SEND Policy

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Lead	Mr Jon Hall

About the policy
The Clavering Policy for Special Educational Needs and/or Disabilities (SEND)(referred to hereafter as the Clavering SEND Policy) was developed by the Special Educational Needs and/or Disabilities Coordinator (SENDCo) in consultation with stakeholders across the Clavering Family—including staff members, children, parents, and governors.

The Clavering SEND Policy reflects the fundamental principles of the current SEND Code of Practice (2015) and the latest statutory guidance, including the SEND Review 2021 and SEND Green Paper 2022, as well as relevant updates from governing bodies. The policy aims to ensure that Clavering Primary School is fully aligned with the latest SEND legislation and best practices.

This policy adheres to the principles and expectations outlined in:

- **SEND Code of Practice: Special Educational Needs and Disability: 0 to 25 Years** (DfE and DoH, 2015)
- **SEND Green Paper 2022:** Strengthening the SEND system to improve provision and outcomes for children and young people.
- **Equality Act 2010 (HMSO, 2010):** Prohibiting discrimination, harassment, and victimisation based on disability.
- **The Special Educational Needs (Information) Regulations (DfE, 2014):** Requiring schools to publish information about how they support children with SEND.
- **Supporting Pupils with Medical Conditions (DfE, 2014 updated December 2015):** Ensuring schools make arrangements for children with long-term medical conditions.
- **The National Curriculum (DfE, 2014):** Ensuring access to a broad, balanced, and relevant curriculum for all children, including those with SEND.
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About the SENDCo
The Clavering SENDCo is currently **Mr Hall**. As the Clavering Deputy Headteacher, she is also the named representative for SEND on the Clavering Senior Leadership Team.

Mr Hall can be contacted as follows:

By post: Mr Hall,
Deputy Headteacher and SENDCo
Clavering Primary School, Clavering Road, Hartlepool, TS27 3PN

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The Clavering SEND Link Governor is **Mrs Ruth Sherry** who can also be contacted via the school telephone number and 'SEND' email address.

Terminology: 'parents'

Throughout this policy, the term 'parents' refers to all those with parental responsibility, including corporate parents and carers.

Clavering Primary School SEND Policy

Aims and Objectives
Clavering Primary School is committed to providing an inclusive, supportive environment where all children with Special Educational Needs and Disabilities (SEND) can achieve their full potential, whether or not they have an Education, Health, and Care (EHC) plan. The school strives to ensure that children with SEND make maximum progress in line with their abilities, while fostering confidence, independence, and lifelong learning.

Inclusive Education
Every child, regardless of ability or need, is entitled to a high-quality education that enables them to achieve their best and transition successfully into adulthood.

The school promotes an inclusive ethos, recognizing the diverse needs of learners and adjusting teaching methods and curriculum to meet those needs.

SEND Provision
The school follows the SEND Code of Practice (2015) and ensures a tailored approach to supporting children with SEND.

Clavering Primary will:

- Differentiate teaching and the curriculum to support individual needs.
- Provide appropriate resources and specialist support when necessary.
- Engage parents and work closely with external specialists.
- Partnership with Parents and Stakeholders
- Collaboration with parents is key, ensuring they are actively involved in their child's learning and development.
- The school works with external agencies and specialists to ensure all needs are met, including emotional, sensory, and physical or medical needs.

Identification and Support
Children's needs are identified early through regular Pupil Progress Meetings, where staff discuss and assess any concerns. The SENDCo and Headteacher work together to create intervention strategies for children who require additional support.

The school recognises that SEND can be both long- and short-term and addresses barriers to learning related to ability, emotional state, or environmental factors.

Access to Broad Curriculum
All children with SEND are provided with full access to a broad and balanced curriculum,

includingextra-curricular activities.

The school adapts its teaching strategies to suit the individual needs of each child, providing a stimulating and supportive learning environment.

Staff Responsibilities

All staff are expected to support children with SEND at an appropriate level, ensuring that teaching is flexible and responsive to the needs of every child.

Staff regularly engage in professional development to keep up-to-date with best practices in SEND education, as well as understanding the variety of needs and medical conditions that may be present in school.

Commitment to Equality

Clavering Primary believes in the importance of educational inclusion, which means offering equal opportunities and responding to the varied needs of all learners.

The school adapts its approach based on individual needs and life experiences, ensuring that all children feel a sense of community and belonging.

Recent Changes & Updates:

As per the SEND Review 2021 and the SEND Green Paper 2022, Clavering Primary aligns with national strategies for improving the quality of SEND provision and integration across schools. This includes earlier identification of SEND and a stronger focus on preparing children for adulthood.

The school has integrated specialist mental health and emotional support in line with recent guidance to address the growing awareness of mental health challenges among children. Please see the Clavering Mental Health and Wellbeing Offer for further information.

Conclusion

Clavering Primary School is dedicated to ensuring that all children with SEND receive a well-rounded education that enables them to thrive academically, emotionally, and socially.

Identifying Special Educational Needs (SEN)

At Clavering Primary School, the identification of SEN is embedded within the school's overall approach to monitoring all children's progress and development. This approach is outlined in the school's Local Offer, as well as the Local Offer from the Local Authority (See the link on our school website for this).

The staff and governors at Clavering Primary School understand that all schools are required to have a clear and effective approach to identifying and responding to SEN. Early identification is crucial—timely interventions improve long-term outcomes by ensuring the child receives the appropriate support at the earliest stage.

