Special educational needs and disabilities (SEND) policy

Parsonage Farm Primary School

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Ensure all children have a right to an education, which is appropriate to their needs and helps them overcome barriers, in order to achieve their potential. In order to do this, we will:

- Follow National legislation;
- Make reasonable adjustments for pupils to be inclusive;
- Provide relevant provisions and interventions, including adapted teaching;
- Liaise with those who understand the child; to gain insight on how needs can be supported

2. Vision and values

Our vision is:

- We will provide all pupils with access to a broad and balanced curriculum;
- Pupils become confident learners - to meet their potential;
- We will consider how we can overcome barriers and make reasonable adjustments to be inclusive;
- We will follow our Accessibility plan;
- To continue to identify children's needs and support, including using the graduated approach of 'assess, plan, do, review…';
- To be able to successfully use a range of provisions, adaptations and interventions to support children's needs;
- To have positive relations with those who also support the child, including parents/carers and outside agencies;
- To take into account the views of the child;
- To ensure staff are supported; to support children's needs
- For decisions to always be in the best interest of the child

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) Information Report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- Havering's Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Recording and Reporting Seclusion and Restraint no. 2 England regulations 2025
- Human Rights Act 1998
- The Education and Inspections Act 2006, especially sections 93 and 93a

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4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment, with a broad and balanced curriculum. We are committed to offering all pupils the chance to thrive and fulfil their potential.
We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included.

See the table below for the adapted pathways we use to support various needs:

Maple Leaves	Maple Branches	Evergreen	Tree Trunks
• Emerging intentional communication • Emerging contextual and social awareness • Learnt response to familiar routines • Beginning to develop joint attention	• Intended communication of needs and wants • Greater contextual and social awareness • Emerging language and communication skills/some reciprocal skills • Emerging problem-solving skills • Developing levels of comprehension	• Early key academic skills for reading decoding; writing transcription and numeracy (1-10) • Some reciprocal communication • Increasing independence • Motivation to engage with peers • Some comprehension and retention	• Competent in reciprocal conversations • Have greater social awareness and more competent communication needs • Able to comprehend more complex and abstract concepts
• Access to a personalised sensory-based Curriculum with an exploratory approach to develop self and social awareness, as well as learning familiar routines	• Access to early National Curriculum skills with an exploratory approach • Focus on core skills such as communication, independence and engagement and problem-solving skills	• Learning skills to access more of the National Curriculum taught using discrete methods	• Follow the National Curriculum at a level appropriate to them (year 1 National Curriculum)
• All learning through multi-sensory and practical experiences in preparation to access the National Curriculum. • Emphasis on developing core skills such as communication, engagement and problem-solving skills. • Core skills taught discreetly and thematically. • Targets and areas of need are woven through all learning opportunities.		• Skills to access the National Curriculum taught implicitly and explicitly • Subjects taught through multi-sensory and practical experiences that are meaningful and purposeful to individual learners. • Core skills such as communication, engagement and problem-solving skills are embedded within the Curriculum. Opportunities to develop independence and life skills. • Support Plan targets are linked to EHCPs are woven through all learning opportunities. • Targeted time to access some National Curriculum subjects with their mainstream peers.	• National Curriculum subjects adhered to.
Assessment: Progress measured against their targets, Engagement Model, Pre-Key Stage/ELGs and use of AfL.		**Assessment**: Progress measured against their targets and use of AfL. School assessments such as Language Link used. End of Year Expectations used and adapted. School reading recoding, writing transcription and numeracy 1-10 baseline used to monitor	**Assessment**: Progress measured against the National Curriculum End of Year Expectations (adapted as required) and will have opportunities to be assessed using formative assessments and use of AfL.

5. Definitions

5.1 Special educational needs

A pupil has SEND, if they have a:

- A significantly greater difficulty in learning than most others of the same age;
- A need with requires a greater level of provisions;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

Special educational provision is educational or training provision that is 'additional to, or different from', that made generally for other children or young people of the same age.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils to be included.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	Pupils with needs in this area can have difficulty with expressive and receptive language
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning i.e. reading or maths • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties • Suffered adverse childhood experiences
Sensory and/or physical	Pupils with these needs may have a disability that may hinder them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment • A physical impairment

6. Roles and responsibilities

The Headteacher, SENDCO, Governors and other members of staff will all take reasonable steps, within the limit of the resources available, to fulfil the requirements outlined in this policy document.

