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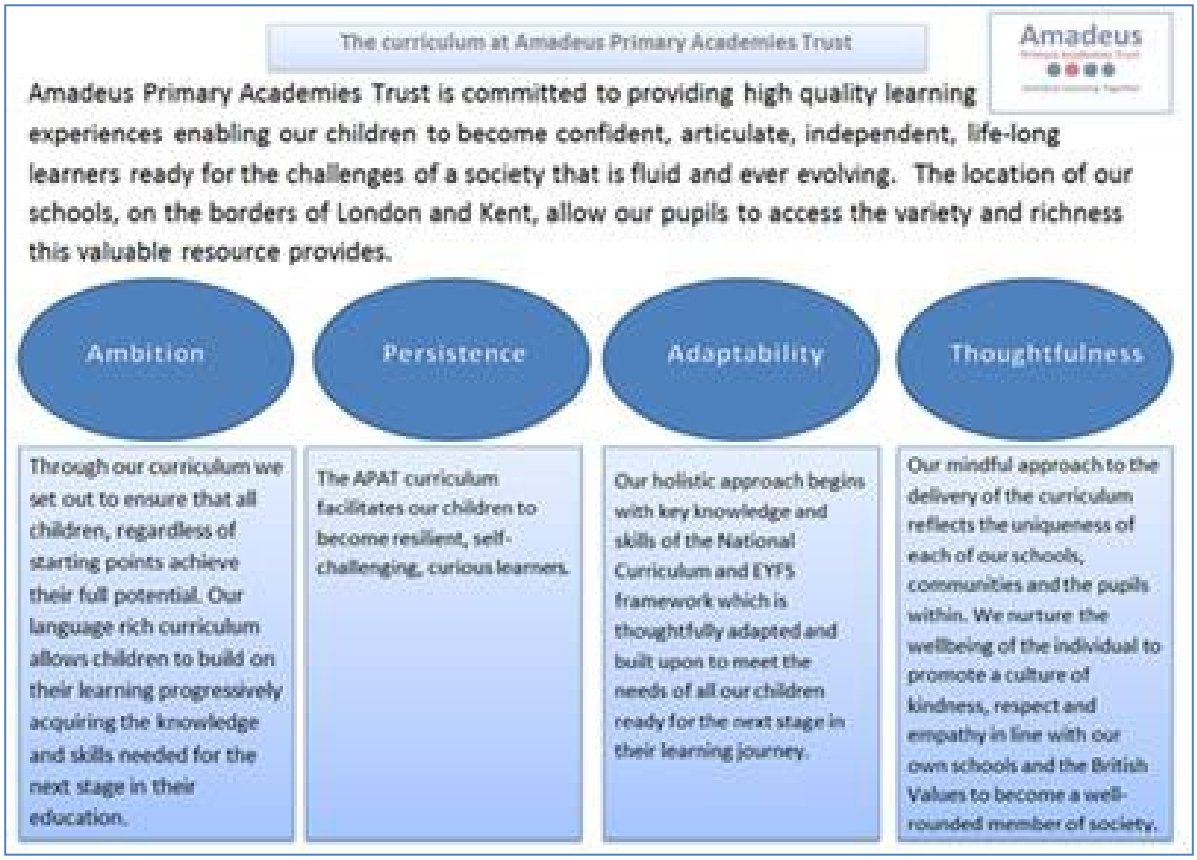
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Principal: Ms Laurie NPQSL
Executive Lead: Mrs S Young NPQEL

HILLSGROVE PRIMARY SCHOOL
Special Educational Needs and Disability Policy

Reviewed	Agreed by Governors	Review date
19.11.26 (draft)	Pending approval	November 2027 (proposed)
Signed	Pending approval	

*We want pupils at Hillsgrove to be confident in having the **skills** and **knowledge** they need to thrive in the world beyond school. We want all pupils to share our high **aspirations** for themselves and to develop a **love of learning** for life.*



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Introduction

At Hillsgrove, we are dedicated to providing each and every child with a safe and stimulating learning environment within an inclusive community. All children are valued, respected and welcomed to the school whatever their additional educational need and will receive equal opportunity to develop a life-long love of learning, independence and resilience. Our aim is for every child, including those with SEND, to be enabled to fulfil their potential, achieve personal excellence and develop the skills and the knowledge they need to ensure they are equipped to face challenges and become happy, confident, thriving members of society. We whole-heartedly believe in a child-centred approach which provides a curriculum tailored to meet the individual needs so that every child has equal access to all aspects of school life alongside their peers in their local community. This provides an environment that maximises every child's individual potential, fosters their confidence, supports their social development, nurtures their own belief that they can succeed and reach the highest level of personal achievement.

