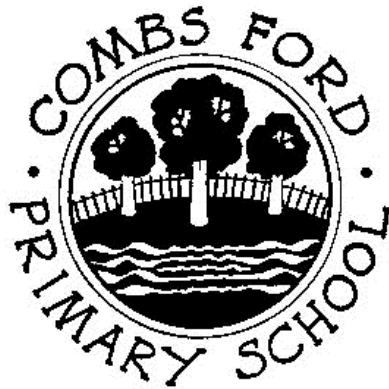


Combs Ford Primary School

Special Education Needs and Disabilities (SEND) Policy



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Introduction

At Combs Ford Primary School, all children are valued as individuals. We seek to meet their needs and nurture their talents. We are committed to inclusion and structures within school to support this.

This policy was reviewed and updated in September 2022 in line with the [0-25 Special Educational Needs and Disabilities Code of Practice 2015](#), the [Equality Act 2010](#) the [Disability Equality Duty 2006](#) and the [Children and Families Act 2014](#).

Combs Ford Primary School provides a broad and balanced curriculum for all children. [The National Curriculum](#) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. 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. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs or disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

Section 1 – School Arrangements

1. Definitions

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them, which is additional to and different from the provision our well-differentiated curriculum offers all children in school (as defined by the [SEN Code of Practice 2015](#)).

Children have a *learning difficulty* if they:

- a. Have a significantly greater difficulty 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 education authority.

Special educational provision means:

- a. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (Local Authority), other than special schools, in the area.
- b. For children under two, educational provision of any kind.

See [Section 312, Education Act 1996](#).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A disability is described in law ([Equality Act 2010](#)) as ‘*a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

2. Aims and Objectives

Our aim is for each child to achieve excellence at his or her own level, academically, socially, creatively and physically.

The aims of this policy are:

- To create an environment that meets the special educational needs and disabilities of each child;
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children’s special educational needs and disabilities;
- To ensure that parents are able to play their part in supporting their child’s education;

- To ensure that our children have a voice in this process;
- To modify, as necessary, the National Curriculum to provide all children with relevant and appropriately challenging work at each key stage;
- To set suitable learning challenges;
- To respond to children's diverse learning needs;
- To overcome potential barriers to learning and assessment for individuals and groups of children.

3. Key Objectives for September 2022 – July 2023

- To ensure all children have access to quality first teaching and are accessing the classroom for the majority of their day.
- To introduce Provision Map – a programme to record children's targets, provision and their impact.
- To use WellComm and NELI (Nuffield Early Language Intervention) screening tools to assess all children starting in Reception in September 2022 to gain a baseline of their language skills.
- To develop a Pastoral Team to support children and families throughout the school. This will include the continued support of ELSAs across the school.
- To continue to track progress of children on the SEND Register in line with assessment data and use assessment data when making decisions as to who should be on the Register. Children's progress will also be tracked in all areas of the curriculum.
- To update the areas of need across the school for children on the SEND Register and continue to access training for staff to support this, where required.
- To look at the use of the SEND budget to ensure we have the provision to support children to the best of our ability.

4. Roles and Responsibilities

Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs and/or disabilities (SEND).

The Governing Body does its best to secure the necessary provision for any child identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children.

The Governing Body has identified a Governor to have specific oversight of the school's provision for children with SEND.

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. They are invited to discuss provision and support within the school with the SENDCo and Headteacher.

The Governing Body ensures that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision

their learning needs call for, and the efficient education of the children with whom they are educated, and the efficient use of resources.

The Headteacher

The Headteacher has the responsibility of the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the school's SENDCo and keeps the governing body informed.

Class Teachers

Class teachers are responsible for meeting the needs of all children within their class through:

- Quality first teaching.
- Carefully differentiated planning to meet the needs of all children.
- Liaison with the SENDCo regarding particular provision needed for identified children with SEND and support from external agencies.
- Liaison with the SENDCo to support children who are underachieving and are having their progress monitored, but do not have an identified special educational need.
- Ensuring effective deployment of resources – including teaching assistant support to maximise outcomes for all children.
- Having high expectations of all children.

