



Trimley St Mary Primary School

SEND Policy

Policy Title	SEND
Legal Requirement	Yes
Review Cycle	Annual
Lead Personnel/Committee	SENDCO
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Trimley St Mary Primary School
SEND Policy 2023



This policy is based on:

- The Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

It should be read in conjunction with the following documents:

- The inclusion policies on teaching and learning,
- The safeguarding policy,
- The school curriculum,
- The single equality policy
- The assessment, recording and reporting policies.
- The accessibility plan
- The equalities policy
- The behavior policy
- The policy supporting pupils with medical conditions.
- The social, emotional and mental health policy

Our Aims

At Trimley St Mary Primary School, we are committed to the fact that every child is an individual with their own needs and personality so offering each child a personalized, inclusive, stimulating and varied curriculum that supports their needs and interests is necessary to enable achievement. We believe every child has the right to the opportunity to reach their full potential and achieve success whatever their needs or abilities.

‘If we believe we will achieve’.

Those pupils who have special educational needs (SEND) at some time in their school career may need a range of adjustment throughout their time in school, while others only need a little extra support for a short period to help them overcome more temporary difficulties. At Trimley, the practice, management and deployment of the school's resources are designed to ensure all children's needs are met when needed. We aim to identify each child's needs so we can provide all pupils with the strategies necessary to succeed within a challenging learning environment giving them meaningful access to the National Curriculum.

Admission Arrangements

No child will be refused admission to the school solely on the grounds of their SEND. We are committed to the removal of any barriers to pupils with SEND enjoying the same activities as other pupils. Our extra-curricular activities and school visits are available to all of our pupils, including the breakfast and after-school clubs.

All pupils are expected to go on our residential trips and educational visits and all pupils take part in sports days, school plays, and any special workshops, Adjustments are made as necessary.

Definitions

Definition of Special Educational Needs (SEN)

The SEND Code of Practice (2015) defines that a pupil has special educational needs; **‘where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’**

Definition of Disability

Some children with SEN also have a disability. The Equality Act (2010) defines a disability 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.’**

Special educational provision is educational provision that is additional to, or different from, that set generally for other children or young people of the same age by mainstream schools.

Objectives

Our objectives are to;

- work in partnership with parents/carers.
- ensure that learners are given the opportunity to express their views and are involved in decisions which affect their education.
- ensure that all pupils, whatever their special educational needs, are identified as early as possible and receive the appropriate personalized educational provision through a relevant and meaningful broad and balanced curriculum.
- enable all pupils to have high expectations and aspirations to make the best possible progress.
- take a pupil-centred approach where reasonable adjustments are made without overtly drawing attention.
- give pupils with SEND equal opportunities to take part in all aspects of the schools provision and the wider community (as far as is appropriate).
- follow an assess, plan, do, review cycle where pupils' progress and needs are continually monitored and recorded through an Individual Support Plan (a Pupil Passport).
- apply the views and wishes of staff, parents, children and governors in the creation of a purposeful learning environment.
- ensure a high level of staff expertise to meet pupil need, through focused continuing professional development and support.
- promote the involvement and effective partnership with the Local Education Authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of learners as needed.
- use a range of resources, programmes and techniques to support children to meet their targets.
- promote the children's confidence and the development of a positive attitude.

Roles and Responsibilities of staff and Governors

All staff involved are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs, giving feedback to parents of pupils with SEND.

Class teachers

The first step in meeting a pupil's additional needs is through access to quality first teaching that is adapted to the individual's needs. Most pupils will have their additional needs met through quality first well planned classroom teaching involving high expectations, flexibility according to progress and adaptive strategies, based on what works.

With this in mind teachers are responsible and accountable for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions with children with SEND and how they can be linked to classroom teaching
- Working with the SENDCo to review pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Regular liaison with parents/carers
- Small group interventions (inside or outside the classroom) which gives the child the opportunity to address gaps in learning or work at a different pace.

The SENDCo

The special educational needs co-ordinator (SENDCo) for the school is; Mrs.S.Smith. She is responsible for:

- the day-to-day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHCP.
- liaising with the class teacher when carrying out detailed assessments and observations of pupils who are experiencing difficulties in learning
- assisting in the monitoring and evaluation of the progress of pupils with SEND through the use of the school assessment strategies.
- providing support to colleagues to enable pupils with SEND receive appropriate access to quality first teaching.
- Advising on the graduated approach to provide SEN support
- Working with the Headteacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - liaising closely with parents of pupils with SEND, as partners in the process alongside class teachers.
 - Being the point of contact for external agencies, especially the local authority and its support services and seeking specialist advice as needed.
 - contributing to the in-service training of staff and supporting all staff to play a part in identifying and supporting SEN pupils.
 - managing learning support staff/teaching assistants
 - ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and individual issues for pupils.
 - liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to another.
 - applying for LA High Tariff Funding.
 - maintaining the school's additional needs register in close liaison with the school's Parent Support worker. Records including the whole school provision map, displaying ongoing support and interventions are also maintained.
 - Setting up and monitoring the progress of small groups working with specialist support agencies e.g. Speech and Language Therapist.

