SEND POLICY

(Policy for Assessment of and Provision for Pupils With Special Educational Needs and Disability)

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CAPEL ST MARY CEVC PRIMARY SCHOOL

POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

1. INTRODUCTION

The policy adheres to the Department for Education's Code of Practice (2014). We are committed to giving all pupils the opportunity to achieve high standards.

The policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

1.1. Policy principles and objectives

- To ensure that quality first teaching, adapted for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child to be the best they can be and optimise their self- esteem.
- To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur in their education, seeking their views and taking them into account.

1.2. Definition of SEND

A child has a Special Educational Need if they have a learning difficulty or disability that means they :

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision will be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

In this school, a pupil has SEND 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. Making higher quality teaching normally available to the whole class reduces the number of pupils who require such support.

This school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will 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.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access 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.

The school will take a graduated approach: the majority of children with SEND or disabilities will have their needs met within the school. Some children may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

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 outcomes for them across education, health and social care.

The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support.

1.3. Working with parents

This school is committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEND and informed when the school makes special educational provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

In line with the Code of Practice 2014, the school has produced a local offer that summarises the provision that it will make reasonable endeavours to offer to any pupil with SEND. It can be read on the school's website or contact the school for further details.

2. ROLES AND RESPONSIBILITIES

- **Parent:** the school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

- **Class teacher:** in the first instance, the class teacher will be responsible for delivering high quality teaching adapted for individual pupils, identifying any possible SEND concerns and liaising with the parents and Special Educational Needs Coordinator.
- **Special Educational Needs Coordinator (SENCo):** The SENCo in our school is Mrs Mel Haigh (Deputy Headteacher and Key Stage 1 and EYFS lead)
- **Headteacher:** the Headteacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.
- **SEND Governor: The governor in this school with responsibility for SEND is Mrs Christine Wheeler. She should liaise regularly with the SENCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SEND within the school are met and report to the governing body regularly.**
- **Safeguarding, Pupil Premium and Looked after Children: The members of staff with responsibility for child protection are Mr Andrew Frolish, Mrs Mel Haigh and Mrs Sharon vanGameren and the governors with responsibility for child protection are Mr Mike Huard and Rev Sally Letman. The Headteacher is responsible for making decisions about the use of pupil premium and the member of staff responsible for Looked After Children is Mr Andrew Frolish**
- **The Governing Body: The Governing Body is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Headteacher to account for the provision for and outcomes of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.**
- **The Local Authority:** The Local Authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

A list of contact details are included in Appendix 1.

3. PROCESSES

3.1. Admissions

This school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by Local Authority staff.

Parents who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website, or ask for a copy from the school office. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy. Please contact SCC for further information: 0845 606 6173.

3.2. Identification, Assessment and Review

We use a cycle of identification, assessment, provision, review and evaluation as shown in the chart.

- **Identification:** We work on the principle that early identification of additional needs is essential. The school conducts regular assessments, for example: Foundation Stage Baseline Assessment; Phonics Screening in Year 1; Year 4 multiplication test; Key Stage ~~1 and~~ 2 Statutory Assessments in Reading, Writing, Maths and Science; Termly assessment in Reading, Writing, Maths and Science for every year group across the school. In addition, informal assessment continually takes place through teacher observation, marking and evaluation of work as well as discussions with Learning Support Assistants, the child and parents/carers.

3.3. Provision and funding

- **Universal:** High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
- **Targeted:** Additional programmes of support, in groups or one to one, will be provided to pupils according to their needs.
- **Specialist:** External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the schools delegated budget. Children who have particularly complex needs may qualify for high ~~tariff~~ needs funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources.

All staff are teachers of children with SEND. A number of staff have received specialist training in specific SEND provision e.g. Autism Spectrum Disorder training, Dyslexia training, neuro diversity training. The SENCo will deploy staff appropriately. As part of ongoing professional development, the SENCo will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

Subject Leaders should take into account the needs of all abilities when providing resources for their particular subject areas and the The SENDCo works closely with the Headteacher to manage the budget for SEND resources.

After the referral is made, the Local Authority will send parents information on the process. The school will follow the Code of Practice 2014 in cooperating with the development of the plan and its implementation.