The SENDCo

The key responsibilities of the SENDCO (in line with recommendations of the SEN Code of Practice 2015) may include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision of children with SEND.
- Liaising with and advising colleagues on the teaching of children with SEND including using the graduated approach to providing SEND support (Assess, Plan, Do, Review).
- Liaising with the relevant designated teacher where a looked after child has SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of children with SEND.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Ensuring a smooth transition between nursery to Reception, between year groups, and to High School.

- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps records of all children with SEND up to date.
- Monitoring and evaluating the special educational needs provision and reporting to the Governing Body.
- Contributing to the professional development of all staff.
- Meeting on a regular basis with other SENDCos in the area, to share ideas and concerns, and to discuss new initiatives and documents.
- Monitoring the school's system for ensuring that Support Plans have a high profile in the classroom and with children.

5. Admission Arrangements

We are an inclusive school that welcomes children from all backgrounds and abilities. The level of ability of a child or any special needs and disabilities that they may have plays no part in the admissions policy of this school. As an academy, we have our own admissions policy. A link to this can be found on the [Admissions](#) page of our school website.

6. Areas of Specialism and Special Facilities

We have developed expertise in meeting the needs of children with a wide range of physical and learning difficulties, including:

- Children on the Autistic Spectrum (ASD);
- Children with specific learning difficulties (SpLD);
- Children with social, emotional and mental health difficulties (SEMH);
- Children with Speech, Language and communication difficulties.

Our school has specific programmes to support SEN children.

Our Rainbow Room is used for planned activities to support children with social, emotional and mental health difficulties through nurture groups, anger management and social skills support. The room is also used to support children who have speech and language difficulties and we work closely with the Speech and Language Therapy service. We also have trained ELSAs working across the school to support children with their emotional literacy.

As an inclusive school we have:

- Easy access to the school by children who are disabled.
- A Medical Register which is shared through the School's management information system to alert appropriate staff to check children's specific medical conditions.
- A protocol for children whose medical needs warrant this.
- Regular staff development and training both from outside agencies and in school.
- A SENDCo who is available to meet with parents where necessary. This year she has a one day a week teaching commitment (usually a Friday).

Section 2 – Identification, Assessment, Provision and Review

1. Allocation of Resources:

The school receives money through the delegated budget for basic staffing and resource expenses associated with teaching and curriculum provision for all children. The High Needs Funding audit of SEND provides additional funding based on the complex needs of individual children. SEND funding is allocated as shown on a separate provision map.

All staff have a shared responsibility to provide information for SENDCo about children eligible for funding. The SENDCo has responsibility for collating information and checking sufficient evidence is available to successfully support funding submissions.

This budget is used to meet 1:1 TA support, extra teaching support and specific SEND resources and programmes. The Headteacher informs the Governing Body how funding for SEND has been employed.

2. Identification, Assessment, Provision and Review

Identification

Identification and assessment of special educational needs and disabilities is obviously of paramount importance. The process begins with the Foundation Stage Co-ordinator, and sometimes the SENDCo, liaising closely with pre-school settings to help ensure early identification of SEND children and a continuity of provision.

Once children are in school, children are regularly assessed in class as part of the whole school assessment policy. Concerns about their progress and ability to access the curriculum may be raised by the class teacher or parents or via the Health Authority.

Assessment

Children's needs should be identified and met as early as possible through:

- The analysis of data.
- Classroom based assessment and monitoring.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Information from previous schools.
- Information from other services
- Undertaking, when necessary, a more in-depth individual assessment.
- Involving an external agency when necessary.

All children are assessed, across the curriculum during each term. At the end of the summer term detailed assessments of reading, writing, spelling, mathematics, and phonics where appropriate, are passed to their new teacher.

