLA) and SEND

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans). For further information regarding CLA and SEND please see our CLA Policy and the Statutory Guidance for Designated Teacher for looked after and previously looked after children (DfE, 2018)

8. Supporting Pupils 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 physical education and school trips. Some pupils 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 and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.



Further information about supporting pupil with medical conditions can be found in the school's Supporting Pupils with Medical Conditions Policy.

9. Identification and Provision for Children with a Dyslexic Profile

- At Summerlea, we believe that good teaching and learning for dyslexic pupils is good practice for all learners. The school staff understand the term 'Dyslexia' to mean a 'learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed, as detailed by Sir Jim Rose in his 2006 Report.
- The named school link person for dyslexia is Mrs Anna Ronchetti (SENDCo). Teachers ensure that their learning environment and teaching styles provide inclusive, multi-sensory quality teaching for all. If a teacher is concerned that a child may have dyslexic tendencies, they will consult with parents and use a range of resources to identify the particular areas of need. If through this process it is felt that the child may need further assessment, we may agree to conduct a dyslexia screener. This is a tool which can help us identify a child's strengths and weaknesses in a range of areas. We are able to use the assessment data to target key areas and this will be reflected in the child's PLP/ILP as appropriate. Staff will also continually monitor the self-esteem of identified children to ensure that this does not suffer and incorporate dyslexia friendly teaching strategies.
- Dyslexia cannot be diagnosed by the school. If your child is found to be at high risk for dyslexia you may decide to seek further support and advice. Please visit West Sussex Local Offer for further guidance and signposting.

10. Transition

Inter-School/Nursery to School Transfers

Records are received from previous schools/year group and passed to class teachers and the Inclusion Team where appropriate, further meetings between the School and home may take place and an enhanced transition may be arranged. A member of the Inclusion Team will also sometimes visit the pre-school setting when a child with SEND is due to transfer to Summerlea.

Transfer to Secondary School

The SENDCo meets with Secondary SENDCos to discuss the SEND of pupils moving to Year 7. All records are passed onto Secondary SENDCos. Additional visits to secondary schools will be arranged where deemed necessary and children may be accompanied by a member of staff.

11. Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of an annual parent/carer and pupil questionnaire, discussion and through consultation meetings with parents/carers. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a provision map, which is updated when the intervention is changed. These are updated and monitored by the Inclusion Team in discussion with the class teacher. These reflect information passed on by the Inclusion Team at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Inclusion Team and



information is fed back to the staff, parents/carers and governors. This helps to identify whether provision is effective.

12. Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Team attends relevant SEND courses, including Locality SENDCo network meetings, in order to keep up to date with local and national updates in SEND.

We recognise the need to train all our staff on SEND issues and we allocate funding to support this professional development. The Inclusion Team, with the leadership team, ensures that training opportunities are matched to school improvement priorities.

All teacher and support staff undertake induction on taking up a post and this includes meeting with the Inclusion Team / SENDCo so that the systems and structures in place around the school's SEND provision and practice can be explained and individual needs of pupils discussed, as appropriate.

13. Complaints Procedure

The school's complaints procedures are available upon request and via the school's website. The child's class teacher will work closely with parent/carers at all stages in their education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEND, whose concerns cannot be resolved by the usual school procedures, can request independent disagreement resolution. The school will make further information about this process available on request.

14. Responsibilities

The Governing Body

Has a responsibility to ensure that the school has a policy for providing for pupils with SEND. A full list of their responsibilities is included in the **Appendix**.

The Headteacher

Has responsibility for:

- Ensuring the SEND Policy is implemented.
- Providing facilities for INSET.
- Ensuring Code of Practice procedures are properly followed through each stage.
- Acting as the SENDCo in the absence of the SENDCo and ensuring that he/she is informed of current issues and provision.

The Named Special Educational Needs and Disability Co-ordinator (SENDCo)

In conjunction with the Inclusion Team Leader, the SENDCo has responsibility for:

- Keeping the school's SEND register up to date.
- Co-ordinating provision for pupils with SEND.
- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Overseeing all records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with local pre-schools and secondary schools to ensure support is provided for transition to EYFS and Y7.



- Liaising with external support services.
- Co-ordinating and developing school-based strategies for the identification and review of pupils with SEND.
- Making regular visits to classrooms to monitor the progress of pupils on the SEND Register.
- To be aware of the National Standards for SENDCos in order to carry out the role effectively.

