



SEND Policy 2023

Approved by:

Full Governing Body

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Long Sutton C of E Primary School
Special Education Needs and Disability (SEND) Policy
Updated June 2023

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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 (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 special educational needs (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 managing 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 Fridays and also Wednesday afternoons. She will:

- Work with the headteacher 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 Headteacher 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 Toybox pre-school
- Helping staff to identify pupils with SEND and use the early identification documents
- Helping staff work with and embed the Graduated Response using the guidance and tools provided from a County Level.
- 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 Senco.
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND and working on EHCP's where necessary
- Supporting class teachers in devising strategies, drawing up Individual Learning Plans (ILPs) with the teachers and reviewing them; ensuring a person centered 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, LSA's 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 headteacher
- Working with all staff to complete and use the Somerset SEND inclusion Audit

4.2 The SEND governor

The SEND governors Mrs Kate Stent will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school through regular meetings with the SENDCO, and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher 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
- Monitoring and identifying pupils who will benefit from SEN support through using the Graduated Response Tool and through pupil progress meetings
- 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

- Contributing to the Annual Review of pupils with EHCP's and providing the necessary and relevant information for the review process
- 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, school avoidance
- 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 the graduated response to track changes and progress and through monitoring individual progress we will then ascertain the level of support needed and constantly review what is or is not working. We use an early identification document and regular Pupil progress meetings to ensure progress is monitored and that those children not attaining are then identified and supported appropriately. 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.

When a concern raised initial assessments will be made and through this the Assess, Plan, Do, Review,(APDR) process will begin.

The class teacher will ASSESS need, then PLAN support. The class teacher will ensure they DO carry out the plan which will be REVIEWED termly. If the child makes progress and can return to universal provision, there will be no need for individualised support, however if after following 2 cycles of APDR the child is not making appropriate progress, he or she will be monitored on the SEND register and receive continued individualised support.

Within pre-school the staff will follow the same approach whereby they will note any concerns and monitor progress.

Any pupils from pre-school requiring support will be discussed during transition meetings with the school and school entry plan meetings will be carried out where necessary. These will be reviewed during the first half of the Autumn term.

The Early Years Area Senco will be contacted should the pre-school and parents feel this is necessary.

5.2(a) Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.

May face additional risks online, e.g. from online bullying, grooming and radicalisation

- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's (**Physical Intervention Policy**.) Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

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/needs
- 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.
- We will ensure all those who work closely with the young person have opportunity to contribute their observations in order to gain a whole picture of the young person
- 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 Toybox 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. Children are provided with a transition book.

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.
- Providing quieter, safe spaces for individual learning within the classroom if needed.

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.

We work with outreach support networks for additional specialist provision where needed

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) and supported accordingly
- Preparation for external visits takes place to ensure the pupil feels ready for a new experience or visit.
- 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 encourage pupils and peers to develop positive awareness of the different ways in which people learn and to be respectful of others

We have a zero- tolerance approach to bullying.

5.13 Contact details for raising concerns.

Should you have any concerns speak to the class teacher, Mrs Moseley, Mrs Reynolds and then Mrs Emily Bowditch or Kate Stent, our SEND Governors.

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

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