

SEND Policy

Introduction:

The SEN policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- c) are under compulsory school age and fall within the definition at a) or b) above, or would do so if special educational provision was not made for them.

(taken from Section 1.3 of the SEN Code of Practise)

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development, mental health.
- sensory and/or physical needs;
- medical conditions.

Children may have special educational needs either throughout or at any time during their school career. We will assess each child as required and make the appropriate provision, based on their identified needs.

Aims and Objectives

- Ensure we meet the needs of all pupils with SEND, whether they are physical, intellectual, social, emotional or behavioural.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child
- Identify at the earliest opportunity, assess, plan, do and review progress of pupils with SEND.
- Enable every child to experience success and have high aspirations for all children including those with SEND.
- Maximise the use of support services.
- Use the widest possible range of support and intervention strategies in helping children to make the maximum amount of progress.

Equal Opportunities

Southwold Primary School and EYC is an inclusive school. We recognise that all teachers are teachers of SEND. We believe in equal access to learning for all children. We aim to recognise the needs of each individual child according to ability and aptitude. Our approaches and resources reflect balanced, positive images of race, gender and disability. We aim to ensure girls and boys are equally encouraged to participate positively and to achieve their potential

Curriculum

All children with SEND are encouraged to access all aspects of the curriculum. In order to meet the learning needs of all pupils, teachers use adaptive teaching strategies. Where pupils are identified as having special educational needs, the school provides for these needs in a variety of ways. The provision for pupils is related specifically to their needs. Children identified as SEND have access to the following additional support:

- In class support for small groups with a Teaching Assistant (TA).
- Small intervention groups withdrawn with TA support.

- Individual support either in class or withdrawn.
- Adapted resources.
- ICT resources eg: iPads, computer programmes.
- Our children with the most significant need are educated within The Willows, our Enhanced Provision.

Teaching Approaches

Children with SEND are included in all aspects of school life (wherever possible). Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. Teachers use a variety of strategies, resources and support staff to ensure all children have equal access to the curriculum. This curriculum may be modified or individualised to address individual needs.

Staff Training

Staff training is achieved through a combination of in-house and external agency led. Individual training can be arranged for staff, responding to the needs of our children at a particular time. Staff also seek advice from other schools. Staff work closely with external agencies and take on board strategies and advice from them.

Monitoring and Review

A register of children with Special Educational Needs is updated twice a year, October and March. Children's progress is updated at the end of each term (3 times a year). Progress is tracked by the SENCo and Senior Leadership team. We use the B-Squared assessment tool to record the progress of our SEND pupils.

Identification of Need

Concerns around SEND are shared by the class teacher with the SENDCO and parents in the first instance. The class teacher and SENDCO will plan some interventions and strategies to implement in the classroom and discuss with parents. After an agreed period of time, we will review the interventions and discuss their impact. In some cases we may then involve other agencies such as: GP, Paediatrician, Health Visitor, Educational Psychologist, Inclusive Education Service and Speech and Language Therapy. The Routes to Inclusion document is also used to identify the needs of children on the SEND register and provides strategies and ideas for provision.

Identification is carried out through a combination of:

- Informal and formal observation.
- Work analysis
- Tracking through data three times a year.
- Formal testing procedures such as Literacy screening for Dyslexia.
- Concern forms provided by the class teacher.
- Information from previous school.
- Information from pre-school services such as Portage.

Concern	Initial concerns noted by the class teacher and recorded on a Concern form, parents/carers informed, needs met by the class teacher/TA, progress monitored.
SEND	At this stage, a child will be on the SEND register. Where appropriate, a Provision Map is completed, outlining areas of difficulty, targets and a timetable highlighting when provision will take place. These are shared with parents at Parents Evenings. Children at this stage may also receive funding from the HLN (High Level Need) budget for additional adult support. Advice/support strategies will be sought from outside agencies.
EHC Plan	An EHCP will be considered when a child has complex SEND that requires extensive provision or they have demonstrated significant cause for concern over an extended period of time. An EHCP can be requested by the child's school, from

a parent or a referral by another agency by completing the referral form available from Nottingham City SEND Service

Assessment

From September 2015 the introduction of the new National Curriculum and Life Without Levels has meant that School has introduced a new assessment procedure for pupils in Year 1 to Year 6. Pupils with SEND will be assessed within this structure and their progress will be monitored accordingly. The teacher will use both standardised tests (completed termly in reading, grammar, spelling and maths) and evidence collected from work and observations in class to inform their judgements about what level a child is working.