Class Teachers

Have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas.
- Identifying a child's SEND, notifying the Inclusion Team and filling in the relevant documentation.
- Writing and reviewing Individual Learning Plans (ILPs) for pupils in their class.
- Keeping accurate and detailed records/logs about pupils with SEND.
- Putting into place special arrangements to meet pupils' needs.
- Keeping parents/carers informed of their child's progress, any concerns and action to be taken.
- Informing colleagues and those concerned with the child, of any information imparted by parents/carers pertaining to the child's progress.
- Implementing ILPs or Personalised Learning Plans (PLPs) devised by themselves, the Inclusion Team or outside agency.
- Informing relevant Learning Support Assistants of any individual programmes to be implemented.
- Drafting the setting report for Annuals Reviews of children with EHCPs.
- Attending and contributing to Annual Reviews of children with EHCPs.

The Inclusion Team Leader

In conjunction with the SENDCo, has responsibility for:

- Co-ordinating the management of the child's SEND.
- Collation of documentation materials through the stages of the Code of Practice.
- Working closely with the SENDCo, the Headteacher (where SENDCo is not the Headteacher) and Class Teachers in prioritising pupils' needs.
- Keeping staff and governors informed of new developments.
- Liaising with staff regarding development opportunities.
- Co-ordinating the work of Learning Support Assistants as appropriate.
- Co-ordinating the work of Individual Needs Assistants.
- Contacting appropriate outside agencies as and when necessary and informing all those involved with child of any action taken.
- Attending meetings with parents/carers as necessary
- Staff training as necessary.
- Ensuring all information is in place for annual completion of SEND self-evaluation materials.
- Reporting, on at least a termly basis, to the Full Governing Body on the SEND provision and the progress of pupils with SEND.

Learning Support Assistants (LSA), Individual needs assistants (INA) and Teaching Assistants (TA)

Have responsibility for:

- Assisting class and/or learning support teachers in the implementation of ILPs and PLPs.
- Making assessments and evaluation notes when necessary.
- Attending training when required.

The Inclusion Team

Acknowledging that this list is a combination of the more specific duties outlined above in relation to specific roles, the team as a whole has responsibility for:

- Co-ordinating the management of the child's SEND.
- Collation of documentation materials through the stages of the Code of Practice.



- Working closely with the Headteacher and Class Teachers in prioritising pupils' needs.
- Keeping staff informed of new developments.
- Liaising with staff regarding development opportunities.
- Co-ordinating the work of and supporting LSAs as appropriate.
- Contacting appropriate outside agencies as and when necessary and informing all those involved with the child of any action taken.
- Attending meetings with parents/carers as necessary.
- Staff training as necessary.
- Ensuring all information is in place for annual completion of SEND self-evaluation materials.
- To be aware of the National Standards for SEN Co-ordinators in order to carry out the role effectively.

Parents/Carers

Parents/carers have a crucial role to play and will be treated as partners at all times.

The Inclusion Team and class teachers will:

- Keep parents/carers informed of the SEND provision being made for their child
- Discuss progress and targets with parents/carers.
- Take account of parents'/carers' views and value their comments and contributions
- Consult parents/carers before advice is sought from external agencies.

Parents/carers are encouraged to:

- Recognise and fulfil their responsibilities and play an active role in their child's education.
- Make their views known about how their child is educated.
- Contact the school if they are concerned about their child's progress or where they feel their child may have SEND which have not yet been recognised.
- Inform the school of any changes of circumstances which may affect their child's progress
- Attend consultation meetings with the headteacher / class teacher / SENDCo / external agencies as required
- Support the school through acknowledging and signing relevant paperwork.

Pupils

Have responsibility for:

- Co-operating with the adult who support the targets from ILPs and additional tasks between sessions.

Outside Agencies

Have responsibility to work in co-operation with class teachers, parents/carers and other involved staff to meet the SEND of the child.

15. Admissions

The Governing Body has agreed with the Local Authority admissions criteria, which do not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the Code of Practice.