This policy has been developed by the SENCO, in consultation with the Senior Leadership Team, staff and governors. It will have due regard to legislation and statutory guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.
- LA Guidance for Bexley.

Aims of this SEND policy

The aims of our special educational need and disability (SEND) policy and practice in thisschool are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum, the environment and facilitate learning for all.
- To ensure that children and young people with SEND have equal access to and are able to fully and actively engage in the activities of the school with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the New National Curriculum Inclusion Statements
- To ensure that every child experiences success in their learning and

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achieves to the highest possible standard

- To endeavour to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, Quality First Teaching and inclusive provision, and to better
  respond to the four broad categories of need as set out in the SEND Code of Practice:
  - Communication and interaction, such as Autism Spectrum Disorder; Speech, Language and Communication Needs.
  - Cognition and learning, such as Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties (MLD), Global Developmental Delay (GDD)
  - Social, emotional and mental health (SEMH), such as ADHD, Attachment Disorders, Emotional Difficulties, Mental Health Difficulties.
  - Sensory and/or physical, such as Hearing Impairment, Visual Impairment, Hemiplegia.

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To listen, respond to and work with parent/carers' and pupils' views in order toevidence high levels of confidence and partnership.
- To value and encourage the contribution of all children to the life of the school and be a respected member of the school community.
- To ensure a high level of staff training and support to meet pupil need, throughwell- targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in orderto meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside support agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and Responsibilities

Initial enquiries or concerns about an individual pupil's progress should be directed to the Class Teacher in the first instance, as every teacher is a teacher of every child or young person, including those with SEND.

The name of the SENCO is Emma Hobin-Brady who is also the Resource Provision Manager. The SENCO can be contacted directly, via the school office or through Class Teachers. There are designated SENCO contact sessions that run weekly every Friday during term time.

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Definition of special educational needs or a disability (SEND)

The definition for SEND from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others ofthe same age.*** Special educational provision means ***educational or training provision that is additional to, or different from***, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEND 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Admissions of pupils with special educational needs.

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and CarePlan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We endeavour to support and include all pupils where possible.
- For children with an EHCP, parents have the right to request a particular
- school andthe local authority must comply with that preference and name the school or collegein the EHC plan unless:
    - it would be unsuitable for the age, ability, aptitude or SEND of the child oryoung person, or
    - the attendance of the child or young person there would be incompatible withthe efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the Local Authority will consult with the school by sending a copy of the EHCP paperwork and then consider their comments before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a

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Special School if they consider that their child's needs may be better met in a more SpecialistProvision.

- Parents are pointed to the Local Authority's 'Local Offer' by professionals involved with their children, details of which can be found at: https://www.bexleylocaloffer.uk/Services/2291

Hillsgrove Primary School Resource Provision

Hillsgrove Primary School has a Resource Provision for pupils with a diagnosis of Autism Spectrum Disorder. The Resource Provision is for pupils whom their Autism is a significant barrier to their learning, and who's learning difficulties cannot be met entirely from resources available to and in a mainstream classroom.

Pupils are supported to access mainstream classes as much as possible. When this is not
possible, children are supported through targeted intervention with a teaching assistant and specific resourcing is provided within the Resource Provision.

Before Hillsgrove Resource Provision can be named on a child's EHCP. The same admissions process as detailed above must take place. Whereby:

- The Local Authority will consult with the school by sending a copy of the EHCP paperwork and then consider their comments before a final decision on placement is made.
- The local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- The referrals are considered by the SENCO and Head of School at Hillsgrove to ensure that the following criteria are met:

  - Age Range: Reception through to the end of Year 6.
  - All pupils will have an EHC Plan
  - There must be a clear diagnosis of Autism.
  - Primary need must clearly be ASD.
  - Pupil's performance in English should indicate potential to achieve within the range Pre Key Stage Standards to Level 2 at KS1 and Level 2 to Level 6 at KS2.
  - Formal and informal assessments indicate that pupils at a pre-school age are working within the 'broadly average range' e.g. making recognisable vocalisations suggesting the emergence of communicative intent; engaging with their environment; retaining information.
  - Pupils will have the ability to verbally communicate without the need of communication aids, although may still need support and programms devised by a Speech and Language Therapist (SALT) -delivered by trained Teaching Assistants.

