

Stoke by Nayland C of E Primary School

Policy for SEND



Approved by: [Headteacher]{SENCO}(COG) **Date :** [Date]

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Stoke by Nayland C of E Primary School we aim to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of children. Some children have particular learning needs and disabilities. This policy sets out how children who come into this category may be assessed and provided with teaching and learning that meets their needs, as inclusively as possible. We believe that having special needs and disabilities does not have to be a barrier to learning.

Children may have special educational needs and disabilities either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

We aim to:

- Promote an inclusive ethos throughout the school
- Create an environment that meets the special educational needs of all children.
- Through careful assessment and planning, provide learning opportunities that are closely matched to their needs
- Work with other statutory and voluntary bodies to provide support where needed
- Apply the key purposes of other relevant policies to all planning, teaching and assessments
- Encourage children with SEND to participate fully in their school and community and to take part in decisions about their education
- To work with parents/carers to help maximise support to the benefit of the children
- Support children with medical/physical needs to the best of our ability

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) January 2015 and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

Many children who have SEND may have a disability under the Equality Act 2010, defined as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs. McGrath-Wells, email: kelly.mcgrath-wells@sbn.suffolk.sch.uk

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school to ensure that all pupils get a high quality response to meeting their needs
- 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Organising training for staff so they are confident to meet the needs of your child and others in the school
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensuring that parents are kept well informed about the support their child is getting

4.2 The SEND Governor

The SEND Governor will:

- Make sure that the necessary support is provided for any child who attends the school with SEND, through regular contact with school staff
- Ensure that children with SEND will be admitted to the school in line with the school's Admissions Policy
- Help to raise awareness of SEND issues at Local Governing Body meetings

- Monitor the quality and effectiveness of SEND provision, monitoring and evaluation within the school, including how funding, equipment, staffing and other resources are deployed and update the Local Governing Body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Ensure that SEND provision is included in the School Development Plan as required

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching – with support from the SENCO as requested
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring all pupils have access to good or outstanding teaching
- Ensuring that the curriculum meets your child's individual needs
- Checking on the progress of your child
- Letting the SENDCO know as necessary about the targeted support they are implementing
- Communicating specific targets and sharing and reviewing these with parents
- Be involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND
- Have responsibility for day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through School Action and School Action Plus, working closely with staff, parents/carers and other agencies
- Seeking to develop effective ways of overcoming barriers to learning
- Supporting and advising colleagues, including provision of school-based and external training and professional development
- Contribute to the records of all children with special educational needs in their class. The SENCO is responsible for management of the records.
- Manage and maintain resources and a range of teaching materials to enable appropriate provision to be made for pupils in their class

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and Mental Health, for example, attention deficit hyperactivity disorder (ADHD),
- Cognitive and learning, for example dyslexia, dyspraxia
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Sensory and Physical needs, for example, visual impairments, hearing impairments, processing difficulties

We will endeavour to provide for your child's learning and medical needs.

5.2 Identifying pupils with SEND and assessing their needs

Identification would, in most cases be initiated by the class teacher. We will assess each pupil's current **skills** and levels of attainment on entry, using PIRA, PUMA and the Salford Reading scale. EYFS pupils have a baseline assessment. Early identification of an individual's needs is considered important and formal procedures will be put in place if appropriate

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having **SEN**.

In addition to gaining information through the child's class teacher's observations, we talk to parents and feeder settings. We use a variety of standardised assessments and standardised and diagnostic tests and compare assessment/test data to clarify the nature of the difficulty and provide us with a quantifiable measure of the pupil's level of achievement as the child progresses through school, reviewed at pupil progress meetings.

In the first instance, we analyse the information provided by the class teacher's own ongoing assessments. We would also include data gathered as a result of standard tests such as the End-of-KS1 SATs tests and other Optional SATs data.

Many pupils have changing needs throughout their school career that requires us to respond with changes to the level of support required. In some instances we receive information from other agencies, such as Suffolk Community Healthcare, which alert us to a health related issue that has an impact upon the pupil's learning.