Apupil has SEN when their learning difficulty or disability requires special educational provision that is different from or additional to what is normally available to their peers.

AtClavering Primary School, it is recognised that:

- Providing high-quality teaching for all children will likely reduce the number of children requiring SEN support.
- Improvements to whole-class teaching are more cost-effective and sustainable in meeting the needs of a diverse range of learners.

When a child joins Clavering Primary School, their current skills and attainment levels are assessed, using information from previous settings and key stages. Reasonable adjustments for children with disabilities (under the Equality Act 2010) are also considered at this stage.

Teachers, supported by the Senior Leadership Team (SLT), regularly assess progress to identify children who are not making expected progress based on their age and individual starting points. This can be characterised by:

- Progress significantly slower than that of peers.
- Failure to close the attainment gap between the child and their peers.
- Progress that continues to fall behind, increasing the gap.

Teachers also assess progress in areas beyond academic attainment, such as social development, where additional support may be required for successful transitions.

In line with the SEND Code of Practice (2015), the first response to any concerns about progress should be high-quality teaching targeted at the areas of difficulty. If progress continues to be inadequate despite high-quality teaching, the SENDCo will work with the class teacher to assess if the child has SEN. While informal evidence is being gathered, the school will implement additional teaching or interventions to address any concerns. The child's response to this support will help identify specific needs.

SEN can be identified early for some children, but for others, difficulties may become more apparent as they develop. All staff are trained to be alert to emerging difficulties and respond appropriately. Parents are considered the key experts on their child's needs, and the school actively listens to any concerns expressed by them or the child. Parents' insights are integrated into the decision-making process. Persistent disruptive or withdrawn behaviours do not automatically indicate SEN. Concerns should be assessed to determine underlying causes, which may include undiagnosed learning difficulties, communication issues, mental health challenges, or factors like housing or family circumstances. In such cases, a multi-agency approach may be appropriate.
Staff should also be aware of external factors—such as bullying or bereavement—that could affect a child's well-being. Although these events may not result in SEN, they may cause significant emotional impact and should be addressed appropriately. If necessary, referrals to CAMHS or Alliance will be made for support.

The school understands that slow progress and low attainment do not automatically indicate SEN. However, these can signal a need for further assessment. Similarly, attainment in line with age expectations does not guarantee that there are no underlying learning difficulties.

For children whose first language is not English, the school ensures that language limitations are carefully distinguished from SEN. If the child's difficulties are purely due to their proficiency in English, this will not be considered SEN.

Broad Areas of Need

As per the SEND Code of Practice (2015) and the latest SEND Review (2021), the broad areas of need are as follows:

Communication and Interaction
Children with Speech, Language and Communication Needs (SLCN) may struggle with understanding and using language, or they may have difficulties with social communication. These needs can vary over time and may affect how children relate to others. Children with Autistic Spectrum Disorder (ASD) experience challenges with social interaction and communication. Many also have specific sensory needs.

Cognition and Learning
Children with learning difficulties may require extra support to learn at the same pace as their peers. This includes children with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD), as well as those with Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, or dyscalculia.

Social, Emotional and Mental Health (SEMH) Difficulties
Children may experience a range of social, emotional, and mental health difficulties that manifest in behaviour like withdrawal or disruptive actions. These may reflect underlying issues like anxiety, depression, self-harm, or disorders such as ADHD or attachment disorder.
The school follows clear processes, as outlined in the Behaviour and Bullying Policy, to manage disruptive behaviour and ensure it does not adversely affect other children.

Sensoryand/orPhysical / orMedicalNeeds
Children with sensory impairments (e.g., hearing impairment (HI), vision impairment (VI), or multi-sensory impairment (MSI)) may require additional support or equipment to access learning.
Those with physical disabilities may need ongoing assistance or equipment to fully engage with school activities.
Those with medical needs may need ongoing support with medication or monitoring during their time within school each day.

Clavering Graduated Response: Assess – Plan – Do – Review Model
Where a child is identified as having Special Educational Needs (SEN), the staff and governors of Clavering Primary School are committed to removing barriers to learning and providing effective support. This support follows a four-part cycle of Assess – Plan – Do – Review, which involves revisiting decisions, refining strategies, and ensuring that interventions are adapted to match the child's evolving needs. The model is flexible, drawing on increasing expertise and more intensive interventions over time.

Assess
In identifying a child as needing SEN support, the class teacher (with support from the SENDCo) will carry out a thorough analysis of the child's needs. This will include:

- The teacher's observations and assessments of the child's progress and attainment
- The child's development in comparison to their peers and national benchmarks
- Information from previous schools or settings, where applicable
- Insights from subject teachers and other staff
- The views of the child and their parents
- Professional advice from external agencies, where relevant

Any concerns raised by parents must be taken seriously, and this input will be integrated into the assessment process. If necessary, the SENDCo will also consult with professionals from health, social services, or other external agencies.
Assessments will be reviewed regularly to ensure that interventions are responsive to the child's needs and progress. For some children, their response to intervention will be critical to identifying more precise needs.
If external professionals are involved (e.g., speech therapists, educational psychologists), they should liaise with the school and contribute to the assessments. If professionals are not yet involved, the teacher and SENDCo will seek the relevant referrals (with parental consent).

