



## Flamborough CE (VC) Primary School SEND Policy

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### **Flamborough CE (VC) Primary School- SEND Policy**



Date Policy Becomes Effective: September 2021

Review Date: October 2022

Person Responsible for Implementation and Monitoring: Head teacher

#### **Mission Statement**

Flamborough CE (VC) Primary School is a place of discovery, where we learn about ourselves and the world we live in.

We support and challenge each other as we strive to be the very best we can be, for ourselves and in the sight of God.

We thrive in an atmosphere that is happy and productive and expect everyone to play a part in maintaining this.

We are proud of our role in the community- the school is a place of belonging and learning for all.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN

#### **Aims and Objectives**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

#### **Inclusion Statement**

In school, the aim is to offer excellence and choice to all children, whatever their ability or needs. There are high expectations of all children. This is achieved through the removal of barriers to learning and participation. All our children should feel they are a valued part of the school community.

Through appropriate curricular provision, we respect the fact that children:

- -have different educational and behavioural needs and aspirations
- -require different strategies for learning
- -acquire, assimilate and communicate information at different rates
- -need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- -providing support for children who need help in any area of the curriculum
- -planning to develop children's understanding through the use of all their senses and of varied experiences
- -planning for children's full participation in learning and in physical and practical activities
- -helping children to manage their behaviour and to take part in learning effectively and safely



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- -helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**Definitions of Special Educational Needs and Disabilities (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person had a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition

Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.

**Involving Children, Parents and Young People in Decision Making**

Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEND, provision for SEND, and the way that support is provided for SEND.

Families and young people should have access to impartial information, advice and support to enable them to exercise their rights, including key working.

Children have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability.

Children and young people with SEND have unique knowledge of their particular circumstances. They have aspirations and goals. They have views on what might be done to remove any barriers to their learning and participation. They should be supported to participate in decisions about their own life, for example in relation to their learning and development, in reviews of their progress, assessments of their support needs and in decisions about their transition to adult life. They should also be involved in discussions about the schools and colleges they would like to attend and have opportunities to participate in class and school councils and youth forums. Having these opportunities will help them develop the skills, confidence and self-esteem to contribute to decision making at a more strategic level such as the development and review of the local offer.

**Identifying Children**

Anyone can bring a child or young person who they believe has or may have SEND to the attention of a local authority. Early years providers, schools and colleges have an important role in doing so; health bodies also have a duty to do so. A child's parents, young people, schools and colleges have specific rights to request an assessment for an Education Health and Care plan (EHC plan) and children and young people themselves should feel able to tell their school or college if they believe they have or may have special educational needs.



### **High Quality Provision**

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or a different from of what is provided for the majority of children; this is special educational provision and schools and colleges must use their best endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

For children and young people with SEND, it is important to know precisely where they are in their learning and development; to ensure decisions are informed by the insights of parents and those of children and young people themselves; to have high ambitions and to set stretching targets for them; to track their progress towards these goals; to keep under review the additional or different provision that is made for them and to ensure that the approaches used are based on the best possible evidence, having the required impact on progress.

The leaders of early years' settings, schools and colleges are responsible for establishing and maintaining a culture of high expectations: a culture that expects those working directly with children and young people with SEND to include them in all the opportunities available to other children and young people; to facilitate their participation; and to ensure that they achieve well.

Flamborough CE (VC) Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

### **Roles and Responsibilities**

The SEND team of the school is:

SEND Coordinator (SENCO) - Mrs Debbie Organ (Head teacher)  
SEND Governor

### **The Role of Outside Agencies**

Local authorities should work in partnership with health professionals, educational settings (including early years), and other agencies to promote aspiration for children and young people with SEND and to promote positive engagement with children and young people with SEND and their parents. Early years providers, schools and colleges should fully engage parents and/or young people with SEND when drawing up policies that affect them. They must also take steps to ensure that parents and/or young people are actively supported in contributing to assessments, planning and reviewing EHC plans. Schools should ensure that where practical pupils with SEND are represented on class and school forums. Colleges should ensure that students with SEND are similarly represented.

### **The Role of the SENCO**

The SENCO plays a crucial role in the school's SEND provision. This involves ensuring that education, health and care work together. They must also work with the headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records



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- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.