Assessment grades are as follows:-

Working Below the Expected Standard

Working Towards the Expected Standard

Working At the Expected Standard

Working At Greater Depth

However, for some children with SEND the steps within, and between the year group indicators will not be achievable and therefore for those children there will be a need to record and monitor the smaller steps of progress they have made based on their achievements so far, ensuring aspirational targets continue to be set. Children will be tracked against the National Curriculum objectives that represent the year group or age at which they are working. This may be different to their chronological age. For example, a pupil in Year 3 may be tracked against Year 2 objectives in reading and will be given an assessment grade (see above) in line with the year group objectives they are working within.

For children in Years 1 to 6 who are working at a pre-key stage level, an assessment system called B-Squared is used.

Children in the Early Years Foundation Stage continue to have their progress tracked using the ages and stages bands within the Development Matters document and the Early Years Foundation stage curriculum guidance towards the Early Learning Goals for the EYFS Profile, which is completed at the end of Reception. We use Development Matters as the main form of assessment which is then inputted onto Arbor under headings of WTS, BLW, or expected.

For some children with SEND, it may be appropriate to use another assessment system in addition to the EYFS Profile in order to evidence smaller steps in progress. In this instance we use B-Squared. Targeted interventions are planned and implemented during Continuous Provision to address any gaps.

Teachers must use the **Engagement Model** to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones.

Pupils at year 2 and 6 take statutory National Curriculum tests (SATS). Some pupils including those with SEND may be working below the standard of the test and will be unable to participate using suitable access arrangements. The Headteacher will consult with parents and other professionals however the school will make the final decision as to whether or not a pupil is able to participate in the tests.

Some pupils may require Access Arrangements to enable them to participate in the tests, those pupils may be:

- Pupils with a hearing or visual impairment
- Pupils who use sign language
- Pupils with an EHC plan
- Pupils receiving SEND support who learning difficulty or disability affects their ability to access the tests
- Pupils with a disability
- Pupils who are unable to sit and work for long periods because of social emotional or behavioural difficulties

- Those with limited fluency in English

Access Arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage. School will consult the following when making decisions about eligibility to access arrangements:-

- Key Stage 2 Tests: test administration guidance (TAG) and results updated April 2015
- Assessment and reporting arrangements 2016 KS1
- Assessment and reporting arrangements 2016 KS2
- KS2 tests – how to use access arrangements (www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

For children with SEND assessment should consider wider outcomes, so consideration should be given to measuring progress in communication, social skills, physical development, resilience and independence. At Southwold all of these things are considered when measuring the progress of our children with SEND.

Mental Health

We actively promote the children's wellbeing and mental health within the school curriculum (PSHE) and within assemblies, daily life and overall ethos.

We recognise the importance of a child's positive self-esteem, self-confidence and resilience to deal with aspects of life as they arrive.

Specifically we are aware that individual pupils may have mental health needs. We see it as our duty to attempt to recognise such needs and in consultation with parents/carers refer to Children and Adult Mental Health Service (CAMHS) and/or local GP.

We have a Learning Mentor in school who carries out 1:1 'check in's', holds Theraplay and Lego therapy sessions and 'Circle of Friends' groups. Two afternoons a week we have support from the Mental Health Support Team who work 1:1 with pupils from the age of 8.

Support Services available to us as part of Nottingham City's Local Offer:

- The Sensory and Physical Team
- Learning Support Team
- Autism Team
- Behaviour Support Team
- Community, Child and Adolescent Mental Health Service
- Community Educational Psychology Service
- BEMHS – Behavioural and Emotional Mental Health Service.
- Speech and Language Therapist
- The Continence Team
- School Nurse
- Social Care
- Disabled Children's Team
- Community Paediatric Services
- Occupational Therapist
- Physiotherapist.

For further information, please see: www.nottinghamcity.gov.uk/localoffer

Admission Arrangements:

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to

provide effective educational provision. Disabled access is provided into school at all the external doors. There is a disabled toilet in the entrance hall which is used by staff and visitors. There are no stairs within the school.