Plan
When a decision is made to provide SEN support, parents will be notified and asked to sign a SEND Registration Sheet. Parents will have already been part of the assessment process. The class teacher, in consultation with the parent, the child, and the SENDCo, will develop a Support Plan outlining:

- The adjustments, interventions, and support required
- Expected outcomes for progress, development, or behaviour
- A clear review date for assessing progress

These details will be recorded in the child's APDR Form (Assess, Plan, Do, Review) and shared with all staff working with the child. All staff working with the child must be fully aware of their needs, planned outcomes, and the interventions being used. This includes understanding the teaching strategies and adjustments required for effective support.

The support provided should be evidence-based and tailored to the child's needs, using resources and staff with the necessary expertise. The effectiveness of these interventions should be closely monitored.

Parents will be kept fully informed about the support provided. Where appropriate, strategies should be used at home to ensure consistency in reinforcing progress.
Parents must sign the APDR Form to confirm their involvement in the planning process and agree to the proposed support. This also allows parents to share their perspectives on the current interventions.

Do

The class teacher remains responsible for the child's daily learning. If the child receives interventions outside the class (e.g., small group or one-to-one support), the class teacher should collaborate closely with any support staff to assess the impact and ensure that these interventions link back to the classroom teaching. The SENDCo may provide additional advice on effective implementation and further assessment.

Review

Support and interventions will be reviewed at the end of each cycle, typically twice a year during the Family Consultation Evenings (autumn term and spring term), with a final review at the end of the summer term (July). This allows the class teacher to set new targets in preparation for the next academic year.

The effectiveness of the interventions and their impact on the child's progress should be evaluated in consultation with the child, their parents, and relevant staff. Children (particularly those in Year 3 and above) will engage in a My Progress Review exercise, providing them an opportunity to reflect on their progress.

Parents will receive detailed feedback about the effectiveness of the support and interventions, allowing them to make informed decisions about next steps. The review of the APDR Form should be signed by parents to confirm their involvement in the process.

'My Progress Review'
Children should actively participate in the review process. Ideally, they will:

- Understand their targets and how to achieve them
- Reflect on their progress and areas of difficulty
- Offer feedback on what has gone well and what could improve

The My Progress Review document will be completed before the formal review meeting. If the child is unable to contribute independently their views should still be taken into account.
Teachers should ensure the language used in the My Progress Review is age-appropriate and accessible to the child and may offer to scribe for them if necessary.

If a child is not directly involved in the review, their perspectives should still be gathered and considered in any decisions made.

The class teacher is responsible for storing copies of the APDR Form, review documents, and the My Progress Review in the child's individual SEND File.

Requesting a Co-ordinated Support Plan (CSP)

If a child is receiving support from multiple agencies, a Co-ordinated Support Plan (CSP) may

be requested. This plan will ensure a cohesive, multi-agency approach to support the child's needs.

The CSP will be compiled by the SENDCo, with input from all relevant agencies. The plan will outline clear, measurable goals for the child, including recommendations for each professional involved in their support.

The CSP should be reviewed every six to twelve months in line with guidance from Hartlepool Local Authority's SEND Team.

Requesting an Education, Health and Care (EHC) Plan

If, after implementing SEND support, the child has not made expected progress, the school and/or parents may consider requesting an Education, Health and Care (EHC) Plan. This may be requested if the child requires more extensive support that cannot be provided through the school's usual resources.

The request for an EHC Plan will be submitted to the Local Authority, and the process will involve detailed assessments of the child's needs, including health, education, and care requirements. If the request is successful, an EHC Plan will outline specific, tailored support.

Further information about EHC Plans (known locally as ONE Plans) can be found on the Hartlepool Local Authority website:Hartlepool SEND Information

Exiting the Clavering SEND Register (Deregistering)

Ifa child no longer requires SEND support because their needs have been effectively met through interventions, the teacher ~~and SENDCo will discuss th~~e possibility of deregistration. The child's progress will be reviewed to confirm they no longer require additional interventions beyond those provided through the school's differentiated curriculum.

If deregistration is agreed, the SENDCo will complete the SEND Deregistration Sheet and file it in the child's individual SEND folder. The child will be removed from the SEND Register, but their details may be retained on a shadow register for monitoring purposes.

Pupil Participation

Commitment to Involvement

Clavering Primary School is committed to ensuring that children, including those with SEND, are actively involved in decisions regarding their education, in line with current legislation, such as the **SEND Code of Practice (DfE, 2015)** and the **UN Convention on the Rights of the Child (Article 12)**. The Code of Practice emphasizes that children with SEND must be given opportunities to express their views and have those views considered in decisions related to their education. As of 2020, the **Children and Families Act 2014** highlights the importance of co-production with children, families, and professionals in the planning of support.

Encouraging Participation

Children, particularly those with SEND, are experts in their own needs and should be involved in:

- Setting learning targets and contributing to their 'APDR Forms'.
- Regular reviews and planning of their educational progress.
- Transitions between schools or year groups, which should include conversations about the child's experiences and preferences.
  Participation should be appropriate to the child's developmental stage and understanding. The Department for Education (DfE) encourages schools to use a variety of communication techniques, particularly for children with additional learning needs, including use of technology (e.g., interactive apps) and visual aids to support expression.