APPENDIX

Responsibilities of the Governing Body in regard to SEND at Summerlea CP School

1. The governing body, with responsibilities delegated to the Full Governing Body, should, alongside the Headteacher, SENDCo (where a different person) and the wider Inclusion Team, agree the School's general policy and approach to meeting pupils' SEND including for those with Education, Health and Care Plans (EHCPs). Governors must set up appropriate staffing and funding arrangements and oversee the School's work, ensuring that appropriate financial records are kept and maintained and that resources are used in an appropriate and efficient manner. The governing body has also appointed a specific named governor to monitor the School's work for pupils with SEND. Further general duties of governing bodies and the 'responsible person' (defined below) are set out in full in paragraphs 1:16 to 1:22 of the SEND Code of Practice.
2. Governing bodies have legal duties to:-
 - Use best endeavours in exercising their functions to ensure that the necessary provision is made for any pupil who has SEND;
 - Ensure that parents/carers or young persons are notified by the school when additional/different provision is being made for their child, because it is considered that they have SEND;
 - Make sure that the 'responsible person' makes all staff that are likely to teach the pupil aware of those needs. The 'responsible person' is generally the Headteacher but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility. If the 'responsible person' is the Headteacher it may be helpful for one or other governor to have an interest in SEND.
 - Make sure that the teachers are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching.
 - Ensure that there is a qualified teacher designated as SENDCo for the school. A newly appointed SENDCo must be a qualified teacher and, where they have not previously been SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
 - Consult the Local Authority and the governing bodies of other schools when it seems necessary to co-ordinate SEND teaching in the area.
 - Ensure that pupils with SEND join in the everyday activities of the school together with pupils without SEND, as far as is compatible with them receiving the necessary provision, the provision of efficient education for all other pupils; and the efficient use of resources.
 - Ensure the school produce and publish online its School SEND Information Report in accordance with Section 69 of the Children and Families Act 2014 and as a governing body report each year to parents/carers on their policy for pupils with SEND.
 - Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND.
 - Cooperate with the local authority in developing their local offer.



- Ensure the school has arrangements in place to support pupils with medical conditions (Section 100 pupils and Families Act 2014)
- 3.** Where a local authority or the First-tier tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an SEND statement or EHCP, the governing body must admit the child to the school. Before naming a school in a statement, the Local Authority must consult the governing body of that school.
 - 4.** The parents/carers of children with EHCPs have the same right as other parents/carers to state a preference for a particular maintained school for their child. The Local Authority must meet the parents' preference as long as the school is suitable for the pupil, the other pupils at the school are educated effectively, and resources are used efficiently.
 - 5.** In accordance with the Equalities Act 2010, governing bodies and academy trusts are also under a duty to make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils. Governing bodies are required, where reasonable, to provide auxiliary aids and services as part of the 'reasonable adjustments' duty.



This policy was approved by the governing body of Summerlea Community Primary School on:

.....16th June 2021.....

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read 'Sue Weatling', written over a dotted line.

Signature of Headteacher:

Helen Morris



Policy Review Form

Please complete this section when reviewing and updating this document.

<i>Author</i>	Name	Date
	Full Governing Body	2003

<i>Reviews</i>	Name	Review Period (to be carried out annually)
	Curriculum and Policy Group	March 2006
	Linda Wood (SENDCo)	November 2009
	Linda Wood (SENDCo)	October 2012
	Simon Trahern (SL), T&L Committee and SEN Governor	April 2015
	Simon Trahern (SL)	June 2017
	Helen Morris (HT & Acting SENDCo)	June 2019
	Anna Ronchetti (SENDCo)	June 2020
	Anna Ronchetti (SENDCo)	June 2021

<i>Information Source</i>	Name	Date
	West Sussex County Council	March 2006
	West Sussex County Council	November 2009
	West Sussex County Council	October 2012
	NASEN & Governor’s Handbook	April 2015

<i>Change Control</i>	Sections Amended	Author	Date
	Re write in line with new code of practice September 2014	Simon Trahern	April 2015
	Review of all sections	Simon Trahern	
	Item 1 – HM added as named SENDCo as AR currently on maternity leave.	Helen Morris	June 2017
	Item 2 – HM added as named SENDCo as AR currently on maternity leave. Also Mrs Bev Crowter added as named SEND Governor due to Mrs Becca Jupp resigning.	Helen Morris	Feb 2019
	Review of all sections	Helen Morris	June 2019
	Review of all sections - Amendments made to Sections 1, 2, 4 & 7. Addendum added.	Anna Ronchetti	June 2020
	Review of all sections - Section 9 added Addendum updated.	Anna Ronchetti	June 2021



Addendum June 2021

Covid-19

During the Coronavirus pandemic we have been working closely with the local authority and following the guidance issued by the government. An individualised risk assessment has been completed for each child with an EHCP and is being reviewed on a regular basis as and when needs and guidance changes.

Our primary focus is the health and well-being of all of our children. We understand that returning to school after a period of absence and at a time of so much change is difficult. To help support this, we have put the following in place for children with an EHCP:

- Flexible hours returning to school
- Transition resources which visually demonstrate physical changes to the environment at school, key people that the children will be working with and any changes to timetabling.
- Placing familiar adults with EHCP children
- Regular communication with children and their families.
- Review of EHCP provision in order to ensure best endeavors are put in place to deliver what is specified in the EHCP.

For further information regarding the Coronavirus pandemic, please visit the www.gov.uk.

Key reference document:

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>