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Refusal of Admission criteria

The Resource Provision teacher, SENCo and Headteacher will look at all requests for a place.

A place in the Resource Provision can be refused based on the following criteria:

- The agreed number of funded places by the Local Authority is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- There is insufficient evidence of a clear diagnosis of Autism e.g. where it is reported 'there are autistic traits.'
- There is evidence of moderate, severe or complex learning difficulties in addition to Autism.
- The admission of a pupil would compromise the health and safety of the pupils and/or staff within the School or would compromise or disrupt the education of pupils already in attendance.

Please note:

- Siblings are not automatically admitted.
- Mainstream pupils at Hillsgrove Primary School are not automatically admitted, even if they receive an EHCP and/or diagnosis of ASD.

Identification of SEND (See Appendix A – Flow Chart)

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the Head of School, the Assistant Head Teachers, the SENCo, the class teachers, teaching assistants and all other members of staff, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Class teachers are responsible for the progress and learning of their pupils.

We know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment and pupil progress meeting outcomes indicate lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.

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- Using the Bexley Guidance for SEND Support to Assess, Plan Do and Review:

The SEND Code of Practice says that schools should follow a use a Graduated Approach to SEND. At Hillsgrove a four-part cycle (Assess, Plan, Do and Review) is used to support a pupil with special educational needs (SEND). The SENCO and teaching staff identify support and/or interventions to further the pupil's progress, put these agreed actions in place where possible, and regularly evaluate its effectiveness, so that appropriate changes can be made the type and level of support as needed. All staff will use the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.

The school can ask Specialist Support Services, such as Educational Psychology or Speech and Language Therapy, to provide further advice and support if necessary. At Hillsgrove, we aim to involve specialist support if the pupil fails to make little progress or continues to work at substantially lower levels than expected, despite every effort being made to support the child at school level. (SEND Code of Practice, sections 6.72 and 6.73).

What should a parent do if they think their child may have special educational needs?

- At Hillsgrove Primary School we endeavour to build positive and informative relationships with all of our parents
- If parents have concerns relating to their child's learning and progress then please initially discuss these with your child's teacher. This may then result in a referral to the Emma Hobin-Brady, the school SENCo, who can be contacted through the school office.
- All parents will be listened to. Their requests and concerns will be taken seriously and investigated fully. Parent views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- If the school has concerns that a child may have a SEND, parents will be fully involved at each step in the identification process. This may include but is not limited to:

The Class Teacher/SENCO inviting parents to a meeting to:

- discuss concerns identified and agree next steps;
- inform parents that their child will placed on the SEND Register;
- gain consent /complete necessary referrals for formal assessment

to take place;
- discuss the findings of any formal assessment carried out;
- agree next steps and appropriate provision for the next term.

- In conjunction with The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit, this forms part of the graduated 'Assess, Plan, Do, Review' approach required by the SEND Code of Practice 2015, which states that a family-centered system must be followed.

- Local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of SEND; involving children, young people and parents in decision making.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners and reflect their varied learning styles.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND will be monitored through a number of processes in line with the Teaching and Learning Policy and the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.
- Pupils' attainments are tracked using the whole school tracking system and are then discussed in half termly progress meetings that are undertaken between the class/subject teacher and the SENCO or a member Leadership team, and if appropriate, the pupil themselves. Where appropriate, alternative forms of assessment tools will be used to gather a holistic picture of progress for children whose developmental level for their age falls below that of the mainstream system, such as 'The Engagement Model' and 'Pre Key Stage Standards'.
- Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. This is known as the

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'Graduated approach'.

- Action relating to SEND support will follow an **assess, plan, do and review model**:
  1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil'sneeds. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
  2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. Planning should start with the individual child and take account of their wishes and aspirations. 'Person - centered planning' ensures that everyone is involved in all aspects of planning and decision making.
  3. **Do:** The class teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEND support) will be recorded on a plan that will identify a clearset of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
  4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies as to how best to meet the specific needs of a pupil. This can only be undertaken after parental permission has been obtained and may include referral to:
  - Specialists in other schools e.g. teaching schools, special schools.
  - Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Inclusion Team, Education Welfare Officers, Educational Psychologists
  - Speech and Language or other health Professionals, including schoolnurse, Child and Adolescent Mental Health Services (CAMHS), Children's Emotional Well-Being Services (CHEWS), Occupational Therapy, Community Paediatricians.
  - Social Care, including the Disabled Children's Service.

