

Attendance Policy

This Policy was adopted by:

The Directors of the Primary Academies Trust

on 23rd July 2015

Signed by.....Chair of Directors

Review Date Signed

Review Date Signed

Review Date Signed

PAT Attendance Policy and Procedures

Rationale

All schools within the Primary Academies Trust are committed to providing a full and effective educational experience for all students. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We believe that if students are to benefit from education, good attendance is crucial. Irregular attendance undermines the educational process and can lead to educational and social disadvantage. As a Trust we do all that we can to ensure maximum attendance for all students. Any problems that prevent full attendance will be identified and addressed as speedily as possible in line with procedures agreed by the local governing bodies.

It is the policy of our School and Trust to celebrate achievement. Attendance is a critical factor to a productive and successful school career and establishes a good pattern for later life. We will actively promote, encourage and reward 100 per cent attendance for all our students. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.

Objectives

- to encourage full attendance and punctuality
- to record and monitor attendance and absenteeism and apply appropriate strategies
- to acknowledge and reward a successful record of attendance through the School's rewards system
- to ensure a consistent approach in line with all schools within the Primary Academies Trust and local communities (insert the local one)

Statutory Duty of Schools and Parents

The Education Act 1996 requires parents/carers to ensure their children receive effective full-time education, either by regular attendance at school or otherwise.

Schools are responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session.

Parents/carers are legally responsible for ensuring that their children attend school. This extends to ensuring that students arrive at School on time, properly attired, and in a condition to learn. All schools will make every effort to promote good attendance, giving advice and support where needed.

The Educational Welfare Service and School Attendance

The EWS is a part of the Devon Local Authority. Its aim is to ensure that every child has the opportunity to benefit from a full time education by attending school regularly. The EWS can help and advise parents/carers who may be experiencing difficulties that prevent this. It is the responsibility of parents/carers to ensure that their child attends school regularly and the EWS expects parents/carers to do all that is necessary to make sure this happens.

What happens if your child does not attend school regularly (and their absence is not authorised)?

It is a criminal offence for a child not to attend school regularly and, as a parent/ guardian, this is your responsibility. A Penalty Notice may therefore be issued, requiring you to pay a fine of up to £120 per parent/carer, per child if their attendance is below an acceptable level. In certain circumstances you may be prosecuted and be required to attend the Magistrates Court where you could face up to 3 months imprisonment and/or a fine of up to £2500.

You will be given every opportunity to improve your child's attendance and you will receive a written warning before any legal action is taken.

Statutory Attendance

There is a legal requirement to have an AM and a PM registration.

AM: Students will be registered at the beginning of each morning (8.45am, change times for each school) by the teacher. Registration closes at 9.15 am(within 30 minutes of start); any arrivals before this time will be classified as LATE (Code L) Arrival after that time is recorded as an UNAUTHORISED ABSENCE (Code U).

PM: Registration takes place at the beginning of the afternoon session by the class teacher, and will remain open for 20 minutes.

X: we shall be using this code for all children below statutory school age who are absent for any reason, including part time education.

- All registration will be recorded on the SIMS system by the end of each week by the administrator.
- Class registers must be taken at the beginning of all sessions by the teacher.
- Accurate registration is very important and registration details can be used as evidence where parents/carers are prosecuted for school attendance offences.
- The attendance register will be kept for three years by all schools.

Request for absence during Term Time

All requests must be made using the S2 form, available from the office or download from the school's website, a minimum of 3 weeks before the request absence. The schools within the Trust do not encourage any absence during term time and the Head teachers may no longer authorise absences unless for exceptional circumstances. In this situation the Governors will decide if this can be authorised.

- No absence will be authorised in the first two weeks of any term unless in exceptional circumstances or during May when SATs for Years 2 and 6 take place
- No absence will be authorised for pupils with attendance falling below 90%

If a parent/carer is refused an absence request and the pupil is still taken out of a school by the parent/carer, the School / Education Welfare Officer will be informed.