The role of the Governing Body

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

The governing body ensure that:

- SEND provision is an integral part of the school improvement plan
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- they report to parents on the implementation of the school's SEND policy through the SEND Information Report, published on the school website.
- they have regard to the requirements of the SEN Code of Practice
- parents are fully involved in their child's special educational provision.
- they are fully informed about SEND issues, so that they can play a part in school self-reviews
- they set up appropriate staffing and funding arrangements
- the quality of SEND provision is regularly monitored by the appointed SEND governor representative who is; Mr. A Mortimer
- Helping to raise awareness of SEN issues at governor meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the governing body
- Working with the Headteacher and SENDCO to develop the SEN policy and provision in the school

The Headteacher

The Headteacher will:

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

Partnership with parents/carers

We believe that parents/carers know their child best and as a result a child is most likely to reach their potential when their adults are active in their child's education, working in partnership with school. The sharing of their unique knowledge and experience of the pupil plays a vital role in pupil's achieving their potential.

Class teachers meet formally with parents/carers at least termly to discuss progress. In addition to this, class teachers will always be willing to discuss a child if they or parent/carer feel there is a need to. The SENDCO is also available to parents/carers to talk about a pupil's needs, progress and provision.

The SEND information report is on the school website and records the latest information for parents.

We also have a Parent Liaison Officer, Mrs R Barkworth, who can be contacted via the school office about any concerns.

The identification of Special Educational Need

The SENDCO and Headteacher organise the provision for a range of needs and deploy additional staff to deliver appropriate interventions. The SEND Code of Practice (2015) describes four broad categories of need:

- Communication and interaction

Speech, language and communication needs (SLCN) are within this area of need. This may mean that the child requires support with speech production or understanding or expressing spoken language. Children with autistic traits fall within this area..

- Cognition and learning

This area of need covers learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD). Specific learning difficulties encompasses a range of conditions including: dyslexia, dyscalculia and dyspraxia or ‘developmental coordination disorder’.

- Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. Provision needs to meet the underlying causes of the behaviour rather than just address the behaviour. Due to the nature of this area of need, the child may also have associated learning difficulties.

- Sensory and/or physical needs,

Many pupils with sensory impairments, vision impairment (VI), hearing impairment (HI) or a physical impairment will need specialist support.

We are aware that other factors may impact upon a child’s progress and attainment but are not in themselves a special educational need. The factors may include;

1. Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all schools provided under current disability equality legislation but this alone does not constitute a SEND)
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language (EAL)
5. Being in receipt of the pupil premium
6. Being a child-in-care
7. Being a child of a serviceman/woman
8. Family breakdown

Most children with these factors are included on the school’s additional needs register. This may be for monitoring purposes.

Identifying pupils with SEN

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice 2015. In consultation with parents we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

At Trimley we have a criterion of need based on the four SEND headings and these are used to support the identification of need and allocation of provision. (see criteria appendix)

Early Identification

We are committed to early identification of special educational needs. We acknowledge this is essential to enable children with SEND to be supported appropriately to make every effort to reduce the level of need as children progress. This does not mean labelling a child, as in the main, children who receive the appropriate support will then need less intervention as time progresses. Class teachers assess each child’s skills and attainment to establish a baseline when they enter school (this builds on previous settings as appropriate) . A Speech and Language Therapist carries out a WELLCOMM screening assessment on entry.

Assessing and reviewing pupils' progress towards outcomes

Regular assessments of progress continue for all pupils, considering the expected progress and attainment. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is needed we value discussion with the pupil and their adults. This is to enable everyone to develop a good understanding of the child's areas of strengths and difficulty and takes account of parents' concerns. This helps to determine whether something different or additional is needed. In this way, everyone involved agrees the needs and aims for the child and support and strategies applied. Assessments are reviewed regularly to monitor the effectiveness of the support and interventions and their impact on the pupil's progress. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access learning.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font.
- Differentiating our teaching, e.g .giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, increased use of equipment.

The Graduated approach

We adopt a graduated approach to meeting each child's special educational needs in line with the Code of Practice (2015). We apply the four-part cycle of **assess, plan, do, review** cycle:

Assess

A range of evidence is collected from whole-school assessments . These include Foundation Stage baseline assessment, Phonics Screening in Year 1, termly assessments in English and Maths in each year group, statutory assessments at the end of year 6 as well as maths. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, and through the marking and evaluation of work.