**The Role of the Governing Body:**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting pupils with an EHC plan
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

**The Role of the Class Teacher:**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

**Admission Arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.

Flamborough CE (VC) Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a EHC plan educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

**Identification, Assessment and Provision**

**Allocation of Resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The Headteacher informs the governing body of how the funding



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allocated to support special educational needs has been employed. The SENCO has a leadership role so can agree on allocation of funding in school to include SEN and the Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Flamborough CE (VC) Primary School follows LEA guidance to ensure that all pupils' needs are appropriately met.

**Identification, Assessment and Review**

**Categories of Special Educational Need**

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' The school adapts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs:

- Assess
- Plan
- Do
- Review

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

**Early Identification**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

These may include:

- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- External exam results
- Pupil portfolios

**SEND Provision**

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records



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provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

### **The Range of Provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full- or part-time
- Support from specialists within class or as part of a withdrawal programme
- Involvement in an intervention programme e.g. RM Maths/Lexia/Toe by Toe that can also be supported at home

### **English as an Additional Language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through additional SEND support. Where concerns remain despite sustained intervention, the school will consider EHC plan which will involve participation from parents, health services and care services.

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents



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- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

**Nature of Intervention**

The SENCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

**Termly Support Plans**

Although no longer a statutory requirement, Flamborough Primary will continue to keep Termly Support Plans for the children and strategies for pupils' progress will be recorded on these. Termly support plans contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The plans will be discussed with the pupil and the parent.

Sometimes support may involve outside agencies. External support will advise on targets for the new Termly support plan and provide specialist inputs to the support process.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

**Reviewing Termly Support Plans**

These will be reviewed termly, one of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. The school will involve pupils in this process.



### **Request for Statutory Assessment**

Anyone can bring a child or young person who they believe has or may have SEND to the attention of a local authority. Early years providers, schools and colleges have an important role in doing so. Health bodies also have a duty to do so. A child's parents, young people, schools and colleges have specific rights to request an assessment for an Education Health and Care plan (EHC plan) and children and young people themselves should feel able to tell their school or college if they believe they have or may have SEN.

Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

Where the local authority considers that special educational provision may need to be made and is considering whether a statutory assessment is necessary, it must notify:

- The child's parents or the young person
- The health service (relevant Clinical Commissioning Group or NHS England)
- Local authority officers responsible for social care for children or young people with SEN
- Where the child attends an early years provider, their Head of SEN
- Where the child or young person attends a school, their headteacher (or equivalent)

In considering whether a statutory assessment is necessary, local authorities should pay particular attention to:

- The views, wishes and feelings of the child and his or her parents, or the young person. These can be expressed through an advocate if that is helpful. The local authority must consult the child's parent or young person as soon as practicable following a request for assessment (or having otherwise become responsible).
- Evidence of the child or young person's academic attainment and rate of progress.
- Information about the nature, extent and cause of the child or young person's SEN.
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the SEN.
- Evidence that where progress has been made, it has only been as the result of much additional effort and instruction at a sustained level over and above that which is usually provided.
- Evidence of the child or young person's physical, emotional and social development and health needs.

The school will have the following information available:

- The pupil's Termly Support Plans
- Records and outcomes of regular reviews undertaken
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychology
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- The views of the parents
- Information on the pupil's health and relevant medical history
- Any other involvement by professionals

Local authorities, CCGs and other partners must work together in local Health and Wellbeing Boards to assess the health needs of local people, including those with SEN. Their assessment (called a Joint Strategic Needs Assessment) informs a local health and wellbeing strategy which sets priorities for those commissioning services. Local authorities must also keep their special educational provision and social care provision under review. Together these activities are designed to ensure that the education, health and social care needs of local children and young people with SEND are identified.





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EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

An EHC will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in a Termly Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

**Review of the Plan**

- EHC plans can be used for on-going monitoring of progress and can be reviewed regularly in whole or in part – particularly where agreed dates for specific outcomes to be achieved have been reached before an annual review is due.
- Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether the outcomes remain appropriate. Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings. Reviews must be undertaken in full consultation with the school or other institution attended by the child or young person.
- Local authorities must arrange for a review of a child or young person's EHC plan at least annually. The first review must be held within 12 months of the date of the issue of the EHC plan. Professionals across education, health and care must co-operate with local authorities during reviews. Review of the EHC plan should include the review of any personal budget arrangements including the statutory requirement to review any arrangements for direct payments.