Reporting Absences

It is the responsibility of the parents/carers to inform the School of the reason for a student's absence by 0930 on the first day. The School will operate a First Day Calling system and where no satisfactory explanation for absences is received, parents will be contacted by the school.

In any case of absence, parents/carers should contact the school by one of the following methods:

- By phone to the Administrator.
- Personal contact with Administrator at school, where a note will be passed to the teacher.
- If you are unable to contact the administrator, a parental note explaining the absence must be passed to the class teacher on the first day back at school.

In the case of long term illness the school should be notified as soon as possible.

If it is known that the student will be absent for more than 2 weeks, the EWO should be notified.

Where over the course of an academic year, a student has 20 sessions of illness, the School will write to parents to ask them to provide medical evidence for each future period of illness related absence. This evidence could be a Doctor's note, appointment card or copy of a prescription.

Truancy

It is the legal responsibility of parents/carers to ensure their child attends all lessons as required. Parents/carers will be informed by the Administrator if their child has been identified as truanting from the school. Persistent cases may be referred to the EWO who may consider issuing a Penalty Notice.

Punctuality

It is the responsibility of parents/carers to ensure their child attends full time education and arrives at school on time. Punctuality is monitored by the school and parents will be contacted if their child is not arriving on time.

Persistent cases will be referred to the EWO who may consider issuing a Penalty Notice.

GUIDELINES

1. Absence can only be authorised by the school for:
 - a) sickness or other unavoidable cause (solely affecting that child)
 - b) days set aside for family religious observance
 - c) where LA school transport has not been provided to a child that is entitled to it
 - d) other reasons, approved by the school.
2. There is no automatic entitlement for absence for holidays during term time (Amendment to the Education [Pupil Registration] [England] Regulation 2006), except for families serving in the Armed Forces.
3. In cases of unauthorised Term-time holidays, Heads of School should follow the Devon County Council protocol and apply directly to the Education Welfare Service to generate a Penalty Notice warning letter (without, necessarily, contacting the school's EWO). This should be done by completing Penalty Notice Certificate of Absence Form and returning it to:
 - i. Penalty Notice Officer, EWS, Milford House, Pynes Hill, Business Park, Exeter EX2 5TH
4. Schools will liaise closely with parents advising them as early as possible if there are cases of suspected unauthorised absence, and persistent lateness, or their child's attendance falls below 90%. Or where medical/illness absences exceed 20 sessions in one year.
5. Late arrival should be actively discouraged. Separate registration codes are required for lateness prior to close of registration and afterwards. It has been agreed that registers should remain "open" for the first 30 minutes of the morning and the first 20 minutes after afternoon registration period. In circumstances such as bad weather or public transport difficulties, schools may keep the register open for a longer period. Late arrival during these periods will be coded as an 'Authorised Late' ('L').
6. Late arrival after the register is closed is an 'Unauthorised Absence' (coded 'U') which could provide grounds for prosecution. This code generates a morning of absence. Where a pupil arrives after close of registration with a legitimate reason, the absence should be authorised using the appropriate code (for example due to an appointment with a doctor)..