6.1 The SENDCO

The SENDCOs at our school are: Miss Hurst/Miss Mahy sen@pfps.havering.sch.uk

They will:

- Oversee parents are informed of their child's needs and required provision(s)
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and support the organisation of resources to meet pupils' needs effectively

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- Be a point of contact for external agencies, including the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next and previous providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the Local Offer
- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Be a qualified teacher and hold the statutory requirements to be an accredited SENDCO or working towards obtaining it

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the Local Offer
- To ensure pupils with SEND are supported to be included and make progress as much as possible regarding reasonable adjustments
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when the school is enabling special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND Information Report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's Accessibility Plan
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is: Mrs S. Smart

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

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- Monitor the quality and effectiveness of SEND provision, within the school, and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 Headteacher

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school;
- Work with the SENDCO and school governors to make sure the school meets its responsibilities, under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, including implementation of the Accessibility Plan;
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress;
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils;
- Make sure that the SENDCO has enough time to carry out their duties;
- Have an overview of the needs of the current cohort of pupils on the SEND register;
- Make sure the LA are informed when a pupil needs an EHCP assessment, or when an EHC plan needs an early review;
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development;
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
- Inform Governors about the policy, taking account of OFSTED requirements;
- Ensure staff participate in training to meet the objectives of this policy;
- Ensure SENDCO achieves statutory requirements for the performance of their duties

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching, that is differentiated to meet pupil needs through a graduated approach
- The progress and development of pupil's in their class
- Working closely with support staff and other professionals to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review pupils' progress and development and potential adaptations to provision;
- Ensuring they follow this SEND policy and the SEND Information Report
- Communicating with parents regularly to:
    - Inform them of children's needs and provisions
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and recognise their aspirations for the pupil

6.6 Parents or carers

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Parents or carers should inform the school if they have any concerns about their child's progress or development.
Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, recognise their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in decisions made about the pupil.

6.7 The pupil

Pupils will be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Information Report

- The school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.
- The Information Report will be updated annually and as soon as possible after any changes to the information it contains.
- The SEND Information Report includes where the Local Offer can be found: https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We continuously assess the skills and attainment of all pupils and if we identify:

- progress is significantly slower than that of their peers starting from the same baseline;
- progress fails to match or better their previous rate of progress;
- progress fails to reduce the attainment gap between them and their peers;
- progress is not reflective of the level of support in place;
- persistent social and emotional difficulties;
- sensory or physical difficulties;
- communication or language difficulties

We will initially monitor progress and needs to make an informed decision, as slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Children can be placed on a Class Action at this stage to support monitoring their progress and discussions with parents will be held. If required progress is not achieved at this point, then support in place will be reviewed and, as a result, children can be added to the school's SEND register, if it is deemed necessary. (On occasions children be directly added to the SEND register, without initially having had a Class Action). Discussions with parents will be held throughout this process and if school require additional support, to support a child's needs, they will make links to external professionals, with parental consent. If the child requires support, which is beyond what the school has available for pupils of a similar age and it is deemed 'additional to and different from'

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then the Local Authority will be informed to apply for additional funding, in the form of an EHCP, to support these needs.
A diagnosis is not required to be on the SEND register – our register is based on the level of needs of the child and level of support required.

Children can be added to the SEND register (if they are joining from a different setting) if:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Potential short-term causes of impact on behaviour or performance will be considered, such as changes to social or economic factors. Staff will also take particular care in identifying and assessing SEND for pupils, whose first language is not English.

8.2 Consulting and involving pupils and parents

The school will put the pupil at the heart of decisions and recognise the need for a positive relationship with parents, in order to support the pupil's needs.
When we are aiming to support pupils needs, we will have a discussion with the pupil (where appropriate) and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of needs and strengths
- We take into account any concerns the parents may have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next-steps are (at home and school)
- Progress will be reviewed with parents and next-steps to continue support (at home and school)
- Ensure parents provide permission before third-parties are directly involved

If parents wish to seek external advice from the school, they are able to contact Havering SENDIASS for further information: https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page

8.3 The graduated approach to SEND support

If a child has been placed on Class Action (as explained above), their progress will be monitored through the 'assess, plan, do, review' cycle (as outlined below), before a decision is made to be put on the SEND register. For some children on the SEND register, progress may be such that the pupil has made sufficient progress and can revert to being subject to the usual differentiated/adapted curriculum (available to all pupils) or be transferred to the school's own monitoring of needs: Class Action

If a pupil has been identified as having additional needs, we will aim to remove barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:

1. **Assess**

The pupil's class teacher and the SENDCO will carry out an analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.
The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

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In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a date for review.
Relevant staff will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be kept in the child's individual records.
Parents will be aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress. This includes monitoring and reviewing interventions/provisions for impact.
The SENDCO will support the teacher in further assessing the pupil's particular strengths and areas for development and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed.

The impact and quality of the support and interventions will be reviewed. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development and consult these with the pupil and their parents.