Reading and spelling tests may be used diagnostically, and the SENDCo may carry out assessments in other areas. If it is thought advisable then someone from an outside agency (such as Speech and Language Therapy or the Educational

Psychologist) will be asked to visit to make a fuller assessment, and to talk to staff, parents and child.

Parents are kept involved and are invaluable in providing information about their child.

Provision

All children will have access to high quality teaching, with appropriate classroom support to meet all children's needs.

If a child's difficulties are not sufficiently responsive to classroom interventions then a combination of additional help may be relevant.

Triggers for Additional Support

The triggers could be the teacher's or others' concern, underpinned by the collation of evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of need.
- Shows signs of difficulty in developing aspects of English or mathematical skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems and continues to make little or no progress with the provision of specialist equipment.
- Has communication and/or interactive difficulties and continues to make little or no progress despite the provision of a focused social skills curriculum.

Intervention

Staff within the Phase group will decide on the action needed to help the child to progress in the light of earlier assessments, without the need for regular or ongoing input from external agencies. The SENDCo may be consulted to offer advice on strategies or interventions available. Occasional support, however, will include advice or in-service training. This may also include more regular support from health professionals, depending on the need of the child. The needs at this level in our school are met in the classroom environment with good practice teaching.

School based interventions may be a combination of:

- Different learning materials;
- Special equipment;
- Use of information technology;
- Group or individual support;
- Support for curriculum planning/differentiation;
- Additional planning and monitoring time;
- A range of management strategies and/or alternative arrangements based on specialist advice;
- A range of teaching approaches;
- Staff development and training.

If, after different strategies and interventions have not proven effective, it is likely that the SENDCo will make a request for advice and support from outside specialists who may undertake further assessments and provide guidance to inform planning for a Support Plan.

Triggers for SEND Support

The Triggers for SEND support could be that, despite receiving extra Phase Group support, the child:

- Continues to make little or no progress in specific areas over a longer period.
- Continues working at levels substantially below that expected of children of a similar age (at least a year below in two out of the three core areas of reading, writing and maths).
- Continues to have difficulty in developing English and mathematical skills.
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Intervention

The SENDCo, with other staff, will decide on the action needed to help the child to progress in the light of earlier assessments. All previous intervention strategies continue to apply.

Where we seek the help of external support services, these services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. Parental permission will be sought if the school consults any external support service, for example, for advice on new and appropriate targets for the child's Support Plan and on accompanying strategies including technology. The involvement of LA support staff, or specialist 'outreach' staff could also involve some whole school intervention such as in-service training.

If, following the consultation, the SENDCo and the external specialist(s) consider that the information gathered about the child is insufficient and that more detailed advice or specialist assessment should be obtained from other outside professionals, then the consent of the child's parents will be sought.

At each stage any additional advice and recommendations will be incorporated into the new Support Plan which should continue to be implemented as far as possible in the normal classroom setting. The delivery of the Support Plan interventions remains the responsibility of the class teacher. The child's name will be added to the school's SEND Register.

Where strategies and programmes implemented have been continued for a reasonable period of time without success and alternatives have been tried, it may be appropriate to make a referral to the LA for an Education, Health and Care Plan

(EHCP). Where a request for an EHC plan is made to the LA, the child will have demonstrated significant cause for concern.

Review Techniques

- Teacher assessment plus monitoring by the SENDCo.
- Termly, formal, reviews of Support Plans although targets may be adjusted in between times depending on the child's progress or lack of progress towards them.
- At least an annual review of children with an Education Health Care Plan.
- Consultations with outside agencies working with children.

Support Plans

Strategies employed to enable the child to progress will be recorded within a Support Plan. The provision that these children have access to will be recorded. The Support Plan and provision will include information about:

- The short-term targets set for or by the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success and/or exit criteria.
- Outcomes (to be recorded when Support Plan is reviewed).

The Support Plan will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The Support Plan will be crisply written and focus on SMART targets (specific, measurable, achievable, realistic and timely) chosen from the four key areas of SEND:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;
- Sensory and/or Physical.