7. Where no satisfactory explanation for absences is received, parents will be contacted by the school.
8. The Education Welfare Officer will be notified in the following circumstances:
 - unauthorised absence by a student of more than 10 half-day sessions (in aggregate) in any one term
 - attendance of less than 85% by any pupil
 - where action taken at school level has failed to improve attendance/punctuality for a particular student
9. When a pupil's attendance falls below 85% and they also have 10 or more unauthorised absences, unless there are extenuating circumstances, they should be considered for "Fast-track to Prosecution".
10. Parents are to inform the school, in writing, if a child is to be removed from a roll. Details of the new school should be provided, if applicable.
 - a) If a child leaves a school to be home educated, then Form EWS 10 must be completed and returned to: Georgina Bennet, Milford House, Pynes Hill, Business Park, Exeter EX2 5TH and to: Irene Love, Milford House, Pynes Hill, Business Park, Exeter EX2 5TH.
 - b) When a pupil moves from school and no notification has been received from another school, the 'old' school should complete a 'Children Missing from Education' form (S2s) and return it to:
 - c) EMS Data Team, ScoMIS Office, Milford House, Pynes Hill, Business Park, Exeter EX2 5TH
 - d) (Where the 'new' school is known, as a safeguard, the 'old' school should make contact with the receiving school to alert them to the move).
11. Schools will adopt a multi-agency approach in supporting children and their families to improve their attendance.
12. For Health and Safety reasons, schools need to be aware of where pupils are, particularly those leaving or arriving on the premises during a session. An appropriate recording system should be instigated.
13. Parents' meetings, and other occasions can be used to stress to all parents the importance and benefits of regular attendance and punctuality. Advantage should also be made of regular school to home newsletters etc

Staff guidance and procedures.

Reporting to Parents

Annual Report to parents/carers includes summative information on attendance as well as a comment on punctuality.

Distribution of Data

The Administrator will produce for the Head of School:

- a) printout of all attendances for previous week
- b) reports on persistent lateness to school in the mornings (6 or more)
- c) all pupils with attendance below 95% attendance
- d) The percentage attendance figures for all pupils half termly.

The Head teacher will report attendance data to the Governors termly and targets annually.

User Codes and reconciliation of registers

- If a student is absent, use Code **N** (unless there is already a code which has been entered).
- If a student is late during registration use Code **L**.
- Only the national attendance codes issued can be used.

Absences from School

Authorisation of absences from school:

- Parent provide written, signed note from parent/carer on students return, unless parents/carer has contacted the school by another acceptable means. (see above)
- Teacher to record on registration system using appropriate code.
- Teachers to hand in absence notes/records at end of every week to the Administrator. These will then be archived for 3 years.

Follow up procedures for unauthorised absence or persistent absence (including illness) from School: See attached flow chart

Follow up procedures for lateness to school in the morning:

Admin contacts the home or sends the standard letter if the student regularly arrives late at school.

Admin will alert Head to any pupil who has 6 or more lates in any half term. The class teacher will contact the parents.

Where there is no improvement or if lateness continues to persist the Head of School will become involved and there may be a referral of the pupil to EWO who may consider instigating legal procedures.

To be reviewed annually

Roles and Responsibilities

Improving attendance at school is the responsibility of everyone in the school community, including pupils, parents and staff.

The Directors of the Primary Academies Trust: To review the attendance Policy annually.

Role of Governing Body: Monitors the policy, receives a termly report via Head of School's Report to Governors.

Head of School: Oversight and implementation of policy.

School: Staff encourage good attendance and punctuality through personal example. The school will employ a range of strategies to encourage good attendance and punctuality and, liaising closely with parents, will promptly investigate all absenteeism. Staff will respond to all absenteeism firmly and consistently.

Administrator: Administration of attendance and punctuality data within the framework of this policy, first day contacts.

Teachers: Keep an accurate register and follow up of absences and lateness within the systems and procedures of this policy.

Parents: Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If for any reason this is not the case procedures outlined above must be followed. If possible, parents should avoid making medical/dental appointments for their child during school hours. Parents whose first language is not English, or who have literacy difficulties, will be offered appropriate support from the school in matters of communication.

Pupils: All pupils are expected to attend school regularly and punctually. Pupils who experience attendance difficulties will be offered prompt and sympathetic support, initially from their teacher and, if need should arise, from the head of school. At the end of each year, pupils whose attendance is excellent (insert relevant % per school) will be presented with an attendance certificate.