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1. Identify existing provision for inclusive learning and teaching

- Identify whole school provision for all/some/few learners
- Use current priorities in school's SEF and SDIP
- Identify provision for cohorts/year groups/individuals e.g. whole school intervention timetable, cost – ensure CPD issues are additional
- Identify external provision that matches pupil needs

2. Auditing pupil progress

- Use pupil progress data for cohorts/groups/individuals
- Target set
- Identify individual and groups of pupils vulnerable in their learning (e.g. through pupil progress meetings, ~~ASP,~~ attendance, data, work scrutiny)
- Use pupil and parent/carer views
- Include objectives in EHC plan
- Use pupil progress data to commission integrated additional provision from external sources

3. Matching School/LA provision

- Evaluate the effectiveness of provision through pupil progress outcomes for the whole school, cohorts, years, classes, groups and individual pupils
- Report on the effectiveness and development e.g. in governor meetings, parents' newsletter, school council
- Report on effectiveness of external provision
- Prepare Personal Learning Plans

4. Mapping and implementing provision

In light of section 3, the school development plan and resources, SLT and governors decide:

- What needs to change
- What needs to be kept and further embedded
- How provision will be mapped out, costed, communicated and pupil views sought by external providers

5. Evaluating impact of provision

Matching sections 1 and 2, consider:

- To what extent provision enables progress, presence and participation
- Baseline outcome measures
- What has worked and why
- What has not worked and why
- Duplication/gaps
- Costs and value for money
- Capacity and capability
- Embedding good practice principles in QFT

Identification assessment, review cycle

3.4. EHC Plans ~~(Statements)~~

A referral for an Education, Health and Care needs assessment may be requested by the child's parents, the SENCo or someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without sufficient impact. This should ideally be done with the knowledge and agreement of the parent. The referral will be as laid down in the Code of Practice 2014 and will be subject to an Annual Review.

3.5. Curriculum Access

All pupils have access to a broad and balanced curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to follow the full national curriculum. The school's equalities policy, curriculum plans and accessibility plan should be read in conjunction with this policy.

In line with the school's equalities policy, no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its accessibility plan.

3.6. Transition and transfer

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to our school by their staff, visits to the receiving school by the pupil and our staff, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

3.7. Liaison with external agencies

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Suffolk County Council SEND and Family Services
- Speech and Language Therapists
- Occupational and Physiotherapists
- Paediatrician / GP
- Specialist Education Services (SES)
- School Medical Services-School Nurse
- Suffolk Family Information Service
- Support for Hearing or Visually Impaired children
- Emotional Wellbeing Hub
- Others as appropriate

3.8. Links to other policies

This SEND policy should be read alongside the school's policies on:

- Behaviour and statement of behaviour principles and anti-bullying
- assessment, marking and feedback
- teaching and learning
- safeguarding of children

3.9. Complaints Procedures

The governing body will ensure that anyone who wishes to make a complaint relating to provision for children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENCo. If they wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, they could ask the Department for Education's School Complaints to take up the matter.

This policy has been written by the Headteacher and was adopted by the Governing Body of Capel St Mary CEVC Primary School
on

Signed:…… Chair of Governors

This policy will be reviewed annually. Next review date: May 2027

APPENDIX 1: CONTACTS

Special Educational Needs Disabilities Coordinators: Mrs Mel Haigh

Headteacher: Mr Andrew Frolish

Governors with responsibility for SEND: Mrs Christine Wheeler

Chair of Governors: Mrs Alison Huard

Local authority: Suffolk County Council

APPENDIX 2: GLOSSARY OF TERMS

Annual review: the review of an Educational Health Care Plan which the Local Authority must make as a minimum every 12 months.

Early Years Foundation Stage (EYFS): The Foundation Stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The Foundation Stage continues until the end of the Reception Year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

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 SEND or a disability. It is drawn up by the Local Authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

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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 or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local Authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs and Disabilities (SEND): A child or young person has SEND 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 or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Disabilities Co-ordinator (SENCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the Headteacher or Deputy Headteacher may take on this role. In larger schools there may be a team of SENCos. Other Early Years settings in group provision arrangements are expected to identify an individual to perform the role of SENCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

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 SEND or disabilities to access the National Curriculum at school or to study at college.

Reviewed: May 2026
Next Review Date: May 2027