



# Compton All Saints' Church of England Primary School

*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.  
All its work is underpinned by its core values of love, courage and respect.*

## Special Educational Needs Policy

This policy should be read in conjunction with the following documents which can be found on the website [www.comptonallsaints.co.uk](http://www.comptonallsaints.co.uk)

- Learning & Teaching policy
- Equality statement
- Accessibility Plan
- Supporting Pupils with Medical Conditions in School Policy
- Complaints Policy
- Child Protection Policy, Procedure and Safeguarding Guidance
- Compton All Saints' C of E Primary School SEN Information Report
- Behaviour Policy
- Confidentiality Policy
- Attendance Policy
- Admissions Policy
- Data Protection Policy
- Mental Health and Wellbeing Policy

In addition to school policies, the following can be found at:

- 'SEN Support Guidance for Schools' Hampshire County Council  
[https://search3.openobjects.com/mediamanager/hampshire/directory/files/sen\\_support\\_guidance\\_for\\_schools\\_-\\_for\\_web.pdf](https://search3.openobjects.com/mediamanager/hampshire/directory/files/sen_support_guidance_for_schools_-_for_web.pdf)
- Hampshire Local Offer <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- Teachers' Standards  
<https://www.gov.uk/government/publications/teachers-standards>
- SEND Code of Practice (DfE 2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The National Curriculum 2013  
<https://www.gov.uk/national-curriculum>

### School Principles of Inclusion

Compton All Saints' C of E Primary School is a caring and inclusive school committed to raising expectations and aspirations for all pupils.

The school provides a focus on outcomes for all children and places their wellbeing at the heart of this. High quality, inclusive teaching which is differentiated and personalised is recognised as the most effective way to close the gap and achieve the desired outcomes for most pupils.

Within the school, there is a flexible approach to learning styles and organisation in order to best support all children's needs. The school adopts a graduated approach to identify, assess and support pupils.

Every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disability (SEND) and good educational outcomes, alongside strong personal development, are an entitlement of all children and young people.

We are proud of our good relationship with parents and we value their participation in all aspects of school life, including SEND. We consider this an essential factor in children's success at the school.

### **SEND Definition**

As stated in the SEND *Code of Practice* DfE 2014, a child has a learning disability if he or she:

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

A pupil may be identified as having SEND where their learning difficulty or disability means that personalised educational provision is required to meet the child's needs and facilitate good or better educational progress. This must be *"additional to or different from that made generally for other children of the same age by mainstream schools."* (Children and Families Act 2014) The purpose of identifying any special education needs that a child may have, is to plan action that the school needs to take in order to support the child.

### **Identification and Assessment procedures**

The school aims to identify barriers to learning and participation as soon as they arise. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. Information from parents, class teachers, the Inclusion Manager and external agencies help to identify barriers to learning.

A child may require extra support at any time during their school life. This does not necessarily mean they have a special educational need. It is the responsibility of all adults involved with their education to raise concerns, including parents/carers. In the first instance parents/carers should liaise with the class teacher regarding any concerns they may have.

At Compton, our policy of ongoing assessment informs planning and provision for all children. The school monitors the individual progress of all pupils regularly; we consider their historical and current progress and this helps us identify any children who are under performing or who have significant social and emotional difficulties. We may also use specialised assessments to identify specific needs and seek advice from external professionals.

### **The Graduated Approach**

If pupils are not making adequate progress despite carefully planned interventions and adjustments, they may be placed on the single category of 'SEN Support' on the SEND register. Early input from SEND professionals e.g. Educational Psychology or Outreach providers, may be sought before a formal referral is made.

