



**Long Sutton C of E Primary School  
Special Educational Needs and Disability  
(SEND) Policy**

**Updated May 2021**

## Contents

1. Aims.....	1
2. Legislation and guidance.....	2
3. Definitions .....	2
4. Roles and responsibilities.....	2
5. SEN information report.....	3
6. Monitoring arrangements.....	6
7. Links with other policies and documents .....	6

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

### Purpose of Policy

At Long Sutton C of E Primary School we believe that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have SEND at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve being the best they can be, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. We also aim to provide an accessible environment, in order to be as fully inclusive as possible.

### Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment and our medical policy. The accessibility plan is an integral part of this policy as is the SEND Information report.

### 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, SEND co-ordinators (SENDCos) and the SEND information report

### 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:

- A 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.

### 4. Roles and responsibilities

#### 4.1 The SENDCo

The SENDCo is Mrs Julie Moseley and available on Tuesdays. She will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have 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
- Advise on the graduated approach to providing SEND support
- 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 Head Teacher and governing board 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

The **Special Educational needs co-ordinator (SENDCo)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff including the Toy Box pre-school
- Helping staff to identify pupils with SEND and use the early identification document
- Ensuring transition for SEND pupils from Pre-school to school is positive and that the needs of the individual are recognized within planning through School Entry Plan meetings and liaison with the Area Early Years SENDCo.

- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND and working on EHCP where necessary
- Supporting class teachers in devising strategies, drawing up Individual Learning Plans (ILPs) with the teachers and reviewing them; ensuring a person centred approach, setting targets appropriate to the needs of the pupils and preparing for adulthood, and advising on appropriate resources and materials for use with pupils with SEND.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used, their child's progress and are involved as partners in the process
- Liaising with outside agencies, where possible, arranging meetings, and providing a link between these agencies, class teachers, LSAs and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- Contributing to the in-service training of staff
- Ensuring that midday supervisors and all staff are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- Ensuring the local offer is updated as necessary
- Keeping updated with the core standards set out by SCC and ensuring staff's awareness of these and other updates with the Head Teacher
- Working with all staff to complete and use the Somerset SEND inclusion Audit

#### **4.2 The SEND governor**

The SEND governor Mrs Emily Bowditch will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Head Teacher**

The Head Teacher has responsibility for:

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Overall responsibility for the provision and progress of learners with SEND and/or a disability
- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the School
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- Keeping updated with the core standards set out by SCC and ensuring staff's awareness of these and other updates with SENDCo
- Working with all staff to complete and use the Somerset SEND Inclusion Audit

#### **4.4 Class teachers**

**Class teachers** are 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
- Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENDCo
- Following and making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND about their provision and progress
- Writing and reviewing the pupil's ILP, with the support of the SENDCo as necessary, and reviewing them working on it with the pupil and parents. Reviewing each pupil's progress and development and deciding on any changes to provision
- Keeping updated with the core standards set out by SCC
- Keeping updated with the Somerset inclusion audit
- Attending SEND in school training

**Learning support staff/teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Have opportunity to speak to and hear the advice of outside agencies where appropriate

## **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:

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

### **5.2 Identifying pupils with SEND 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 SEND. We will use our initial concerns form and track changes and progress through that, an early identification document and through our pupil progress meetings. 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 through our quality first teaching, or whether some form of intervention or additional support is needed.

### **5.3 Consulting and involving pupils and parents**

We will build on all that teachers have previously highlighted to parents and then have an early discussion with parents when identifying whether a child needs special educational provision. We will involve the child at their level through their individual learning plan. 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

- We will take into account the views and aspirations of the child to ensure the child's voice is heard.
- Everyone understands the agreed targets and outcomes
- Everyone is clear on what the next steps are

#### **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 SENDCo 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, attainment and behaviour
- 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 or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When transitioning to another class we will set up lots of casual visits as well as holding moving up days. Children may need a transition book of familiar faces and locations to work on in school and at home.

On transition to other schools we will liaise with the other SENDCo and set up additional visits where possible as all pupils have a step up programme. Transition books may be needed.

The children attending Toy Box pre-school who are due to start school will have opportunity to make regular visits to the Reception Class and have contact with staff from the Reception Class. Similarly, any children from other pre-school settings who are identified as having SEND and due to start school will have opportunity to make visits to help prepare for transition.

The SENDCo also has specific planned transition meetings, with the SENDCo of the receiving schools.

## **5.6 Our approach to teaching pupils with SEND**

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 SEND. This will be differentiated for individual pupils.

Where possible we will also try to provide interventions as listed in our intervention leaflet.

We have dyslexia friendly school accreditation and this means our whole school provides strategies within class to support those with dyslexic tendencies to be independent in their learning.

## **5.7 Adaptations to the curriculum and learning environment**

To ensure all pupils' needs are met, we:

- Differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and through questioning, etc.
- Adapt our resources and staff where possible
- Follow dyslexia friendly strategies
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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## **5.8 Additional support for learning**

We have teachers and teaching assistants who have a wealth of experience in many areas. All staff had dyslexia friendly training. We have an ELSA (Emotional Literacy Support Advisor) and other staff who are trained to meet the needs of various 1:1 children.

We work with agencies to provide support for pupils with SEND as listed in our local offer.

## **5.9 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress in pupil progress meetings and through ILPs
- Reviewing the impact of interventions as a pre and post assessment
- Pupil interviews
- Meeting with parents
- Meeting with outside professionals where necessary



- Monitoring by the SENDCo
- Case studies to monitor intervention and progress
- Holding annual reviews for pupils with statements of EHC plans

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND. We do all we can to remove any barriers

#### **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We value our family feel ethos and pupils are all encouraged to take responsibility roles eg play buddies, setting up worship as a team etc
- Pupils with SEND are supported at play and lunchtimes with our ELSA to promote teamwork/building friendships etc. The ELSA also runs additional intervention.

We have a zero tolerance approach to bullying.

#### **5.12 SEND board**

This is located near the back door. It offers outreach support and activities for parents and updates. This information is also on the website.

#### **5.13 Raising concerns or making a complaint**

Should you have any concerns speak to the class teacher in the first instance. Following this contact Mrs Moseley or Mrs Reynolds and then Mrs Emily Bowditch our SEND Governor. If you wish to make a formal complaint you need to follow the school's complaints procedure which is on the [website](https://www.longsuttonprimaryschool.co.uk/wp-content/uploads/2019/03/Complaints-Procedure-and-Guidance-2019.pdf).  
<https://www.longsuttonprimaryschool.co.uk/wp-content/uploads/2019/03/Complaints-Procedure-and-Guidance-2019.pdf>

### **6. Monitoring arrangements**

This policy and information report will be reviewed **every year**. 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 links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Local offer – school and Somerset County Council