Education Welfare Officer: Implementation of LA procedures in enforcing attendance and assisting year teams with advising students and parents of the legal consequences of failing to meet these obligations. The EWO is the attendance enforcement arm of the LA. The EWO for our schools will be fully informed of all absences giving cause for concern and will have full access to the electronic registration system

Encouraging Good Attendance (insert percentages agreed at local/school level)

Ongoing

Teacher and Admin

- Weekly Attendance Data provided to Admin.
- First Day Calling.

Teachers

- Keep Accurate AM and PM register.
- Follow up Absence promptly.
- Inform Head Teacher of any attendance concerns.

Head of School

- To co-ordinate and monitor the above.
- Ensure Escalation Process consistently followed with discretion where appropriate.
- Responsible for Pupil & School Attendance Data and meeting Local and National Attendance Targets.
- To co-ordinate / monitor attendance of vulnerable groups (SEN / CIC / EAL / Travellers).

90%

90%

<90%

<85%

Intervention

Under 90%

- No requests to be authorized.
- Send absence request Refusal Letter.
- If absence still occurs consider Penalty Notice.

Under 90%

- Send L1/M1.
- Teacher meets and discusses with parents/carers.

20 Sessions – Illness

- Consider sending Medical Evidence Letter. M2

Lateness

- If Persistent lateness, Head to send Late letter.
- Discuss lateness with parents/carers.
- If no improvement escalate to EWO

Under 90%

- Send L2.
- Head meets and discusses with parents/carers.
- Agrees action plan with parents/carers and child.

Under 90%

- Send L3/3a
- Head Teacher meets and discusses with parents/carers.
- Plan immediate improvement.
- Discuss with EWO.

If No Improvement

- School and EWO consider Fast Track or alternative action.

03 September 2015

«salutation»
«address_block»

Dear «salutation»

Attendance Monitoring L1

Re: «forename» «surname» - «year_reg»

I am writing to make you aware of your child's current level of attendance which is ■■■.
As a school we aim to have all our children attending 100% of the time.

You may not be aware that absences of any kind – illness and holiday – all count towards your child's attendance record. Lateness may also count as absence. In the event your child arrives at school late, but before register closes, they are noted as late, and the number of minutes late may be recorded. In the event your child arrives at school late and the register has closed, they are counted as having half a day of unauthorised absence.

I enclose a copy of «forename»'s attendance record for your information. Unauthorised absences are coded as O, G (unauthorised holiday) and U (late after registers closed).

We always aim to work closely with all our parents and to support them. Therefore, if you have any queries concerning the report, or if there are any particular medical or family circumstances that you feel I should be aware of, please contact me to discuss it.

Yours sincerely

Name
Head of School



Please return to the school office

I confirm that I have received the attendance monitoring letter for «forename» «surname» («year_reg») dated 03/09/2015.

Parent/Guardian Name:.....

Signed:

Date:

3 September 2015

«salutation»
«address_block»

Dear «salutation»

Attendance Concern L2

Re: «forename» «surname» - «year_reg»

Further to the previous attendance monitoring letter, I write to inform you that «forename»'s attendance has not improved and continues to be unacceptably low. «forename» currently has an attendance percentage of «% attendance». As a result, I would like to meet with you within 5 school days of the date of this letter to discuss a plan to improve «forename»'s attendance at school.

If attendance continues to fall following our meeting, it may unfortunately be necessary for us to hold a meeting with the Education Welfare Officer and/or School Nurse.

I enclose a copy of «forename»'s attendance record for your information. Unauthorised absences are coded as O, G (unauthorised holiday) and U (late after registers closed). We always aim to work closely with all our parents and to support them, therefore, if you have any queries concerning the report, or if there are any particular medical or family circumstances that you feel I should be aware of, please contact me to discuss it.

Yours sincerely

Name
Head of School

✂

Please return to the school Attendance Office

I confirm that I have received the Attendance Concern letter for «forename» «surname» («year_reg») dated 03/09/15 and agree to attend a meeting with Head of School on _____.