Once a pupil has been identified as having a significant difficulty in learning or as having a disability that hinders their access to the educational facilities, we may use any of a variety of strategies to assess the nature of the difficulty, including the tests noted above, analysis of a pupil's work - in order to view the pupil's difficulties in the context of the wider curriculum it can be extremely valuable to analyse independent pieces of work. We also consider information from other agencies.

In order to support the pupils as effectively as possible we may draw on the expertise of the Local Authority's (LA) specialists under their Local Offer, the Special Needs Officer, who is part of the SEN assessment team, telephone: 01473 260670, email SENTeamSouth@suffolk.qcsx.gov.uk. An Education Health and Care (EHC) Assessment may be completed which may lead to an EHC Plan being put in place. The LA also offers the County Inclusion Support Service for pupils with a diagnosis of autism, traits of autism (but no diagnosis), social, emotional and mental health difficulties. The information received would be used in conjunction with information from parents and the views of the pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is **needed**.

5.3 Consulting and involving pupils and parents

We believe that parents possess unique information with regards to their child and therefore have a critical role to play in their child's education. In order to ensure that the support we provide is effective it is essential to work in partnership with parents. It is also vital that they fully understand the nature of their child's difficulties and how they are able to support the school in addressing these needs. We endeavour to maintain open channels of communication and will respond to parents' enquiries as quickly as possible. We aim to be honest and supportive at all times and where relevant we will make parents aware of other services that may be of support. Communication methods include the following:

- Informal conversations between parents and class teachers ^{SEP}
- Invitations to attend regular meetings with outside agencies ^{SEP}
- Parental involvement in developing individualised support programmes and Education Health Care plans

Kommentar [A1]: I think we are now doing PIRA and PUMA on entry and a salford reading test for everyone within the first 3 days. However, I don't think we have anything in place for EYFS ... do we need something?

Kommentar [A2]: I think this is accurate but is very black and white – this will work once target tracker is more accurate and has been used for longer ..

Kommentar [A3]: I think this has to stay and is accurate we do make huge adjustments and listen to parental wishes

- Regular feedback on progress in an agreed manner
- Reports and parental consultation meetings
- Inductions and curriculum evenings
- Termly class newsletters
- Information on the school website
- Parent/community involvement in events
- Range of reward systems

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions may be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support.

Kommentar [A4]: MAY BE ADDED – we definitely don't do this as a rule it might be helpful though especially when we don't have a lot of other evidence ..

5.4 Assessing and reviewing pupils' progress towards outcomes

In line with both Government and LA guidance, the school adopts a graduated response to meeting special educational needs, requiring the initial use of classroom and school resources before utilising specialist expertise, provided by external agencies. When a pupil is initially identified as possibly experiencing a difficulty in making the required progress they will be placed on 'School Action'. This stage is purely for the benefit of school staff. Teachers may conclude that the strategies they are currently using are not resulting in the pupil learning as effectively as possible. In these circumstances they will consult the Special Educational Needs Co-ordinator (SENCO), to consider what else might be done. The starting point will be a review of the strategies currently being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through 'School Action plus.'

School Action – additional differentiation within the class situation (addressed where possible by 'in class' teacher provision and TA support. TA's may be directed by the teacher to withdraw a small group to follow a programme of work).

School Action Plus - short sessions in a small group situation or individual support. It is also possible that we would have consulted outside agencies, such as speech and language therapists, educational psychologists or the LA to assist us further.

EHC Plan – this can only be achieved through outside assessment in addition to school information. Support would be allocated according to the provision outlined in any individual child's EHC Plan. The Plan can be for academic, emotional or physical reasons.

Additional Support Plans

Children who are on School Action or School Action Plus will have an Additional Support Plan. This plan will be devised by class teachers in conjunction with SENCO. It will identify specific areas of difficulties and targets will be set, to work towards. The ASP is discussed with the parent/carer and we hope they will help to support their child too. IPP's are reviewed termly at the half term point.

