

SUTTON-ON-SEA COMMUNITY PRIMARY SCHOOL



Special Educational Needs, Disability & Inclusion Policy

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 (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of, children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disabilities;
- children who are at risk of exclusion;
- travellers;
- asylum seekers.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- additional curriculum opportunities through after school clubs

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our 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 and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- 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;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

2. Legislation and guidance

This policy and information report 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 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

The Equality Act 2010. This protects people from unfair treatment or discrimination due to certain personal characteristics such as disability.

3. Definitions

A pupil has SEN 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:

A significantly greater difficulty in learning than the majority of the 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.

4. Roles and responsibilities

4.1 The SENCO

Every school must have a teacher in the role of SENCO. This is mandatory.

The SENCO will:

- Work with the headteacher and SEN governor and governing body to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- With the headteacher, governors and other stakeholders, advise when requested 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 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision when appropriate

All teachers will work to implement this policy and they will take responsibility for planning to meet the needs of their pupils on a day to day basis in conjunction with individual support plans.

Class teachers keep up to date records of individual pupil support plans, EHCPs and other SEND information eg reports, outside agency records etc in a class file. This may be electronic or hard copies.

5. SEN and our school

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where 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.

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.

The pupil's name is entered on the SEND register or on a Monitor List after the Additional Needs support cycle and form have been completed. Pupils may be directly placed onto the school register where concerns have been raised through Progress Meetings or on entry to the school from another establishment.

5.3 Consulting and involving pupils and parents/carers

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' and carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Include the viewpoint and thoughts of the pupil if possible

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class 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 or 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Where possible, we will agree with parents and pupils which information will be shared as part of this. This may include additional visits to the new provision, additional transition days and meetings with staff from the new provision.

5.6 Our approach to teaching pupils with SEN

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.

We will also provide a range of interventions including:

- Little Wandle interventions for phonics and decoding
- Plus 1
- The Power of 2
- Phonic interventions
- Language for Thinking
- Socially Speaking
- First Call
- First Move
- Beat Dyslexia
- Toe by Toe
- Lego Therapy
- Precision Teaching

These are just a few of the interventions we use. Children's needs are assessed by the class teacher and if appropriate, external agencies. Advice is sought and recommendations for interventions followed.

5.7 Adaptations to the curriculum and learning environment

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.
- The organisation and placement of pupils within the classroom
- Accessibility to all areas of the school (see Accessibility policy)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions and support classroom teaching and learning.

Teaching assistants will support pupils on a 1:1 basis when: they have an EHCP and Section F provision notes 1:1 support; when involved in 1:1 interventions; when directed to support individuals by the class teacher

Teaching assistants will support pupils in small groups when: carrying out group interventions; when directed to by the class teacher; when supporting pre-teaching and learning.

Interventions may take place both within and outside the classroom area.

We work with a range of external agencies to provide support for pupils with SEN including: Specialist Teaching Team; The Working Together Team; Speech and Language Therapy; the Community Paediatrician and other health professionals Behaviour Outreach Service and Mental Health Support Service etc. This list is not exhaustive.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly or when the cycle has been completed
- Using pupil questionnaires if relevant
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Contact details of support services for parents of pupils with SEN

The contact details of support services for parents and carers of pupils with SEN can be found on the school's website or by contacting the SENCO. The Lincolnshire Local Offer gives extended information about support across the county.

5.11 Contact details for raising concerns

If parents have concerns if their child has SEN, they should initially approach their child's class teacher.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.lincolnshire.gov.uk/send-local-offer>

6. Monitoring arrangements

This policy will be reviewed by the SENCO and approved by the Governing Body annually.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy may link to our policies on:

Teaching and Learning

Medicines in School

Curriculum

Child Protection Policy / KCSIE

Accessibility plan

Behaviour

Equality