Parent/Guardian Name:

Signed: Date:

3 September 2015

«address_block»

Dear «salutation»

Attendance Concern L3

Re: «forename» «surname» - «year_reg»

Further to the previous attendance monitoring letter(s), I write to inform you that «forename»'s attendance has not improved to an acceptable level. «forename» currently has an attendance percentage of .

As a result, I have arranged a meeting at school with myself and the Education Welfare Officer on _____
The meeting will be held at Woodwater Academy.

I enclose a copy of «forename»'s attendance record for your information. Unauthorised absences are coded as O, G (unauthorised holiday) and U (late after registers closed). We always aim to work closely with all our parents and to support them, therefore, if you have any queries concerning the report, or if there are any particular medical or family circumstances that you feel I should be aware of, please contact me to discuss it.

Yours sincerely

Name
Head of School

✂ _____

Please return to the school Attendance Office

I confirm that I have received the Attendance Concern letter for «forename» «surname» («year_reg») dated 03/09/15 and agree to attend a meeting on _____.

Parent/Guardian Name:.....

Signed: Date:

3 September 2015

«address_block»

Dear «salutation»

Attendance Concern L3a

Re: «forename» «surname» - «year_reg»

Further to the previous attendance monitoring letter(s), I write to inform you that «forename»'s attendance has not improved to an acceptable level. «forename» currently has an attendance percentage of «% attendance» .

As a result, I have arranged a meeting at school with myself, the Education Welfare Officer and the School Nurse on

The meeting will be held at Woodwater Academy.

I enclose a copy of «forename»'s attendance record for your information. Unauthorised absences are coded as O, G (unauthorised holiday) and U (late after registers). We always aim to work closely with all our parents and to support them, therefore, if you have any queries concerning the report, or if there are any particular medical or family circumstances that you feel I should be aware of, please contact me to discuss it.

Yours sincerely

Name
Head of School

✂

Please return to the school Attendance Office

I confirm that I have received the Attendance Concern letter for «forename» «surname» («year_reg») dated 03/09/15 and agree to attend a meeting on _____

Parent/Guardian Name:.....

Signed:

Date:

03 September 2015

«salutation»
«address_block»

Dear «salutation»

Attendance Concern (Medical) M1
«forename» «surname» «year» «reg»

I am writing to make you aware of your child's current level of attendance which is ---%. As a school we aim to have all our pupils attending 100% of the time. «forename»'s attendance record shows --- sessions of unauthorised absence and --- sessions of authorised medical absence.

You may not be aware that absences of any kind – illness and holiday – all count towards your child's attendance record. Lateness may also count as absence. In the event your child arrives at school late, but before register closes, they are noted as late, and the number of minutes late may be recorded. In the event your child arrives at school late and the register has closed, they are counted as having half a day of unauthorised absence.

If you have any queries concerning the report, or if there are any particular medical or family circumstances that you feel I should be aware of, please contact me to discuss it. I enclose a copy of «forename»'s attendance record for your information. Unauthorised absences are coded as O, G (unauthorised holiday) and U (late after registers closed).

Yours sincerely

Name
Head of School

✂-----

Medical Attendance Letter

Please return to the School Office

I confirm that I have received the attendance concern (medical) letter dated 03/09/2015 for :

Name: «forename» «surname» «year» «reg»

Parent / Carer name :

Signed Dated

03 September 2015

«address_block»

Dear «salutation»

Attendance Concern (Medical 2)M2
«forename» «surname» «year» «reg»

Further to the previous attendance monitoring letter dated 29 November 2013, this letter is to inform you that your child's attendance level is still giving the school cause for concern. As a school we aim to have all our students attending 100% of the time.

Currently «forename»'s attendance is recorded as ---% Her attendance record shows --- session of unauthorised absence and --- sessions of authorised medical absence. This attendance percentage is liable to affect her overall education.