Supporting Communication

For children with speech, language, and communication difficulties, updated guidance from the **Royal College of Speech and Language Therapists (RCSLT, 2022)** advocates using **augmentative and alternative communication (AAC)** systems or **visual schedules** to support communication. Children should also be encouraged to express their views using a range of methods, from verbal feedback to drawings, stories, or group activities. When involving children in decisions, schools should use inclusive and accessible communication techniques to ensure all children's voices are heard.

Collaboration with External Agencies

Itis essential for schools to work closely with professionals from outside agencies, including educational psychologists, speech and language therapists, and social workers. According to the **SEND Code of Practice (2015)**, external professionals must actively listen to the child's perspective and integrate these views into assessments, reports, and the development of **Education, Health, and Care Plans (EHCPs)** or other support plans. This ensures that interventions are tailored to the child's needs and aspirations.

Providing Special Support

Some children may prefer to express their views through a trusted adult, such as a parent, social worker, or independent advocate. Schools must recognize the **SEND Code of Practice (2015)** guidance which promotes the use of **advocacy services** for children and young people to ensure they have a voice in their educational journey. The school also follows the **Children's Commissioner for England's (2021)** recommendations, ensuring that all children, particularly those with SEND, are provided with **personalized support** to express their needs.

Further, the **Department of Health and Social Care (2021)** emphasizes that children with medical or personal care needs should have the opportunity to discuss any concerns in a **private,safespace** where they feel comfortable. This ensures that their emotional and educational needs are balanced, allowing for open and honest dialogue.

Promoting Positive Partnerships

Clavering Primary works in partnership with parents and carers to ensure that children feel supported and their views are understood. The **Council for Disabled Children (CDC, 2022)** highlights that families should be provided with adequate support and information to fully engage in decision-making about their child's educational needs. The school ensures

that all partners, including external professionals, collaborate to support the child effectively and are sensitive to the child's emotional and developmental needs.

Building Confidence in Decision-Making

The school strives to ensure that children feel empowered to participate in decisions about their education. This is in line with the **Children's Rights Alliance for England (CRAE, 2020)**, which stresses that every child, regardless of their SEND status, should be able to practice making choices and have their voice valued from an early age. Teachers are encouraged to implement activities that build confidence in self-expression and ensure that children feel their opinions are respected and considered in all aspects of their learning.

Parental Participation

Commitment to Parental Involvement

Clavering Primary Schoolisdeeply committed to ensuring that parents are actively engaged in the decision-making processes related to their child's Special Educational Needs and Disabilities(SEND). This section of the SEND policy has been developed to establish clear guidanceoneffective parental participation, setting expectations for staff in terms of supporting thisinvolvement.

Partnership Approach

The school acknowledgesthat strong partnerships between parents, schools, Local Authorities (LAs), healthservices, social services, and voluntary organizations are crucial in overcoming barrierstoparticipation and learning. Parents, as their child's primary advocates, must remaincentral to all SEND-related decisions, working alongside the school in a shared commitment to their child's success.

Valuing Parental Expertise

The school recognizes thatthe partnershipbetween Clavering Primary and parents is vital for children's success. Parents wantprofessionals to:

- Collaborate with themas equalpartners,
- Acknowledge their knowledgeoftheirchild,
- Listen to their concerns, and
- Communicate in a way thatkeepsthem fully involved in their child's education.

Open and Honest Communication

Clavering Primary Schooliscommittedtomaintaining an open line of communication with parents. Staff members treatparents asequals in the educational process, recognizing their vital role in supportingtheir child'slearning and development.

Effective Communication

The school ensures that parents are fully informed from the moment a child's SEND needs are identified. Effective communication involves listening to parents' concerns and respecting their unique insights into their child's needs. The school also acknowledges that

communication is not only about speaking but also about the capacity to listen and respond to parents' perspectives.

Communication Designed forSuccess
The school's communication system is designed to empower parents and support their child's success rather than operate on the presumption of failure. It promotes a positive, proactive approach to meeting SEND needs.
Key Success Factors for Effective Parental Partnerships
Core Factors for Success

The school identifies three key elementsthat drive successful partnerships with parents:

1. Collaboration through open, honestcommunication.
2. A culture where parental viewsareactively sought and considered.
3. Regular reviews of interventionstoassess their effectiveness, considering feedback from children, parents, and schoolstaff.

Role of Parents in Achieving Potential

Parents are integral tothe educational process. Their insights, experiences, and observations help theschool provide targeted support. The partnership between school and home is essentialfor children with SEND to reach their full potential.
Empowering Parents
Clavering Primary is committed to ensuring parents of children with SEND are recognized as equal partners. Parents must feel empowered to:

- Understand their child's educational rights,
- Contribute to decisions about their child's education,
- Have access to relevant advice and support throughout the SEND process.

Mechanisms for Effective Partnership
Methodsof Communication
Effective two-way communication is fundamental to building a strong partnership. This is facilitated through:

- Informal and formal meetings with teachers.
- Regular consultations, including termly Family Consultations.
- Meetings with the SENDCo or outside agencies involved with the child.
- Parental questionnaires before specialist assessments.
- Review meetings, Care Coordination meetings, and annual reports.

Key Principles for Effective Communication with Parents
Core Principles
Clavering Primary recognizes that establishing strong, effective partnerships can sometimes be challenging, particularly when parents may feel anxious or confused. To address this, the school follows these guiding principles:

- Approach parents with positive attitudes and respect.
- Use clear, accessible information and ensure understanding of school processes.
- Acknowledge and draw upon parental knowledge.
- Recognize the emotional and personal investment of parents and their contributions to the educational process.
- Respect differing perspectives and find constructive ways to reconcile them.