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- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an education, health and care needs assessment. This may result in an Education, Health and Care (EHC) plan being provided.

Record Keeping:

- **Provision Maps –** documents updated half termly in line with Pupil Progress Meetings. These detail all pupils within each class receiving support, interventions, and boosters.

- **Personalised Learning Plans –** written by the SENCO and the Class Teacher for pupils with an EHC Plan, to close the gap in attainment between the child and their peers. Individual programmes are matched to the child's needs, according to their EHCP, outside agency reports, formal assessments and supporting adult assessment.

- **SEN Support Plans –** These are written by Class Teachers for individual pupils placed at SEN Support and follow the model within The London Borough of Bexley Quality First Teaching and Special Educational Needs Support Toolkit. SEN Support Plans show the use of support in the classroom and should relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets. SEN Support Plans are reviewed termly and shared with pupils and parents.

- **Annual Reviews** – are held once per year (twice a year for children in EYFS) for pupils with an EHC Plan. Annual Review paperwork is used to record the child and parent views, along with Class Teacher and Teaching Assistant views and progress to date. Targets are set and agreed for the forthcoming year with the child, parents, Class Teacher, SENCO and any outside agencies involved. Pupils are invited to attend Annual Reviews, to share their views.

- **Tracking** – progress and attainment data is held for all pupils. This is updated half termly. The SENCO will monitor the progress using data, teacher feedback, observations and pupil and parent voice.

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How parents/carers be helped to support their child's learning

- The class teacher and/or the school SENCO can offer additional advice on how to support learning at home or be able to signpost to local support groups, such as Bexley Voice, Bexley IASS.
- Information is available on the Bexley Local Offer website.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- The key contact for medical needs is either Emma Hobin-Brady (SENCO), Linda Barron (Senior Administrator Officer) or Lesley Dowling (Attendance Officer).
- Pupils with medical needs which affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents, and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications for specific medical conditions will complete formal training.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day by means other than the administering of medication.
- It is the parents' responsibility to keep the school informed about any changes to the pupil's condition or medication.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014) and identified in the school Medicine Administration Policy

Staff training to support children and young people with SEND

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- The school has developed its working relationship with the Autism Advisory Service, Speech and Language Service and the Early Intervention to commission staff training programmes throughout the year to develop staff skill set and confidence.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional, bespoke support and advice.

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Inclusion of children with SEND in activities outside the classroom including educational visits

- All pupils have equal access to a range of extra-curricular activities which take place before, during and after school hours. These aim to develop engagement with the wider curriculum and community.
- Where necessary, adaptations will be made to accommodate pupils with SEND, to meet their individual needs.
- Class and residential trips are part of the curriculum and we aim for all children to benefit from them.
- No child will be excluded from a trip due to disability, special education need or medical need.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access schoolprovided activities.

Accessibility of the school environment

- Adaptations have been made to the school site in line with legal responsibility and the school's Accessibility Policy.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information which is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

Transition into our school or within the school

At Hillsgrove, we understand how difficult it can be for children and parents as they move into a new class or to a new school. We endeavour to make times of transition as smooth as possible for the children, making additional arrangements according to the individual needs of the child as necessary. These include but are not limited to:

On entry – New joiners to the school:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- A planned introduction programme is delivered to the child and their

parents to support transfer for pupils starting school in September. This often includes a photo transition book.

- The SENCO will visit the current setting to conduct observations and liaise with key adults supporting the child.
- The child and their parents are able attend visits to their new class and have opportunities to meet with their new teacher (and support assistant if appropriate).
- If requested there is an opportunity for parents of vulnerable children to bring their children into school to acclimatize them and meet the teacher and see their classroom.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Head of School will meet with all new parents. Pupils who are known to have SEND will also have the opportunity to liaise with the Head of School and SENCO to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contactthe previous school/ setting or other professionals as needed.

