

Slindon Church of England Primary School**Special Educational Needs and Disabilities (SEND) Policy**

Reviewed	March 2024
Next Review	May 2025
Person/s Responsible	Laura Webb (Headteacher) and Rachel Seymour (SENCO)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy/ Child Protection Policy 2022
- Accessibility Plan
- Teachers Standards 2012
- Professional Standards for Teaching Assistants (non statutory) June 2016
- Teaching and Learning Policy
- Keeping Children Safe in Education – September 2023
- Mental health and Behaviour in schools- November 2018

Our Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

Our Ethos

The four guiding principles of the Early Years Foundation Stage underpin our school ethos. These are that:

- Every pupil is a **unique pupil**, who is constantly learning and can be resilient, capable, confident and self-assured;
- All pupils learn to be strong and independent through **positive relationships**;
- All pupils learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- All **pupils develop and learn in different ways and at different rates** including pupils with special educational needs and disabilities.

Slindon Church of England Primary School is committed to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority, the Rother Valley SEND Hub, our locality SEND Hub and a range of other agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Our staff are fully committed to providing an inclusive environment for all the children within our school. We aim to work with all stakeholders to provide the best possible outcomes for all of our children.

Slindon Church of England Primary School : SEND (Special Educational Needs and Disabilities) aims;

Our aim is to provide access to a full curriculum for all pupils, who, at any time, might be in need of additional support with regard to their academic, emotional, social or physical and mental health needs. To ensure consistency, all staff work in accordance with the guidance provided in the SEND Code of Practice 2015. All teachers in our school are teachers of special educational needs and they are supported to meet the needs of all pupils by

- identifying individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere which promotes a happy, sensitive and positive learning environment
- providing a secure environment to ensure the most effective learning for all children
- supporting individual needs in various ways: quality first; whole class teaching, small groups and one to one teaching.
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- including the voice of the child in monitoring and reviewing processes
- using a variety of teaching strategies- including adaptive teaching- to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND

What is SEND; Types of SEN (Special Educational Need)?

At Slindon Church of England Primary School we have defined the following stages of support:-

- **SEND monitoring:** children at this stage are managed by their class teacher's quality first provision and are supported through normal class planning and processes.
- **SEND supported:** children transition to this stage when the school and parents/careers feel that outside advice/additional support is needed in order for the child to be fully supported. An

Individual Learning Plan will usually be written, containing specific targets to promote individual pupil progress. Wherever possible Learning Plans will be written in co-production with pupils and their parents/carers. Pupil and parent 'voice' is important to us.

- **EHCP**: children with specific, Individual Education, Healthcare Plans are carefully monitored and supported against identified outcomes within their plan

Within the SEND Code of Practice (2015); SEND is divided into 4 categories:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia/dyslexic tendencies, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or those who have more enhanced difficulty with their focus and concentration. It may also include those who are experiencing more severe anxiety, and those who are school avoidant.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is 'additional to' or 'different from' the provision that is made as part of the class teacher's usual quality first teaching and adaptive teaching and learning approach. A register is maintained of pupils with SEND alongside information such as teacher assessments, reports and advice.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties through quality first provision. This replaces 'School Action' and is now known as 'SEND monitoring'. A cycle of 'assess, plan, do and review' is implemented by the class teacher. At this stage the SENCo may be approached for support/guidance.

When a child has a need requiring greater support than that provided by normal classroom quality first teaching and adaptive learning strategies, it may be considered appropriate to include that pupil on our school SEN Register. This is always done in consultation with, and with agreement from, parent/s/carers. Pupils included on the SEND Register are considered to require provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools. It is at this stage that outside agencies (in agreement with parents/careers) may be contacted for additional support. An Individual Learning Plan (ILP) will usually be written

which will detail individualised targets for that pupil. ILP's are reviewed termly in collaboration with the child, parents/carers and class teacher with guidance from the SENCo.

ILP's help us to ensure that the curriculum across the school is inclusive for a range of individual needs. The stage described above replaces 'School Action Plus'

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans an annual review meeting has to be held in addition to this. If there is a significant change in the needs of a pupil with an EHCP, an additional review may be held.

How is SEND Managed at Slindon Church of England Primary School?

A Graduated Approach to SEND Support

At Slindon Church of England Primary School we have a graduated approach to SEND Support. Our first priority is to ensure "quality first teaching". In this we look for:

- highly focused lesson design with sharp objectives and adaptive teaching, catering for all learning styles and needs.
- ample opportunities for children to learn in a practical manner.
- resources which remove barriers to learning
- high demands of pupil involvement and engagement in learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including managing (in collaboration with the SENCo) support from teaching assistants or specialist staff.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Senior management and the SENCo meet regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and moderation, and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, make regular assessments of the progress made by all pupils. Within this they will seek to identify pupils making less than expected progress given their age and individual circumstances. For example, progress which:

- 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.