The school refers to 'SEN Support Guidance for Schools' provided by the Local Authority, which ensures all Hampshire schools have the same approach. This can be found at

[https://search3.openobjects.com/mediamanager/hampshire/directory/files/sen\\_support\\_guidance\\_for\\_schools\\_-\\_for\\_web.pdf](https://search3.openobjects.com/mediamanager/hampshire/directory/files/sen_support_guidance_for_schools_-_for_web.pdf)

We use this guidance to help us plan suitable provision for individual needs within the four broad categories of SEND:

- Communication and interaction needs
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is not to fit a pupil into a category. At Compton, we identify the needs of a pupil by considering the needs of the whole child.

The school undertakes an **Assess – Plan – Do – Review** process to ensure the most suitable provision can be put in place.

### **The Single Category of SEN Support**

The pupil will have an Individual Education Plan (IEP), setting out specific desired outcomes. This is reviewed termly.

Pupil progress is closely monitored and we strive to achieve accelerated progress to 'close the gap' and achieve at least age-related expectations. Parents' views form an integral part of the process; we seek the parents' desired outcomes from the outset. Pupils are also asked to contribute their views. Class teachers are best placed for evidencing progress according to the outcomes described in the IEP and will work in partnership with the Inclusion Manager throughout the 'Assess, Plan, Review, Do' cycle.

**Assess:** There are many ways we assess pupils in school such as observations, measuring progress following previous interventions, work scrutiny and standardised tests. Sometimes, non-academic indicators, such as increased levels of independence or resilience, may also be helpful. Combining information from a wide variety of sources helps us achieve a well-rounded assessment and informs the planning stage.

**Plan:** The class teacher, parents/carers and Inclusion Manager will agree the adjustments or additions to be put in place, as well as the expected impact on development and progress. Planning for the pupil will list desired outcomes, support to be provided and success criteria. A date for review will be set.

**Do:** Effective provision for pupils with SEND starts with high quality, inclusive teaching as detailed above. In addition to this, there are specific strategies, adaptations, differentiation and personalisation, which are recognised to be particularly effective for certain categories of need. Learning support staff will be deployed according to specific needs within the school at the time; this may include group work or 1:1 support. Interventions, which are evidence based, are designed to have maximum impact and to be as inclusive as is practically possible.

**Review:** The rate and nature of progress will be reviewed, any observations or assessments will be taken into account and the focus of support may be subsequently adjusted. Reviews will include any additional adults involved in the provision.

If a pupil makes good progress which is consistently maintained over a period of time, and they no longer meet the criteria set out in the Hampshire Guidance, they will be removed from the SEND Register in consultation with the parents/carers and class teacher. These children will continue to be closely monitored and may continue to receive some additional support in order to maintain progress.

## **Education, Health Care (EHC) Plans**

If a child's needs cannot be met through the Single Category of SEN, a statutory assessment can be requested by the school or parents. The Local Authority will review the information submitted by the school and parents/carers, and will decide whether to proceed to the next stage. All information is uploaded onto the EHC Hub and can be viewed by parents and professionals involved in the process.

The Local Authority will inform the parents and school if this request has been successful and a period of detailed assessment and information-gathering will follow. Within 20 weeks, the process should be complete and the Local Authority will decide whether to issue an EHC plan. An EHC plan details the child's special educational needs, health needs and social care needs. It lists the outcomes sought for the child and specifies the provision required to meet their needs, including the named school. All EHC plans are reviewed annually in line with statutory guidance. Further information regarding the EHC plan process can be obtained from the school or Local Authority:

[https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=BW9WI\\_SIIDk](https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=BW9WI_SIIDk)  
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>

## **Transition**

A transition programme for pupils with additional needs can be arranged for pupils moving classes or between schools. The Inclusion Manager will liaise with any feeder and transfer schools in partnership with the class teacher to ensure the smooth transition. All relevant records relating to the child are passed on to the new school.

## **Mental Health and Wellbeing**

The skills, knowledge and understanding needed by our pupils to keep themselves and others mentally healthy and safe are included as part of our developmental PSHE curriculum. However, if a child has specific emotional needs, the school's ELSA (Emotional Literacy Support Assistant) can plan and implement a short term support programme or intervention. This is always in consultation with parents. Parents and staff can ask for a child to be placed on the referral list for ELSA and pupils can also refer themselves. Programmes to help children overcome emotional barriers to learning and engage fully in school life, are planned according to availability of the ELSA and the level of urgency.