- Provide flexibility and support to parents, including assistance in preparing for meetings and offering materials in advance.

Supporting Parents at Key Stages of SEND Process
Early Identification and Entry

If a child starts at Clavering with identified SEND, the SENDCo and class teacher will:
- Ensure ongoing assessment and feedback to parents about progress.
- Involve parents in joint learning approaches at home and in school.
- Be responsive to parental concerns and share relevant information.

SEND Registration Process

Upon identifying SEND, parents are fully involved in the process. The school:
- Provides clear explanations about the SEND process, what it means for their child, and the school's response.
- Encourages parents to express concerns and actively contribute to decision-making.
- Refers parents to relevant support services, including Hartlepool Information, Advice and Support Service.

Co-ordinated Support Plan (CSP) Process

The CSP process may be stressful for parents, and it is crucial that the school provides thorough explanations and support throughout. The SENDCo leads this process, ensuring that parents fully understand the CSP's purpose and are actively involved in creating a plan tailored to their child's needs.
Statutory Assessment and EHCP (Education Health and Care Plan) Process

Parents must be involved throughoutthe statutory assessment process. When an EHCP is proposed, the school provides clearguidance, comprehensive information on local provision, and support in choosingschools. The SENDCo leads the process, offering clarity on how parents can contribute.
Parent Support through Transitions
Parents' needs for information evolveover time, especially during key transitions such as moving between year groups or schools. The SENDCo and class teacher work together to ensure parents are fully informed andsupported during these times.
Information Sharing and Parental Consent
Information Sharing and Consent

When referring a child forexternal support, staff must always obtain parental consent before sharing personalinformation. Parents' wishes must be respected, and all referrals are made in consultationwith the SENDCo.
Access to Information

Parents must be able toaccess the information they need in a timely and convenient

manner. The school ensures that information is available when and how parents need it, whether through printed materials, online platforms, or one-on-one communication.

Supporting Parents During Deregistration from SEND Register

SEND Deregistration

If a child no longer requires additional support beyond the usual curriculum differentiation, the SENDCo and teacher will inform the parents about the decision to deregister. The school ensures parents that their child's progress will continue to be monitored.

RelevantUpdated Guidance:

- SEND Code of Practice (DfE & DoH, 2015): The latest version of the SEND Code of Practice continues to emphasize the importance of parental involvement in decision-making processes. Schools should actively engage parents, ensure they understand their rights, and offer access to relevant support.
- Working Together to Safeguard Children (DfE, 2018): Recognizes the importance of involving parents and families in safeguarding and decision-making processes, particularly in SEND cases.
- Children and Families Act (2014): Reinforces the duty of schools to involve parents in decisions about their child's education and SEND support. This includes the provision of advice, information, and support.

By integrating these principles, Clavering Primary ensures a strong, collaborative partnership with parents, leading to better outcomes for children with SEND.

Involving Specialists

Collaborative Working with External Support Services

Clavering Primary School recognizes that meeting the individual needs of children with Special Educational Needs (SEND) requires flexibility and collaboration between the school and external support services (commonly referred to as 'outside agencies'). These agencies can play an integral role in helping the school to identify, assess, and make provision for children with SEND.

SEND Code of Practice (2015) emphasizes the importance of collaboration with external agencies. Schools should work closely with specialists from health, social services, and other external services to create a coordinated approach to meeting the needs of students with SEND.

Parental Consent for Outside Agency Involvement

The involvement of external agencies will only occur with the consent of the child's parents. This is in line with best practices to ensure that parents remain fully informed and are active participants in all decisions regarding their child's education and support.

SEND Code of Practice (2015) requires schools to work in partnership with parents, ensuring they are involved in decision-making about their child's education and support plans, including when external specialists are consulted.

Principles of Inter-Agency Working for Children with SEND

Fostering Effective Collaboration

The staff and governors at Clavering Primary School are committed to ensuring that external agencies working with children with SEND focus on the following principles:

Early identification of SEND needs, ensuring timely interventions.

Ongoing engagement with both the child and their parents to tailor support effectively. Targeted interventions that are evidence-based to ensure that resources are used efficiently and effectively.

Sharing best practices and effective approaches with all stakeholders involved.

This approach ensures that the child's needs are at the forefront of any decisions, and that support is integrated and holistic, focusing on the child's overall well-being.

SEND Code of Practice (2015) emphasizes that a person-centred approach should be adopted in the delivery of services, ensuring that all interventions are tailored to the child's unique needs.

Child-Centred, Flexible Service Delivery

Clavering Primary School prioritizes a flexible, child-centred approach to service delivery. Agencies should work together based on a shared understanding of the child's needs, building on mutual respect and agreement. The approach should be responsive to the evolving needs and priorities of the child and their family.

Professional Guidance: The Children and Families Act (2014) and the SEND Code of Practice (2015) call for a coordinated, integrated approach that adapts to the changing needs of the child, focusing on outcomes rather than processes.

Key External Agencies Supporting SEND at Clavering Primary School

Table 1 lists some of the external services that may be involved in supporting children with SEND. These agencies provide valuable input, working with the school to ensure that children receive appropriate, targeted support.