8.4 Levels of support
School-based SEND provision
Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
The provision for these pupils is funded through the school's notional SEND budget.
On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan
If the child requires support, which is beyond what the school offers as standard for SEND provision and is deemed 'additional to and different from', then the Local Authority will be informed to apply for additional funding, in the form of an EHCP, to support these needs. The plan is a legal document that describes the needs of the pupil; the provision that will be put in place and the outcomes sought. Parent or school are able to apply for one. As part of the application the SENDCO will provide information to the Local Authority which can include:

- the school's action through 'Assess, Plan, Do, Review' cycles;
- individual progress plans for the pupil;
- records of regular reviews for at least a twelve-month period;
- provision maps;
- the pupil's health, including a medical history, where relevant and provided;
- tracking of progress against National Curriculum end of year expectations;
- reports from outside agencies

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- views of the parent and child;
- involvement of the social services or education welfare services (where required);
- pupil attendance details;
- recent hearing and vision checks (where required)

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census these pupils will be marked with the code E.
If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:
The Headteacher/SENDCO will implement the recommendations, with relevant members of staff;
Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is 'ADDITIONAL TO' or 'DIFFERENT FROM' the differentiated curriculum;

- Progress will be formally reviewed by holding an annual review meeting.

The SENDCO will collate:

- information from parents and professionals;
- ascertain the views of the pupil;
- convene the review meeting;
- prepare a draft review report for the LA;

Those to be invited at least two weeks before the meeting are:

- the pupil's parent/carer;
- relevant teacher/s;
- representative of the LA, when required;
- the pupil (where appropriate);
- where appropriate representatives of health and social services, other professionals closely involved.

The draft review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.
The LA will return a final copy of the report to school and parents
The Local Authority will inform the school and parents of a decision to issue or decline an EHCP. If they decline and EHCP, they will provide the parents with information on next-steps.
The school's role here is to continue to support the pupil's needs and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

8.5 Evaluating the effectiveness of SEND provision
We can evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps, data, feedback and AfL
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans and termly meetings for all children on the SEND register
- Obtaining feedback from the pupil, their parents and staff
- Liaise with staff about effectiveness of provisions

9. Expertise and training of staff
Training will be provided to staff. The Headteacher and the SENDCO will monitor to identify any staff who require specific training needs and organise for staff to be supported with this.

10. Links with external professional agencies

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When the school requires additional support to support the needs of the children, they can request the services of other professionals, such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Behaviour Support
- Family Practitioners

11. Admission and accessibility arrangements

11.1 Admission arrangements

We follow the London Borough of Havering's admissions criteria. Children with an EHCP are provided a place at Parsonage Farm via the London Borough of Havering Assessment and Placement Team. If a parent wishes for their child to attend our setting, then it will be required to be named in their EHCP. Each case will then be reviewed on a case-by-case basis.

The school aims to meet the needs of any pupil, whom the parent wishes to register at the school, as long as a place is available and the admission criteria is fulfilled. This includes pupils with disabilities, who we anticipate might attend. No pupil can be refused admission solely on the grounds that they have SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENDCO will gather appropriate information from any educational setting the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information and contacting the school to make suitable transition arrangements.

When a pupil leaves the school, the SENDCO will forward relevant information about the pupil's needs to the next placement. If a transition meeting is required, this will be arranged.

11.2 Accessibility arrangements

- We have taken steps to support students to be able to access all we have to offer – further information is included in our Accessibility plan (available on our school website)
- Our accessibility plan includes our aim to:
    - Increase the extent to which all pupils can participate in the curriculum
    - Improve the physical environment to support access
    - Improve the availability of accessible information to pupils

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to request a meeting with the SENDCO.

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Formal complaints about SEND provision in our school should be made using the school's complaint policy, which is located on the school website.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.
To find out about disagreement resolution and mediation services in our local area please contact Havering SENDiass Havering SENDiass :: Home

13. Use of reasonable force

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

We will seek to understand the underlying causes of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We will consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

We will utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and support the development of positive relationships with a range of staff. We will develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

• removing stimuli that may be causing distress

• changing body language, facial expression, and/or tone of voice

• supporting the pupil to express their emotions before getting overwhelmed

• engaging the pupil in an activity which can help them manage their feelings of anxiety

• distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

• changing the member of staff

Where appropriate, we will work with pupils with SEND and their parents in the co-production of any necessary Positive Handling Plans (PHPs). PHPs should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

PHPs will detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a PHP.

Any PHPs will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for

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the individual pupil. Where a pupil has a disability, the school has a duty under the equality act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

For further information on definitions of the terminology and use of reasonable force please refer to our Behaviour Policy

16. Intimate Care Plan

Some children will require an Intimate Care Plan to support their basic needs being met. It will state what intimate care is required and will be devised with parents, school and children (as required). It will be reviewed as the child's needs change/annually.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

Our SEND policy is regularly reflected upon. We will do this by evaluating whether or not we are meeting our objectives; set out in section 1.

We evaluate how effective our SEND provision is with regards to:

- Our ability to support children on our SEND register to make progress
- How pupils are identified as having SEND
- Comments and feedback from pupils, their parents and staff

15.2 Monitoring the policy

This policy will be reviewed by SENDCO, Headteacher and Governors, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Safeguarding / child protection policy
- Complaints policy
- Reasonable Force

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