We may also ask the children how they feel about their learning and what they find difficult, especially as they move into KS2. A 'child friendly' ASP is then developed so that the child knows what he/she is working towards.

Kommentar [A5]: We don't do this with all pupils

We will follow the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Kommentar [A6]: Yes we follow this not quite as rigorously as I would like but it happens

5.5 Supporting pupils moving between phases and preparing for adulthood

EYFS children may be gradually introduced to the school through possible home visits to meet the teacher, come and join sessions, and transition meetings with parents. Transition activities may be provided for parents to share with their child over the holidays leading up to the start of their first term. On leaving our school children visit their next setting on transition days and have meetings and additional visits depending on their particular needs. Support from outside agencies for transition is sought as necessary. With our mixed age classes transition between Key stages varies but all staff work together to ensure consistency of approach alongside joint activities and events leading to transition. Each class has a transition day in July.

We will share information with the school, college, or other setting the pupil is moving to.

Kommentar [A7]: I don't think this happens as a rule ...

5.6 Our approach to teaching pupils with SEND

- Children are involved in developing and reviewing their learning plans, EHC plans (as appropriate).
- Visual timetables are displayed in every classroom when appropriate.
- Sharing of learning objectives and success criteria. Verbal feedback given and opportunities for children to self review their work and their progress.

Kommentar [A8]: This was agreed but I don't think they are being used in oak and silver birch at present not sure about the other rooms but I think they should be quickly reinstated so happy to leave it

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and Quality First Teaching (QFT) is an expectation in our school

5.7 Adaptations to the curriculum and learning environment

We will make reasonable adjustments to support pupils with SEND to be able to access the whole curriculum and ensure their emotional well-being. This may include the following:

- Individual Provision plans/ personalised learning plans are developed with pupils, parents and outside agencies as appropriate.
- Other professionals are consulted as soon as a difficulty has been identified and investigated within the school.
- Advice from other professionals and reports followed in school.
- SENDCO makes sure that staff are aware of the needs of SEND pupils so that planning can reflect this.
- Lessons and resources are adapted to suit pupils' emotional and learning needs.
- Subject leaders support staff to ensure they have appropriate materials and resources to teach SEND

pupils

- PSHE curriculum covers aspects relating to: emotional well being, online safety, self image, personal and collective achievements, British Standards, Christian Values, feelings and anti-bullying
- Rewarding a range of achievements and improvements in class and assemblies
- Daily collective worship to develop our Christian Values
- Displaying and celebrating children's work

The school site is particularly suitable for persons using wheelchairs as virtually all ground level facilities are accessible. We have toilet facilities that are fully accessible to wheelchair users. A ramp leads to the 'Rainbow Room'.

We make provision to accommodate medical conditions where this is possible, such as diabetes.

Our Accessibility Plan ensures that the needs of SEND pupils in the learning environment are met as required.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The school receives money through the basic budget for staffing, resources and expenses associated with teaching and curriculum provision for all pupils. In addition to this the school receives a whole school designated budget for SEN that is calculated through an Audit approach.

Although dependent on an adequate level of funding, the school endeavours to make the following commitment with regards to the provision of additional support:

Literacy/Numeracy Support

- School Monitoring – Monitoring by the class teacher. Work within the classroom that is appropriately differentiated for the needs of individuals.
- Work in a small group with a Teaching Assistant within the class that focuses on specific objectives that a group needs help with in relation to class work.
- Work in a small group with a Teaching Assistant outside of the class base, that focuses on specific objectives that a group needs help with
- 1:1 help with a Teaching Assistant with personalised objectives
- Small group tuition with a teacher

It should be noted that all the above methods of working are sometimes employed with children that do not have special needs, but may need extra support to achieve their potential.

The length of time extra support is provided for varies from child to child. Some children may need support to get over a particular aspect, whilst others need longer-term support. Our general cycle for support is as follows:

- Identify children who need extra support
- Form small groups according to areas where help is needed and the level that the child is working at
- Allocate time slots during the week when support will happen. This is usually around 3 times per week for approximately 5 weeks. These children then apply what they have learned when back in the classroom
- The supported groups change after the 5 week slot, but are resumed on a rota basis.