Role of the Coordinator

The Code of Practice requires each school to have a member of staff to take on the role of the SENCO, whose training will be supported by the school and will be given an allocation of time to carry out their duties and responsibilities. The SENCO is responsible for co-coordinating the strategic development and the day-to-day operation of the school's SEND policy. In addition to this the SENCO is responsible for:

- Liaising with parents and other professionals in respect of children with SEND
- Advising and supporting teachers in school regarding the graduated level of support, appropriate resources and strategies to support learning
- Ensuring that relevant background information and current provision documents, including records, about individual children with SEND are collated and updated
- Recording and updating a register of children with SEND
- Liaising with the SEND governor
- Arranging annual reviews for all pupils with an Education, Health Care Plan and termly reviews for all children with SEND
- Monitoring the provision and progress of children with SEND
- Leading training in school on SEND as appropriate
- Working closely with all staff
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- To provide and update the minutes from review meetings.
- To liaise with parents and advise them when external agencies will be working with their child.
- Liaising with the relevant Designated Teacher where a Looked After Child has SEND
- Ensuring that appropriate transfer arrangements are in place.

The role of Class Teachers:

- To begin to identify, in liaison with the SENCO and parents, children who have difficulties in learning
- To know which pupils in their class are on the SEND Register and at which stage
- To ensure all aspects of learning are adapted to fully meet the needs of all pupils
- To write individual Provision Maps for pupils with SEND (where relevant) and those with an EHCP
- To ensure that these Provision Maps are reviewed with the parents (and child if appropriate) at least twice a year and at least annually for an EHCP
- To ensure TAs are deployed effectively within their class or when doing group interventions.
- To liaise at least half termly with The Willows staff to review and monitor the progress of any pupil in their class who attends the provision, either on a part time or full time basis.
- To engage with any pupil in their class who attends 'The Willows' every two weeks to ensure links with the pupils and staff in the provision.

The role of Teaching Assistants:

Under the guidance of the Class Teacher and SENCO to:

- Carry out activities and learning programmes/intervention and to keep records of this work as requested
- To support children in class or by withdrawing individuals/small groups to deliver specific intervention
- To feedback to Class Teacher and SENCO about the progress of individuals they support
- To be fully aware of the school's SEND policy.

Role of the Governing Body and Headteacher

The Governing Body and the Headteacher are in a monitoring role to:

- Ensure the school meets its statutory requirements and responsibilities, with regard to SEND

- Support the SENDCo
- Oversee SEND provision and its effectiveness.
- Ensure that there is appropriate and sufficient staff training.
- SEND Governor to meet with SENDCo at least once a year.

Role of Parents and Carers

We encourage parents/carers to be as fully involved with the SEND provision for their child as possible. Parents are encouraged to attend termly review meetings with the class teacher and SENDCO. Parents are welcome to discuss any aspect of their child's provision with the class teacher, SENDCo or Headteacher at any time. We hold a fortnightly parents' coffee afternoon for parents to meet and chat informally with each other. At least twice a term we will invite an outside agency/professional to attend these meetings and speak to the parents.

Transition

In order to ensure a smooth transition, Southwold Primary School and EYC will make arrangements to share all relevant information with the child's next placement including written records, visits and meetings.

Transition arrangements between schools may include:

- Meetings between SENCOs
- Transition booklets – photo and sign/symbol supported
- Extra transition visits
- New Class Teacher invited to summer term provision meetings
- Individual transition programmes (if appropriate) when changing school.

Transition within Southwold, between key stages and classes may include:

- Transition booklet – photo and sign/symbol supported
- Extra transition visits
- Transition meeting between current and new class teacher
- One Page Pupil Profiles completed to pass on to next class teacher with guidelines on how best to support the pupil
- New class teacher to meet parents/carers
- Paperwork such as Concern Forms and Provision Maps to be shared.

When pupils transition to Southwold from other settings it may be necessary to put in place a phased entry. This allows us to assess/understand a pupil's needs and consider what arrangements need to be made to best meet these additional needs. A phased entry enables us to gradually build up the pupil's familiarity with staff and the setting.

Complaints:

If there are any complaints relating to the provision for pupils with SEND, these will be discussed initially with the class teacher. If this isn't resolved an appointment can be made with the SENDCo and Headteacher. The Chair of Governors may then be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Date of Issue

January 2024

Next review date.

January 2026