Where a pupil is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise than previous cycles in order to match interventions to the SEND of children and young people. Our schools ILP's (for any need) are based on this graduated response.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (with parental consent)

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Head teacher, subject leaders and the SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal.

MANAGING PUPILS' NEEDS WITHIN OUR SCHOOL

Children included on the SEND Register will usually have an Individual Learning Plan (ILP), which will detail small-step (and whenever appropriate), measurable targets for the pupil to work towards. The targets – also referred to as outcomes- are written by the class teachers and will include advice and strategies as recommended by any external agencies who have been contacted concerning the pupil. Parents and pupils are encouraged to share their 'voice' to the ILP so that the document reflects their thoughts too. The ILP is designed to be a working document which is updated to reflect the current needs of the child at least three times each academic year. Parents and pupils are invited to be involved in the reviewing process and with the setting of new targets/outcomes. This usually happens during parent consultation meetings.

Class teachers are responsible for reviewing and evidencing progress towards the targets/outcomes as detailed in the ILP. Measurable targets are used to track any small-step progress that the pupil has made. The SENCo reviews all the ILP's provided by class teachers to ensure consistency of reviews across the school and appropriateness and quality of outcomes.

Education, Health and Care Needs Assessments:

If, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of a child or young person, that child or young person has not made expected progress, the school or parents might want to consider requesting an Education, Health and Care Needs Assessment. Such assessments are carried out in accordance with local authority guidance. It is very much preferred for a needs assessment to be co-produced between home and school.

Criteria for exiting the SEND Register:

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents are taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be reinstated.

Supporting Pupils and Families:

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting Medical Conditions within our school:

Our school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. The school has an established procedure for 'supporting pupils at school with medical conditions'.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. The systems and structures that are in place around our school's SEND provision and practice, are reviewed regularly and staff are kept updated. Staff are actively encouraged to discuss the needs of individual pupils and training needs will often be identified from such discussions.

Teaching and support staff will be made aware of training/consultation opportunities that relate to working with children with SEND. These are generally displayed on the staff notice board or might be emailed directly to staff. The school's SENCo regularly attends the Rother Valley Inclusion Hub and the Locality Hub meetings in order to be informed about local and national updates in SEND. The SENCo also attends the SEN Leadership Forums which are hosted by the West Sussex SEND Team. (SENAT).

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head teacher, have a legal responsibility for determining the policy and provision for pupils with SEND. The Governing Body maintains a general overview and has an appointed representative (Mr Philip Johnson) who takes a particular interest in SEND.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND partake in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs
- practice is in accordance with the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, to inform self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school

- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, writing ILP's, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers 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 existing school assessment information
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- ensuring their knowledge around SEND is current and up-to date.

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- be fully aware of individual pupil's ILP targets and use the school's procedure for giving feedback to teachers about such pupil's progress.

TAs work as part of our teaching teams and have a valuable and important role in implementing ILP targets and monitoring pupil progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be carefully stored in a locked filing cabinet. SEND records will be passed on to a child's next setting when he or she leaves our school. The school has a Data Protection Policy/ confidentiality policy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLAINTS

Complaints from parents or carers in relation to SEN are managed within our school complaints procedure (see complaints policy).

The local authority can be contacted if it is considered that a complaint has not been dealt with adequately: https://westsussex.local-offer.org/information_pages/227-complain-about-a-school-college

For families in receipt of an EHCP who have specific complaints about the plan, its procedures or content, the local authority can be contacted in accordance with the SEND Code of Practice: https://westsussex.local-offer.org/information_pages/156-compliments-complaints-and-referrals-in-regards-to-education-health-and-care-plans-ehcp

LINKED POLICIES/DOCUMENTS

- Accessibility Plan
- Behaviour Policy
- Exclusions and Anti Bullying Policy
- Complaints Policy and Procedure
- Data Protection Policy
- Equality Plan and Procedure
- Use of Reasonable Force & Restraint policy (as detailed within our Behaviour Policy)
- Intimate Care Policy
- Supporting Pupils with Medical Conditions

REVIEWING THE POLICY

This policy will be reviewed by the Headteacher and SENCO on an annual basis.

It will be updated if there are any changes to the information made during the academic year so that it accurately reflects current practice within our school

It will be approved by the governing body.