Transition within the school:

- Teaching staff have directed time to liaise in order to pass on relevant SEND information to receiving class teacher and gather SEND information on their class for the next academic year.
- Before the end of the Summer term all pupils then get the chance to spend a morning with their new class teacher in their classroom for the next academic year.
- Pupils are able to ask questions and find out about the expectations and routines of a new class.
- Pupils who need further support will receive a Transition Book to support the move.
- This is given to the child to take home over the summer holidays to share with parents.

Transition from Primary to Secondary:

- The transition programme in place for pupils provides a number of opportunitiesfor pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.

- There is a Secondary Transfer review early in the summer term of Yr 5 for pupils with an EHCP, to which the Local Authority are invited. This begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.
- The records of pupils who leave the school mid-phase will be transferred after the parents have notified the school office of their child has been enrolled at another school.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number ofsources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching (Element 1).
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEND Support (K) level of the Code ofPractice (Element 2).
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority. This is known as High Needs Top Up Funding. This is allocation is determined following an EHC Assessment and subsequent issuing of an Educational, Health and Care Plan.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. This may include the support of an additional adult, however, this is not always the case.
- Unless the provision of a Teaching Assistant is specified in an EHCP school will allocate the additional support in accordance with the child's needs and available resources. Pupils may share Teaching Assistants and the person

working with them may need to change. This may be due to an alteration in the child's needs or as a result of additional special needs within the school. In these circumstances, parents will be notified and an appropriate transition plan put into place to support the child.

- Teaching Assistants are allocated to pupils based on their experience and expertise and is at the discretion of the school. In the interest of both the child and adult, Teaching Assistants may not work with more than one child across the day and will not work with an individual child for more than two years without a change.
- In the event of an emergency, TA's may need to be withdrawn to assist with other children on a temporary basis.

The range of support offered is identified on the school website and Local Offer.

Access arrangements for exam concessions

Where there is a history of need, support and the pupil has concessions as their typical way of working, assessment and application for access arrangements for public examinations will be made by the school.

For Bexley Selection Tests, the Local Authority requires that the pupils with SEND have beenidentified at least a year before the application and that concessions or adaptations similar tothose being requested is the pupil's normal way of working. Details about this application can be found on Selection Tests at the London Borough of Bexley website.

Equal Opportunities

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

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Contacts for further information or concerns relating to SEND

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact in the following order:

- Your child's class teacher,
- Phase Leader,
- SENCo (Emma Hobin-Brady)
- Assistant Head Teachers (Kathryn Laurie and Michelle Fernandes)
- Head of School (Oliver Winstone)

If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEND. Her name is Ursula Ayliffe and she can be contacted via the school office.

Support services for parents of pupils with SEND include:

- Bexley Information Advice Support Service (IASS) who offer an impartial and confidential service offering information, advice and support to parents and carers of children with SEND and young people with SEND up to 25 years.
- Bexley Local Offer's Information, Help, Support and Advice page provides a wide range of sources of information and support for parents.
- Bexley Local Offer also provides a National Services and Organisations information page, which has contact information of services that may be of assistance if a parent were unhappy with the actions and decisions of the Local Authority.

Additional information and references:

Local Authority's Local Offer: The local offer provides information on what services children,young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)

Supporting pupils at school with medical conditions (2015)

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Health and Social Care Act (2012)