Health/Social Services	Education Services
Speech and Language Therapist (SALT)	Special Educational Needs Support Service
Occupational Therapist (OT)	Educational Psychology (EP)
Specialist Consultant	Small STEPS

General Practitioner	Portage (Pre-school/Home-based)
Paediatrician	Behaviour Support Service
Health Visitor School	Service for Physical Disability
Nurse	Hearing / Visually Impaired Service (STARS)
Child and Adolescent Mental Health Service (CAMHS)	Social Services (0-25 years Disability Team)
Education Welfare Service (Attendance)	Physiotherapist
Hartlepool Information, Advice and Support Service	Podiatrist
Alliance and Changing Futures North-East (Emotional Support)	

SEND Code of Practice (2015) stresses the importance of multi-disciplinary collaboration, recognizing that effective support requires the input of a range of professionals, tailored to the specific needs of each child.

Collaboration and Accessing Services
At Clavering Primary, staff are expected to work in close partnership with the providers of external services. The SENDCo (Special Educational Needs and Disabilities Coordinator) should be familiar with the Local Authority's policies regarding support services, and how these can be accessed.

Local Offer: Schools must engage with the Local Offer, a key resource that provides information on local services and how they can be accessed. Clavering Primary encourages parents to consult the Local Offer at Hartlepool's Local Offer.

Professional Insight: The SEND Code of Practice (2015) outlines the need for schools to access services via the Local Offer, ensuring that the right support is available for all children with SEND.

External Agencies Supporting SEND at Different Levels
The involvement of external agencies is structured across three levels, as shown in Table 2. This tiered approach allows for tailored interventions at different levels of need.

Level Examples of Support
Pupil Level

	Assessment and reports, observing behaviour, individual coaching, counselling, boosting self-esteem
Year Group/Class Level	Examining the learning environment, problem-solving strategies, informal staff training, Social and Emotional Aspects of Learning (SEAL) activities
Whole-School Level	SEND policy discussions, improvements to SEND systems, staff training, provision mapping, disability equality schemes

SEND Code of Practice (2015) emphasizes that support should be provided at the appropriate level, and the involvement of external agencies may overlap between different levels.

SENDCo and Teacher Roles in Specialist Involvement
While external specialists provide essential input, the SENDCo remains responsible for coordinating the SEND provision, ensuring that appropriate support is in place. The class teacher retains primary responsibility for planning and implementing the special educational provision within the classroom.

SEND Code of Practice (2015) affirms that the SENDCo coordinates all SEND provisions, but the class teacher remains the key figure in delivering support through the classroom environment.

Hartlepool Information, Advice and Support Service
Role of Hartlepool Information, Advice and Support Service
The Hartlepool Information, Advice and Support Service plays a crucial role in ensuring that parents are fully informed and involved in their child's education. It provides impartial advice, information, and support to parents of children with SEND, helping them navigate the educational system and make informed decisions about their child's education.

SEND Code of Practice (2015) highlights the importance of providing impartial, independent advice to parents, ensuring that they are empowered to participate effectively in decision-making processes regarding their child's SEND support.

Services Available to Parents
The Hartlepool Information, Advice and Support Service offers a range of services, including:

- Information on local policy and practice.
- Support for monitoring agencies involved in a Coordinated Support Plan.
- Assistance with requesting an Education, Health and Care Plan (EHCP).
- Independent support through the statutory assessment process.
- Guidance on understanding SEND law, completing forms, and expressing views.
- Information about the Local Offer of Services.

Advice on resolving disagreements, mediation, and the LA's complaints procedure.

SEND Code of Practice (2015) encourages the use of such services to strengthen family involvement in the SEND process, ensuring parents are fully informed and supported.

Contact Details for Hartlepool Information, Advice and Support Service

Contact: Mickey Dowd

Telephone: 01429 284876

Email: HARTLEPOOLSENDIASS@hartlepool.gov.uk

Hours: Monday to Thursday, 8:30am to 5:00pm; Friday, 8:30am to 4:30pm.

Additional Support Information

The Local Authority's Local Offer

Clavering co-operates with the LA in reviewing the provision that is available locally and in developing the Local Offer. This can beaccessed at:

SEND Local Offer - Family Hubs in Hartlepool

Where necessary/appropriate, the school also collaborates with other local education providers to explore how different needs can be met most effectively.

Admissions

The admissions arrangements for all Clavering pupils are in accordance with local and national guidance and legislation, including admissions for children with SEND. More detailed information (plus relevant links to policies) can be accessed on the 'Admissions' section of the school website.

Inclusive curriculum

The staff and governors of Clavering Primary School passionately believe that all children should have access to a broad and balanced curriculum.

The inclusion expectations within the *National Curriculum* (DfE, 2014, p. 8) for children with SEND are that:

- teachers should set high expectations for every child. They have an even greater obligation to plan lessons for children who have low levels of prior attainment;

- teachers should use appropriate assessment to set targets which are deliberately ambitious;
- teachers should take account of their duties under equal opportunities legislation;
- lessons should be planned to ensure that there are no barriers to every child achieving;
- with the right teaching, that recognises their individual needs, many disabled children have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these children can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

In many cases, such planning will mean that children with SEND will be able to study the full National Curriculum.