The Support Plan will be discussed with the child and their parents.

3. Evaluation

The school's SEND policy is reviewed annually. The use of the self-evaluation criteria can provide evidence required to judge the effectiveness of the policy and provision.

4. Complaints Procedure

Early intervention to explain and clarify any issues is the key to preventing misunderstanding. This can prevent matters escalating. Keeping parents informed and involved in the SEND process by the class teacher and the SENDCo, will also help to minimise misunderstandings.

Parents' complaints would firstly be directed to the Headteacher and may involve the SEND Governor. Failure to resolve issues at a school level may need to be referred to the LA and their advice will be sought.

5. Staff Development and Performance Management

- The SENDCo provides an induction programme for all new staff, including Early Career Teachers (ECTs), of the school's SEND policy and its procedures.
- The whole school is committed to the appropriate training of all staff in meeting the range of needs in our school.
- The need for the SENDCo to maintain their professional development and be aware of latest developments is met through training programmes.
- A wide range of providers are considered for in-service work including LA advisers.
- SENDCo training includes LA based and some national training
- Lesson observations with SEND focus.

6. Links with the Education Departments, Support Service and Other Agencies and Organisations

We have close liaison with many outside agencies to support us in meeting the educational needs in our school, as and when needed. These include:

<p>Pupil Service Team</p> <ul style="list-style-type: none"> • Educational Psychologists • Physiotherapists • Paediatricians • Speech and Language Specialists • School Nurse and Doctors • Child Development Centre • Primary Mental Health Workers 	<p>Children and Young People Services</p> <ul style="list-style-type: none"> • Early Help Team • Social Services
<p>Outreach Workers from Specialist Education Services</p> <ul style="list-style-type: none"> • Cognition and Learning (C&L) Service • Communication and Interaction Service (C&I) • Sensory and Physical (S&P) Service • Social, Emotional and Mental Health (SEMH) Service • Whole School Inclusion (WSI) Service 	<p>Family Centres</p> <ul style="list-style-type: none"> • Acorns Children's Centre • Sunshine Children's Centre

7. Partnership with Parents

We aim to give children and adults a sense of their own worth and value. We are a large school where every child is treated as an individual and every parent as a partner involved in their child's education. In order to achieve these aims, we believe it is essential for parents and school to work closely together to attain the greatest success for all children. Parents are always welcome to discuss any problems with

the Headteacher, the SENDCo or members of staff. We encourage an active partnership through an on-going dialogue with parents and the home/school agreement is central to this. It is particularly important that parents of children with special needs and disabilities are involved in their child's learning process.

We encourage communication and work with parents to be open, honest and supportive.

8. Encouraging Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child ([The United Nations Convention on the Rights of the Child](#)).

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social, as well as educational, skills.

Children are involved at an appropriate level in setting targets through their child reviews for their Support Plans. Children are encouraged to make judgments about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

We aim to involve pupils in:

- Making choices;
- Target setting;
- Contributing to Support Plans, Annual Reviews, Transitional Reviews;
- Monitoring own performance in a variety of settings;
- Overcoming low self-esteem and lack of confidence.

9. Links with Other Schools

We have close links with other schools, in particular:

- Our Early Years Leader has close contact with all our feeder pre-schools and nurseries.
- Close liaison with High Schools in Stowmarket and Stowupland.
- Links with special schools and schools with units where we have had children transferred to and from.
- Transfer meetings are set up between schools' SENDCos before transfer of children.
- Parents of children with an EHCP are enabled to consider school placements during the Annual Review, with relevant schools being invited to the meeting.
- As part of a Multi Academy Trust we work closely with seven other schools in Stowmarket and Ipswich.
- SENDCo MAT meetings are used to discuss a wide range of issues.

10. Other Associated Documentation

- Accessibility Plan (last reviewed in July 2019) can be found on the [Policies](#) page of our School website.
- Equalities Policy and Objectives (last updated in November 2022) can be found on the [Policies](#) page of our Trust website.