Equality Act 2010

Mental Capacity Act 2005

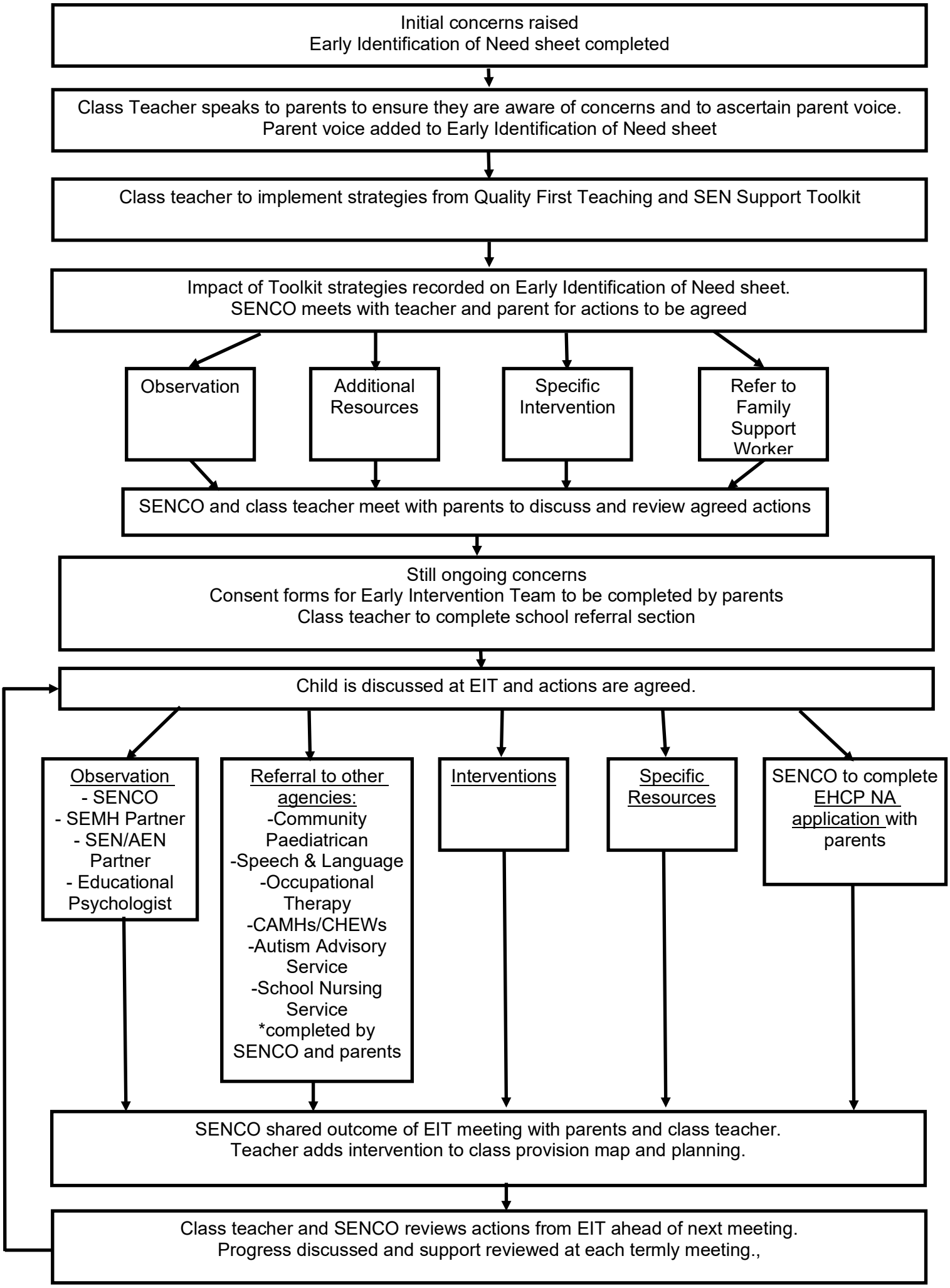
Children's Act 1989

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan
LA: Local Authority
SEN: Special Educational Needs
SEND: Special Educational Needs and/or Disability

Amadeus Primary Academies Trust
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www.apat.org.uk

Appendix A


Initial concerns raised
Early Identification of Need sheet completed
Class Teacher speaks to parents to ensure they are aware of concerns and to ascertain parent voice.
Parent voice added to Early Identification of Need sheet
Class teacher to implement strategies from Quality First Teaching and SEN Support Toolkit
Impact of Toolkit strategies recorded on Early Identification of Need sheet.
SENCO meets with teacher and parent for actions to be agreed
Observation
Additional Resources
Specific Intervention
Refer to Family Support Worker
SENCO and class teacher meet with parents to discuss and review agreed actions
Still ongoing concerns
Consent forms for Early Intervention Team to be completed by parents
Class teacher to complete school referral section
Child is discussed at EIT and actions are agreed.
Observation
- SENCO
- SEMH Partner
- SEN/AEN Partner
- Educational Psychologist
Referral to other agencies:
-Community Paediatrican
-Speech & Language
-Occupational Therapy
-CAMHs/CHEWs
-Autism Advisory Service
-School Nursing Service
*completed by SENCO and parents
Interventions
Specific Resources
SENCO to complete EHCP NA application with parents
SENCO shared outcome of EIT meeting with parents and class teacher.
Teacher adds intervention to class provision map and planning.
Class teacher and SENCO reviews actions from EIT ahead of next meeting.
Progress discussed and support reviewed at each termly meeting.,