Therefore, as of today, no further absence will be authorised due to illness or medical appointments unless suitable evidence is provided. Evidence will be required each time that your child is absent from school for medical reasons and it is your responsibility to provide this to the school. An appointment letter, a stamped/signed appointment card from the medical provider or medication dated as dispensed on the day of the absence are all forms of evidence that we consider to be suitable.

If we do not receive evidence of an absence then the absence will be recorded as unauthorised and the Education Welfare Officer and/or the School Nurse will be contacted.

Please contact me to arrange a meeting to discuss a plan to improve your child's attendance.

Yours sincerely

Name
Head of School

✂-----

Attendance Letter (Medical 2)

Please return to the School Office

I confirm that I have received the attendance concern letter (Medical 2) for :

Name: «forename» «surname» «year» «reg»

Parent / Carer Name :

.....

Signed Dated

.....

Review Date May 2021 **Signed**

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our approach to teaching and learning and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head of School; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Directors, (Executive) Head of school and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The Primary Academies Trust (The PAT) will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in our schools are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and directors of The PAT will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of the The PAT reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN (you may choose to include this in the appendix)

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. The PAT regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

ANY School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. Provision maps are RAG rated to assess provision/strategies. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix 1**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
 - The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on an IEP or a DAF 2a 'My Plan' where appropriate. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the DAF 2a 'My Plan'.
 - This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
-

Plan	<ul style="list-style-type: none"> • Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an IEP or a DAF 2a 'My Plan', where appropriate with a date to review the plan. The date for review will depend on the level of need present. • The IEP or the My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • The IEP or My Plan will usually involve a contribution by parents/carers to reinforce learning at home. • Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). • So, if it is agreed that a pupil requires SEN support, all parties meet and develop an IEP or a My Plan detailing the support which will bring about the next part of the cycle –
Do	<ul style="list-style-type: none"> • The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • The class teacher is responsible for the daily implementation of the plan and will contribute to the IEP or DAF 2a as a working document
Review	<ul style="list-style-type: none"> • There will be a review of the IEP or DAF 2a on the date previously agreed in our 10 week cycle or earlier where appropriate. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. • Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. • Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF 2A meeting. • This review will feedback into the analysis of the pupil's needs, the class teacher will RAG rate with parent and child the IEP or DAF 2a document and then, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. • Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this

point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC)

Where a DAF is in place and has been implemented and despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar and is in line with the IEP cycle. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At the PAT we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated

- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo at least **Twice** a year formally. The SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review or the DAF process. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix 2**

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in training sessions, on average at least half termly, when Quality First Teaching is addressed.
- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- The PAT SENCOs meet as a group termly and these sessions form CPD as well as arranging CPD opportunities across the PAT

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Directors, (Executive) Heads of School and SENCo, all members of staff have important responsibilities.

Governance:

The Directors ensure the guidelines as laid down in the SEND Code of Practice (2014) are followed, to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Ensure parents/carers are made aware when schools are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Head of School:

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head of School will keep the Governing Body fully informed on Special Educational Needs issues. The Head of School will work closely with the SENCo and the Governor with responsibility for SEND.

SENCo:

In collaboration with the Head of School and local governing body, the SENCO determine the strategic development of the SEND policy, agreed by the PAT SEN Network, and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Where applicable, Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

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. ***Please see the schools Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. The Directors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in **Appendix 3**.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as there is a lift to the second floor. The PAT work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the PATs Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix 1

Assessment Tools and Materials

PAT Triggers Document
Short Term Memory Assessment
Infant Language Link
Junior Language Link
Speech Link
Dyslexia Screening Materials
PM Benchmark Kit for Reading
Neale's Reading analysis
Age Standardised Score Testing
Strengths and Difficulties Questionnaire
Sensory Screening
Thrive Assessments
Boxall Profile
Dyspraxia Assessment
Funfit Baseline and Re-assessment
Dash Speed of Writing Assessment

Appendix 2

Processes for transition

If your child is joining us from another school:

- The SENCo will visit pre-schools with the class teacher or Nursery/Reception Unit Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for sessions as appropriate.
- Parents will be invited to attend a visit.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- Every child is given a meet the new teacher sheet with a photo of their new teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENCo and class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school. Where appropriate, a

transition review meeting to which you will be invited will take place with the SENCo from the new school.

- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Appendix 3

Our SEND Information report (this is published on our website)

SEND information Report

[school] - The Primary Academies Trust

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Authority Local Offer?

The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Devon Local offer can be accessed at: <https://new.devon.gov.uk/send/>

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might the children at [school] have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENCo).
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents in a 10 week cycle.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.

The Special Needs Coordinator (SENCo) – Helen Mewse (hmewse@thepat.org.uk availability Tuesday-Thursday, please contact head of school outside of these times)

Responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Of School – Ashley Leeson

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Of School will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the **Governing Body** is kept up to date about issues relating to SEND.

The SEN Governor:

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality policy

School contact telephone number: 01392 274147

School email address: []@thepat.org.uk

How are children with Special Educational Needs identified and assessed?

At [school] children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher

- Further school based assessments carried out by the SENCo where concerns raised e.g. Junior Language Link or Short Term Memory assessment
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching/Universal Provision).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or other linked professional) will begin the Devon Assessment Framework (DAF) process at DAF 1 level
- A multiagency meeting will be called to complete a DAF 2a around the proposed outcomes for your child
- If your child's needs are not met by the current funding in school, we may complete a DAF 3 document outlining the outcomes and the funds we would need to provide these outcomes.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.
- If your child's needs may be best met in a special school provision, we may need to apply for a DAF 2b which is an Education Health Care Plan (EHC), which will be considered by a panel of experts at Local Authority (LA) level and if approved will secure objectives and placement for your child in a legal document.

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENCo.
- The **school SEN Governor** can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Discuss an Individual Education Plan (IEP).
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Begin the DAF process.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, includes money for supporting children with SEND.

- The Head Of School decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the **school governors** on the basis of needs in the school.
- The school identifies the needs of SEN pupils on a SEN register in conjunction with a resource based provision map. This identifies all support given within school and is reviewed

regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.
- The SENCo and Deputy Head Of School works with groups/individuals on a part-time basis.
- Teaching Assistants offering support for children with emotional and social development through our Nurture Provision.
- ICT support
- Volunteers and parent helpers work with small groups to support reading

Outside Agency Provision delivered in school

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Access to Family Intervention Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENCo's role is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The SENCo holds the National Award for SEN Coordination and has worked in a SENCO role for over 5 years.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrums Conditions or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes Guided reading, Thrive, Communication in Print, Total Communication, Manual Handling and Wave 3 Reading.
- Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below National Curriculum Level 1) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for P Scales and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and maths, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Level 1, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail – breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an IEP and/or DAF 2a based on targets agreed by teachers, parents, the SENCo and/or external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- For all children with a statement of special educational needs or an education, health and care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement on a 10 week cycle.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- The Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is: <http://www.parentpartnershipdevon.org.uk/>

How is [school] accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school has easy access and double doors where appropriate, in addition we have lift to the first floor.
- There is a disabled toilet, a shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- Quiet areas and calming zones in the form of unit intervention rooms are provided for children who need a space to support their emotional needs.

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the class teacher or Nursery/Reception Unit Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for sessions as appropriate.
- Parents will be invited to attend a visit.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- Every child is given a meet the new teacher sheet with a photo of their new teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENCo and class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- Individual nurture/'Thrive' sessions.
- Morning meet and greet group.
- Social skills groups/Chat club to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes 'Thrive' work.
- A range of extra-curricular groups which all children are invited to join.

- Lunchtime and playtime support through planned activities and groups.
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction

If your child still needs extra support, with your permission the SENCo will access further support, possibly through the Devon Assessment Framework (DAF) process.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.