The following requirements apply to review meetings where a child or young person attends a school or other institution:

- The child's parents or young person, a representative of the school or other institution attended, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant.
- The school or other institution must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to their support to help them achieve them, or to those outcomes. Children, parents and young people should be supported to engage fully in the review meeting.
- The school or other institution must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any requirements required to the EHC plan, and should refer to any difference between the school or other institution's recommendations, and those of others attending the meeting.



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- Within four weeks or the review meeting, the local authority must decide whether it proposed to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent, the young person and the school or other institution attended.
- If the plan needs to be amended, the local authority should start the process of amendment without delay
- If the local authority decides not to amend the plan they must notify the parent and young person of their right to appeal, the time limits for doing so and about disagreement resolution, mediation and parent partnership services.

**Curriculum Access and Inclusion**

Flamborough CE (VC) Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

We have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

**Evaluating Success**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinator
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEN moderation process
- The School Development Plan/SEND Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

**Complaints procedure**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

**Partnership Within and Beyond the School**

**Staff Development**



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All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Support Staff requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Development Plan

**Links with Other Agencies, Organisations and Support Services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEN Support Service (SENS)
- Traveller Education

In addition, important links are in place with the following organisations:

- The local pre-school group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- HSA
- Other groups or organisations

**Partnership with Parents**

Flamborough CE (VC) Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LEA. The SEN Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'

**The Voice of the Child**



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At Flamborough CE (VC) Primary School, we encourage pupils to participate in their learning by

- Child/teacher discussion
- Joint target setting
- Peer mentoring/support
- Awareness of progress/attainment
- Self evaluation of learning objectives
- Use of success criteria in lessons

**References**

- Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2013)
- Special Educational Needs and Disability Act 2001
- 'Inclusive Schooling'

The key aims of the policy are:

- The early identification of pupils' medical needs and to ensure that prompt action is taken
- To provide continuity of high quality education, so far as the medical condition or illness allows
- To reduce the risk of lowering self-confidence and educational achievement
- To establish effective liaison and collaboration with all concerned in ensuring that pupils with medical needs have access to education
- Successful reintegration into school for pupils with long term or recurring illness or medical conditions

The SENCo/Headteacher will:

- Ensure that there is effective communication with other parties
- Attend, or ensure attendance at planning meetings and reviews
- Maintain, or ensure that communication is maintained generally between the pupil and the school, especially with regard to activities and social events that may enable the pupil to keep in touch with peers

The management structures and staff responsibilities for ensuring that pupils with medical needs have access to education are as follows:

- Review policy annually
- Monitor attendance of all pupils with medical conditions and for absences of 15 working days or less, that are not part of a pattern of a recurring illness, liaise with the pupil's parents to provide homework as soon as the pupil is able to cope with it and ensure continuity of learning.
- Liaise with the Education Social Work Service regarding all pupils expected to be absent from school for 15 working days or more (including time in hospital) and make a referral as soon as possible to the Local Authority for support in making educational provision for the pupil
- Co-ordinate with the Local Authority the education provision from the **first day** of absence for pupils who have disrupted patterns of attendance due to recurring illness or chronic conditions
- Ensure that where a referral is made to the Local Authority, the REOTAS Service has access to the planning and assessments in all national curriculum subjects which the pupil is studying within 5 working days and work programmes on a termly basis where appropriate
- Liaise with the designated home tutor or REOTAS Co-ordinator regarding the action plan as agreed at planning and review meeting
- Make available to the REOTAS Service, Termly Support Plans, Personal Education Plans and Health Care Plans where appropriate
- Supply hospital teachers with background information on the child or young person and liaise to ensure that work set at an appropriate level for long and recurring admissions to hospital
- Monitor provision, progress and reintegration arrangements



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- Ensure that pupils not able to attend school because of medical needs have access to public examinations
- Ensure that views of pupils and their parents/carers are taken into account
- Ensure that arrangements are in place to comply with procedures set out in the SEN Code of Practice where applicable
- Promote equality of opportunity for pupils with medical needs having due regard for their duties under the DDA Act 2005