Attending an ELSA programme or intervention does not necessarily mean the child has a special educational need.

If there is a significant concern about issues regarding the mental health or emotional wellbeing of a pupil, the Inclusion Manager is able to make a referral to Child and Adolescent Mental Health Services (CAMHS) with parental consent. Further information can be found here:

<https://hampshirecamhs.nhs.uk/>

## **Supporting Pupils and Families**

Parents and carers may be signposted to relevant support networks in the local area run by organisations and charities. Impartial advice, information and support for parents, carers and young people with SEND can be accessed through the Local Authority's parent partnership service -

SENDIASS. Further information can be found here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

Parents/carers can also access Compton's SEN Information Report on the school website where a link to Hampshire's Local Offer can also be found.

Hampshire have published a parent guide to SEND, which can be found here:

[Parent Guide to Special Educational Needs \(SEN\) \(comptonallsaints.co.uk\)](http://comptonallsaints.co.uk/parent-guide-to-special-educational-needs-sen)

### **Admissions**

Children are admitted to the school following the guidelines laid out in the school's Admissions Policy. Compton School may be named on an EHC Plan for a child already at the school, or before they join the school. If this is the case, there will be a period of consultation arranged by the Local Authority so that the child's needs and the provision listed can be considered by the school. The school cannot refuse to admit a child solely because he or she has special educational needs. The final decision as to whether or not to name the school on an EHC Plan rests with the County Council's SEN Service.

### **Access to tests and assessments**

Access arrangements for Key Stage 1 and 2 SATs for children with SEND are the responsibility of the Head teacher, year 2 and year 6 teachers and the Inclusion Manager. Arrangements will be made according to need and will follow the statutory guidance found in: 'Access Arrangements and Guidance' published annually by the Department for Education.

### **Budget and Resources**

The school receives an allocation within its budget share from the Local Authority for SEND, based on pupil numbers and attainment. The Local Authority provides 'top-up' funding for pupils with an EHC plan. Pupils with EHC plans issued from September 2021 will be allocated a band rather than 'hours' of assistance. EHC plans already in place will be amended in phases, replacing the hours detailed with a band. Further information can be found at:

[https://search3.openobjects.com/mediamanager/hampshire/directory/files/send\\_banding\\_frame\\_work\\_23\\_9\\_21.pdf](https://search3.openobjects.com/mediamanager/hampshire/directory/files/send_banding_frame_work_23_9_21.pdf)

Resources and staff development opportunities within SEND are planned within budgetary constraints, according to the school improvement plan and the current needs of our pupils. A Service Level Agreement (SLA) with the Hampshire and Isle of Wight Educational Psychology Service (HIEPS) enables Educational Psychologists to work alongside staff to ensure the best outcomes for our pupils. More information about their service can be found here: [Schools and education settings | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/schools-and-education-settings)

### **Roles and Responsibilities**

Member of Staff with responsibility for SEND is the Inclusion Manager: Hayley Chalkley (SENCo Accreditation 2013)

Governors with responsibility for Special Educational Needs: Charlotte Bailey and Jonathan Hingston.

**Monitoring and Evaluating**

The Inclusion Manager and SEND Governors meet regularly; the Inclusion Manager reports to the Curriculum Committee of the Governing Body at least once a term. The Headteacher in consultation with the Inclusion Manager and the SEND Governors will also monitor and evaluate the practice and provision for pupils with SEND, reporting and recording within the school evaluation procedures. It is the responsibility of the Inclusion Manager to inform the Headteacher and Governors of legislation which directly affects SEND.

**Signed:** .....  
**Headteacher**

**Date:** .....

**Signed:** .....  
**Chair of Governors**

**Date:** .....