If needed individual reading, language and spelling, number and phonics tests are used.

Plan

The class teacher will plan the curriculum and may ask the SENDCo for support in meeting the needs of the child with SEN. The support may involve an additional programme of support, in groups or one to one focused on a specific area of need. The child's strengths and views are a vital aspect of planning as they are often aware of their own needs and what will help them. Because of this they record their views with an adult of what they do well, what they find difficult and what they feel they would like to happen to help them on their planning passport or on an individual profile page. The passport involves the setting of short term focussed targets (SMART targets). These are specific, measurable, achievable, realistic and time sensitive. The strategies to achieve the desired outcomes are also recorded.

Teachers ensure that the passport is signed by the parent/ carer as part of the process (Should it prove difficult to gain parent/carer's input a note is placed on the pupil passport). A date is set when the plan is to be reviewed.

Do

Parents/carers and the child are involved in writing the passport with the class teacher (and SENDCo as appropriate). A copy of the passport is given to be used at home as well as a copy for the child to keep in school as a live record of progress. Each child has ownership of their passport as they are used on a daily basis.

Review

Progress is constantly reviewed and adaptations to the passport are made according to need. Changes in interventions can be identified, frequency and support at home may be needed to ensure a flexible approach is followed. New plans are written and reviewed at least once a term and the cycle continues until it is agreed with parents/carers that the child no longer needs a plan. It might need to be more intensive where external advice and / or support from other professionals is sought. (This tends to follow two cycles of plan, do, review with little progress).The review timetable of the full plan is as follows:

Autumn Term

The first pupil passport of the year is available for discussion at the Autumn Term parents evening, or at a separate appointment based on assessments, the summer term review, and previous discussion with parents. Early identification is key. Any interventions have a time limit and explicit targets.

Spring Term

The Autumn term programme is reviewed and in light of the review a new plan is written in the pupil passport ready for discussion at the Spring term parents evening (or a separate appointment can be made).

Summer Term

The Spring term passport is reviewed in July and the outcomes discussed with parents prior to end of term. Signed copies are transferred to the new teacher **PRIOR** to end of term, via the yellow folder, so that the receiving teacher is aware of the level of need.

Additional Needs Register

Following the SEND Code of Practice (2015) a child who has not made progress despite appropriate adaptations in class, suggests that there might be a special educational need. The school maintain a register of those pupils who are receiving SEND support following consultation with parents. A child may be put on the register because:

- they enter the school with an EHC plan or an IHC plan.
- there is a medical problem, requiring extra support/resources to access the curriculum, or with self-help skills
- the child has a difficulty with an aspect of speech and language that is hindering progress
- they have been identified through year group professional dialogues
- that emotional difficulties are preventing the child from making expected progress, and access to extra support is deemed to be required.
- They are involved with a specialist agency on entry to school.
- The individual's is not making progress in comparison to their peers and national data

The register is constantly updated and if progress deems a child no longer needs to be on the register by school and parents/carers, they will still be closely monitored by the class teacher.

Resources

- The school provides extra resources to support children with SEND as appropriate within the school's delegated budget. This is reviewed annually. This may include support from our regular specialists e.g. Speech and Language therapist. Additional training for the teacher or the purchase of classroom resources may be called for to support a pupil within the classroom setting.
- Children who have particularly complex needs may qualify for High Tariff Needs funding in order to provide specific support for their needs. This is applied for through the Local Authority each term. There is a clear criteria for each level of need and this has to be met through an evidence submission. This contains the school's view of the child's needs and provision necessary to support those needs. The Local Authority assesses the evidence to decide if the funding requested should be allocated.

Liaison with outside agencies

If it is felt that a pupil is not making expected progress despite significant support following two cycles of the assess, plan, do review approach, further advice and support can be sought. This may be for a specialist assessment of needs and to develop provision in light of the results or it may be to offer advice from health and social care bodies, local authority support services or voluntary sector organisations depending on need such as ;

- Educational psychologists
- Speech and Language Therapists
- Occupational therapists
- Physiotherapists
- Community paediatricians

- School Medical Services-School Nurse
- Child and Family Consultation Service
- Advisory service for Hearing or Visually Impaired children
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support workers
- Specialist Education Service

The professionals involved will be invited to contribute to the monitoring and review of progress, to provide effective provision.

The LA specialist services meet with the SENDCo and Headteacher once a term to review progress and strategies across the school and offer support and advice as needed through the Local Authority SEN Toolkit. There is also a half termly forum for SENDCos to share practice.

Transition

There is close liaison with local schools so support for all transitions can take place effectively. The additional steps needed for those children with SEND when moving schools is highly personalised depending on need and the receiving school.