Exam arrangements

The SENDCo and relevant class teacher(s) will ensure that all children with SEND have appropriate access arrangements for formal examinations. These may mean, for example, purchasing modified exam papers or applying for additional time. Access arrangements are made in liaison with the child and the child's parents. In certain circumstances, it can mean that a child may need to be 'disapplied' from examinations, if they are unable to access the academic level to comfortably complete the assessments. In this instance, the child's current ability will be discussed by the class teacher, SENDCo and Headteacher.

Behaviour and bullying
Clavering Primary School is committed to safeguarding the needs of children with SEND and the *Clavering Anti Bullying Policy* (available in school and on the school website) sets out the school's procedures to ensure that children with SEND are not victimised, bullied or disadvantaged.

Year group transfer
Some children, including some children with SEND, require additional support when transferring to the next year group in school. Additional support is provided on a needs- basis and may include, for example, additional time spent with the new teacher, additional time spent in the new classroom and/or modifications made to the new classroom. It can also mean providing a 'transition booklet' of photographs or relevant information for a child with specific sensory difficulties, which also includes children on the Autism Spectrum, or are currently awaiting assessment for this.

School transfer
When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all children within fifteen school days of the child ceasing to be registered at the school. However, when transfer arrangements are made in advance, it is good practice for information to be provided in time for appropriate planning by the receiving school.

The new primary school (whether Clavering in the case of an incoming child or another school in the case of an outgoing child) should receive the school records of a child identified by his/her primary school as having SEND, including: any detailed background information collated by the primary school; copies of documents prepared in support of intervention; and any Education and Health Care Plans.

Transferring SEND documentation to another school (including Year 6 children with SEND to their secondary school) is the responsibility of the Clavering SENDCo.

In the case of Clavering SEND-registered pupils leaving Clavering (including children at the end of Year 6), the Clavering SENDCo and relevant class teacher(s) will liaise as much as possible with the new school in order to ensure a smooth and successful transition. In the case of Year 6 children, this may include additional transfer meetings and visits. This is the responsibility of the child's teacher(s) and the Clavering SENDCo.

Sharing and publishing SEND information
The Clavering Governing Body understand that it has to publish a 'SEN Information Report' on the school website about the implementation of the governing body's policy for children with SEN. The information published has to be updated annually and any changes to the information occurring during the year have to be updated as soon as possible. The information required is set out in the *Special Educational Needs (Information) Regulations* (DfE, 2014). The governors' report is published in the 'SEND' section of the school website.

In addition, when setting out details of the broad and balanced curriculum provided in each year, the school is expected to include details of how the curriculum is adapted or made accessible for children with SEN. This is also published in the 'SEND' section of the school website.

The school is also expected to make data on the levels and types of need within the school available to the LA. This data will be required to inform local strategic planning of SEN support, and to enable the LA to identify children who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Supporting Children at School with Medical Conditions

Commitment to Supporting Children with Medical Conditions

Clavering Primary School is dedicated to ensuring that children with medical conditions, including disabilities, are fully supported to access education, including physical education (PE), school trips, and residential activities.

- Children and Families Act 2014: The school is required to make arrangements to support children with medical conditions to ensure equal access to education.

Statutory and Legal Framework

The school complies with statutory guidance:

- Supporting pupils at school with medical conditions (DfE, 2014): Schools must have clear policies in place to support children with medical conditions.
- Equality Act 2010: The school has a duty to ensure that children with disabilities are not discriminated against and that reasonable adjustments are made to provide full access to education.

Reasonable Adjustments and Preventing Disadvantage

The school ensures that reasonable adjustments are made to prevent children with disabilities from being at a substantial disadvantage. This includes the provision of auxiliary aids and services, such as modified equipment or access to specialist services.

- Equality Act 2010: Schools must anticipate the needs of disabled children, planning adjustments in advance to eliminate barriers to participation and achievement.

Individual Healthcare Plans (IHPs)

- Children with medical conditions will have an Individual Healthcare Plan (IHP), specifying the type and level of support required. Where children also have SEND, their provision will be coordinated with their IHP to ensure holistic support.
- SEND Code of Practice (2015): The school must ensure that healthcare and SEND provisions are integrated and managed together to meet the needs of the child.

Staff Training and Medical Procedures

- When specific medical training is needed (e.g., Epi-pen use, inhaler administration, insulin monitoring), staff will receive appropriate training from qualified healthcare professionals.
- This ensures staff are equipped to respond effectively in emergency situations and deliver daily medical support as necessary.

Sharing Information and Communication

- Healthcare plans will be communicated to all staff members via the staff communication board and updated as necessary.
- Children and Families Act 2014: Schools must ensure that relevant information about medical conditions is shared with staff, ensuring continuity of care and support.

Preventing Discrimination and Promoting Inclusion

Clavering Primary School is committed to:

- Preventing discrimination and ensuring equality of opportunity for all students.
- Promoting good relations between children with medical conditions and their peers, fostering an inclusive and supportive school environment.

Monitoring and evaluation of SEND

Clavering Primary School is committed to regularly and carefully monitoring and evaluating the quality of provision that the school offers for all children, including those with SEND.

This is done through a variety of methods, including:

- formal lesson observations;
- informal lesson drop-ins (lasting approximately ten minutes);
- planning and 'Book Looks' (typically conducted by the headteacher, relevant Subjects Leader and/or relevant Subject Coordinator);
- consultation with staff members, children, parents and other relevant people;
- analysis of SEND-related data.