All groups are assessed against their personal targets and new targets set if appropriate.

In addition to the above, some children may have individual support that is ongoing for specific aspects of their development.

We have Teaching Assistants who are trained to deliver interventions such as Catch Up Numeracy, Precision Reading and Spelling, PECS as well as having general training to support SEND

We may work with the following agencies to provide further support for pupils with SEND:

- CISS
- Acorn Tree Psychology
- GP
- School Nurse
- SENDAT Outreach
- Others as appropriate

5.9 Expertise and training of staff.

- All teachers have qualified teacher status and training is updated both in-house and by the use of outside courses
- SENCO is experienced and part of the Senior Leadership Team ^{SEP}
- Safeguarding training is provided to all staff ^{SEP}
- First Aid Training (including Pediatrics)
- Catch-Up Numeracy trained staff
- School nurse training on medical needs ^{SEP}
- CPD for staff on SEND

5.10 Securing equipment and facilities

In the majority of cases the school receives funding to a limit to support the needs of pupils with SEND. The Headteacher and SENCO meet on a regular basis to discuss individual and group needs and, subject to sufficient financial resources will make provision for these.

5.11 Evaluating the effectiveness of SEND provision

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

- Provision mapping to measure progress ^{SEP}
- Pre and post intervention data ^{SEP}
- Tracking data (analysis) ^{SEP}
- Annual review of SEND Policy and SEND Information Report ^{SEP}
- Pupil progress meetings ^{SEP}
- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHIC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Existing provision is adapted if reasonable to do so to suit the individual child so that their needs are met and they are able to:

- Attend educational visits 
- Attend school clubs and activities
- Attend residential visits
- It is our determined aim that no pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

Sometimes individuals need support with physical, behavioural or emotional development. There may be occasions when individual or group work supports occupational therapy needs, or a form of nurture group may be set up to help those experiencing emotional difficulties. Pastoral support is available as required.

From a safeguarding perspective, it is possible that whilst working in small groups or 1-1 with an adult a child may feel able to make a disclosure. This would be treated in accordance with the school Safeguarding and Child Protection Policy and appropriate action taken. All staff that will be in contact with children in SEND withdrawal groups will have appropriate safeguarding training. Other adults will at least have had appropriate induction training

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our school works with outside agencies to support pupils as required. This support comes in many forms including directly working on a 1:1 basis with the child, observations followed by detailed support of our teachers and TAs for them to develop their skills.

5.15 Complaints about SEND provision

At our school we aim to work closely with the LA and parents to reduce the possibility of disagreements and complaints by:

- Maintaining good and mutually supportive communication between parents and the school
- Encouraging dialogue and ensuring that we respond positively to parents' anxieties and needs in the most appropriate way
- Actively seeking and valuing the views of parents
- Identifying possible areas for conflict early in the SEN process and discussing these areas with parents

Complaints about the SEN provision in our school should be made to the class teacher, SENCO or Headteacher in the first instance. They then may be referred to the school's Complaints Procedure (copy on school website).

5.16 Contact details of support services for parents of pupils with SEND

The LA SEN Assessment Team can be contacted on 01473 260670, email: SENTeamSouth@suffolk.gcsx.gov.uk

5.17 Contact details for raising concerns

SENCO – Mrs. K. McGrath-Wells, email: kelly.mcgrath-wells@sbn.suffolk.sch.uk
 Headteacher – Mrs. J Le Grice, telephone: 01206 262418, email: admin@sbn.suffolk.sch.uk 

5.18 The Local Authority Local Offer

The school is currently working on a document to outline our contribution to the LA Local Offer, covering areas including Raising Attainment, Support, Information Sharing and Families.

Our local authority's local offer is published here:
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

This Policy will be approved by the Local Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality
- Supporting pupils with medical conditions
- Safeguarding and Child Protection
- Teaching and Learning