When pupils are due to transfer to high school in most cases extra induction sessions takes place for those with SEND needs. The SENDCo and Phase Leader liaises with the SENDCo of the receiving High schools/Academies to ensure that effective transition arrangements are in place to support pupils as soon as the new school attendance begins.

Education Health and Care Plans

Some children, if they have not made progress over time, may require an Educational Health Care Needs Assessment (ECHNA). This is in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan. A referral for an Educational Health and Care needs assessment may be requested by the child's parents or the school or anyone else acting in the interests of the child. The Local Authority criteria for carrying out an assessment is very specific and tend to consider children who will always need support to learn because of a disability or for children to access alternative provision at some point as their attainment shows they are unable to access the mainstream curriculum successfully.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible provision for them across education, health and social care. An Education Health and Care plan (EHC plan) is a legal document where progress and the support outlined will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress an ECHP can be discontinued by the Local Authority.

Supporting Children with medical conditions

Please see the school policy on 'Supporting Children with Medical Conditions policy'. Those children with SEND who also have a medical condition will be supported to have the maximum access to the curriculum. For those with a disability, school comply with its duties under the Equality Act (2010)

Training

The SENDCo and Headteacher takes responsibility for prioritising the training needs of staff. It is a key priority of the school for all staff to take part in whole school SEND training as well as undertake specific courses and/training matched to appropriate staff. This may be according to individual interest and expertise or the SEND needs of the children they are working with. The SENDCo and class teacher work directly with staff who need additional training to support a pupil with SEN. It is very important to keep up to date with the most recent information regarding SEND. We keep up-to-date records of training undertaken in the different areas of SEND and the Headteacher and SENDCo allocate staff to training if there is an unfilled need. Staff can request additional training to support the needs of an individual. In the last academic year staff have taken part in training to support children with dyslexia, dyscalculia, dyspraxia,

PDA, autism, sensory support, ADHD, Global delay, emotional and behavioural difficulties and speech, language and communication difficulties.

Arrangements for monitoring and evaluation

We evaluate the success of the school's SEND policy and the effectiveness of provision for pupils with SEND regularly by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after the allocated weeks (depending on the intervention)
- Using pupil views, perceptions and questionnaires
- Consistent monitoring by the class teacher
- the school action plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff.
- Monitoring of procedures and practice by the SENDCO and SEND Governor
- Holding annual reviews for pupils with EHC plans
- monitoring of classroom interventions by the SENDCO and subject coordinators
- continuous analysis of pupil tracking data and test results for individual pupils and for cohorts

Safeguarding

We recognize that pupils with SEND may be more vulnerable to issues involving safeguarding. In accordance with 'Keeping Children Safe in Education' all staff are aware of the paramount importance of safeguarding for all children. Refer to the school's safeguarding policy.

Complaints about SEND provision

If parents have any concerns firstly, contact the child's class teacher as they work with the child on a daily basis. If it is felt that concerns have not been fully addressed, or if preferred, a meeting will be set up with the SENDCO or Headteacher.

If parents feel concerns have still not been adequately addressed and wish to make a complaint, refer to our 'Complaint Procedure Policy' for full details of the complaint procedure. This is available on the school website.

Reviewing This Policy

This SEN policy is reviewed annually and any necessary changes made. It will also be updated if any changes to the information are made during the year. Once reviewed the policy will be formally ratified by the Governing Body. Through our direct work with parents/carers and the pupils themselves we continually seek to gather their views. These views are recorded through direct contact/conversations, pupil and parent questionnaires and pupil perception interviews. The views gathered then feed into the policy review to ensure that they are represented.

Contacts:

Special Educational Needs Coordinator: Mrs. S Smith

Headteachers: Mrs H Lamb, Mr P Murray.

Governor with responsibility for SEND: Mr A Mortimer

Chair of Governors: Mrs C Scott

Local authority: Suffolk County Council

Review Autumn term 2024

Glossary

Annual review: the review of an EHC plan, which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs Co-Ordinator (SENDCo): A qualified teacher in a school who has responsibility for co-ordinating SEN provision.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

Links

Equality Act (2010) (<https://www.gov.uk/guidance/equality-act-2010-guidance>)

Keeping Children Safe in Education (2018)

(https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?mc_cid=b065197ed7&mc_eid=be4bed0253)

SEND School Information Report (*school website*)

Safeguarding Policy (*school website*)

Accessibility Plan (*school website*)

Supporting Children with Medical Conditions Policy (*school website*)

Suffolk County Council's Local Offer

(<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>)

Special Educational Needs and Disabilities Code of Practice: (2015)

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

For adoption by Governing Body October 2021

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within English.