SEND Action Plan
Clavering annually writes a SEND action plan as an addition to and linked to the school's Development Plan. The SEND action plan is written by the SENDCo. The plan is monitored by the headteacher and evaluated biannually by the SEND link governor.

Training, funding and resources

Training
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This is provided in-house by, for example, the SENDCo or an outside agency brought in to train and/or support Clavering staff members or externally by sending staff members on relevant courses.

All teachers and support staff undertake induction on taking up a post at Clavering and this includes learning the systems and structures in place around the school's SEND provision and practice and discussing the needs of individual children.

In addition, the Clavering SENDCo regularly attends and shares practice at the LA SEND Forums on behalf of the school; this ensures that Clavering is kept up-to-date with local and national updates in SEND.

Funding for SEN support
Clavering Primary School is provided with resources to support those with additional needs, including children with SEND. Most of these resources are determined by a local funding formula, decided at the local schools' forum.

Clavering Governing Body has an amount identified within the school's overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of the school budget. It is the duty of the school to determine its approach to using school resources to support the progress of children with SEND.

The SENDCo, headteacher and Clavering Governing Body work together to:

- establish a clear picture of the resources that are available to the school; and
- consider its strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The school is not expected to meet the full costs of more expensive special educational provision from its core funding but is expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. It is the responsibility of the LA (usually the authority where the child lives) to provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual child exceeds the nationally prescribed threshold.

Where necessary, the school will apply to the LA's Individual Pupil Support Panel for Individual Pupil Support Funding. There is no guarantee that this funding will be provided by the LA.

Record keeping, storing, managing and sharing information

The Clavering SENDCo has overall responsibility for ensuring that the school's SEND records are properly kept and available as needed and teachers are responsible for their own children's individual paper-based SEND Files and electronic SEND Folders.

Record keeping

As required by the *SEND Code of Practice* (DfE and DoH, 2014), the Clavering SENDCo has established a whole-school approach to SEND-related recording keeping in line with the requirements of the *Data Protection Act 1998* (HMSO, 1998).

Teachers need to ensure that the provision made for children with SEND should be recorded accurately and kept up-to-date.

The school acknowledges that, as part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

As required by the *SEND Code of Practice* (DfE and DoH, 2014), teachers are expected to record specific details of additional or different provision made under SEND support and evaluate its impact. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. This will, typically, be detailed on the child's 'APDR Form'.

In addition, as required by the *SEND Code of Practice* (DfE and DoH, 2014), teachers must ensure that they have accurate information to evidence the SEND support that has been provided (including teaching strategies, additional provision and the involvement of specialists), as well as its impact. This will, typically, be detailed on the review of the child's 'APDR Form'.

The staff and governing body of Clavering Primary School acknowledges that provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. Therefore, each child's 'APDR Form' has its own provision map underneath the agreed SMART Targets which sets out the additional provision that is made for the child, the intended outcome(s) and (completed during the review process) the impact of the additional provision.

Provision management is used strategically by the SENDCo, Senior Leadership Team and Clavering Governing Body to develop special educational provision to match the assessed needs of children across the school, and to evaluate the impact of that provision on pupil progress. Used in this way, provision management:

- contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff;
- helps to develop the use of interventions that are effective and to remove those that are less so;

- supports the school in improving the core offer for all children as the most effective approaches are adopted more widely across the school.

Clavering SEND Register

The Clavering SEND Register is the responsibility of the Clavering SENDCo and contains information about all SEND-registered children as required by the headteacher, Clavering Governing Body, staff members, the LA and the Department for Education. The Clavering SEND register is updated monthly by the SENDCo, this ensures that the information held is accurate.

It is the responsibility of each class teacher to ensure that all of their children with identified SEND have been appropriately added to the Clavering SEND Register.

A copy of the current Clavering SEND Register is available in the 'Inclusion' folder which is stored within Clavering Sharepoint'. The SENDCo also keeps previous versions of the SEND register for monitoring purposes.

Individual SEND Files

Every SEND-registered child (other than those registered purely because they are receiving speech and language therapy) has his/her own blue individual SEND File. All of the SEND Files are stored in alphabetical order in the locked SEND cupboard.

The contents of each SEND File vary from child to child, but will typically include the following:

- SEND Registration Sheet;
- School Action Monitoring;
- APDR History;
- Outside Agency Involvement – by type (if appropriate).

Children whose SEN is solely linked to them receiving speech and language therapy have their documents held in a plastic wallet in the 'SALT only SEN Provision' file which is stored in the same locked SEND cupboard.

It is the responsibility of each teacher to maintain their SEND-registered children's individual SEND folder and to familiarise themselves and take into account all of the available information.

Electronic SEND Folders

In addition, every SEND-registered child has his/her own individual electronic SEND Folder which is stored in the 'Inclusion' folder within Clavering Sharepoint. It is the responsibility of each teacher to ensure that a copy of the child's APDRs and reviews are placed in the electronic folder each term.
The Clavering SENDCo will also, as appropriate, place electronic copies of other documents in the electronic folders, e.g. copies of applications for individual pupil support funding or referrals made to outside agencies.

Confidentiality
All staff members must be aware of the confidentiality of all information kept on the Clavering SEND Register and in the individual blue SEND Files and electronic SEND Folders.

Review of the *Clavering SEND Policy*

This policy will be reviewed by July 2027.