



SHIRE OAK

C of E (VC) Primary School

Rooted in the community – growing for the future

SEND Policy **(Special Educational Needs and Disabilities)**

Written January 2023

Adopted at Governing Body on 25th March 2024 as
recorded in minutes and signed by the Chair of
Governors, Antonia Nicholls

.....*Antonia Nicholls*.....

This policy is due for review by March 2027.

All our policies should be read in conjunction with our
Shire Oak Values and the principles and practices
detailed in our Equalities Policy.

1-Provision for children with Special Educational Needs and Disabilities (SEND)

1.1 Objectives

This policy is informed by the SEND Code of Practice (2014).

- All pupils at our school have access to a broad, balanced and relevant curriculum whatever their individual needs or disabilities.
- All staff take responsibility for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- All pupils with SEND, including children with disabilities are fully included in the educational and social life of the school.
- Parents are involved as partners in their child's education and development.
- All pupils with SEND are actively involved in their own learning.
- The school works in partnership with outside agencies and other schools to enable the best and most appropriate provision to be made available for all pupils.

1.2 Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

1.3 Key roles and responsibility for co-ordination of SEND provision

SENCo: Sara Mitchell

Inclusion Manager: Marcelle Maver

SEND Governor: Jess Watson

The Governing Body, in co-operation with the Head Teacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Head Teacher has responsibility for the day to day management of all aspects of school's work including provision for children with SEND.

The SEN Co-ordinator (SENCo), working closely with the Head Teacher and Inclusion Manager, has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Class teachers are responsible for the progress and development of all pupils including those with SEND which will include planning appropriate provision and following plans in place for

children with SEND. It is the responsibility of all teachers to include pupils with SEND in curriculum activities and to enable them to access a broad and balanced curriculum.

1.4 Identifying Special Educational Needs

The SEND Code of Practice identifies children as having SEN “if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Special Educational Provision is provision that is “additional to or different from that made generally for other children or young people of the same age by mainstream schools.”

Four broad areas of need are identified in the Code of Practice and recognised within school:

Communication and Interaction (Speech, Language and Communication Needs (SLCN))

Cognition and Learning (Specific Learning Difficulties (SpLD) Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD))

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs (Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Difficulty (PD))

1.5 A Graduated Approach to SEN support

The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND. This is facilitated by the effective use of whole school tracking systems. Termly Pupil Progress Meetings between the Senior Leadership Team and class teachers identify pupils who may not be making expected progress despite quality first teaching and additional intervention or who may be presenting with barriers to learning that could be related to SEND. At this point these children will be raised with the SENCo and the child’s progress will be closely monitored. If the child continues to present with barriers to learning related to SEND, then they will be placed on the SEND register in consultation with parents. Where parents approach school with concerns that their child may have SEND, then a meeting will be arranged with the SENCo and if appropriate, the child will be added to the school’s SEN register.

Once a pupil has been identified as having SEND and has been added to the school’s SEND register, an Individual Provision Map will be written by the class teacher in liaison with SENCo. The Individual Provision Map will set out the provision needed for the child and will set out appropriate provision and intervention. Class teachers are then responsible for delivering appropriate provision and liaising with parents about the support their child is receiving. Parents will have the opportunity to meet with teachers 3 times per year at Parent Consultation evenings. At this time they will also be able to meet with the SENCo to discuss their child’s progress. Where the level of need is higher, additional meetings may be necessary. Individual Provision Maps will be reviewed at least 3 times per year.

Some children with higher level needs may require an Education, Health and Care Plan. This will be discussed and managed in accordance with the SEND Code of Practice and the Statutory Assessment Process.

1.6 Managing Pupil’s Needs on the SEN Register

In line with the SEN Code of Practice (2014), we follow an Assess, Plan, Do, Review structure to identifying, managing and supporting children with SEN.

Assess: Progress of all children is monitored through termly Pupil Progress Meetings. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed half-termly.

Plan: Where SEN Support is required the teacher and SENCO will put together an Individual Provision Map outlining the adjustments, interventions and support which will be put in place for the pupil including a date when this will be reviewed. All staff who work with the pupil will be made aware of the document.

Do: The Individual Provision Map will be used as a working document and the provision outlined will be delivered. The plan will detail the frequency of support.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. Where children do not make expected progress despite all school-based interventions the SENCo will consider referral to external agencies. For more complex and higher levels of need the SENCo will work with parents and other agencies to begin collating evidence to support an Education, Health and Care Needs Assessment.

1.7 Arrangements for co-ordinating and monitoring SEN provision

The SEND Co-ordinator will, in collaboration with the Headteacher and Inclusion manager

- Work in partnership with colleagues, parents, pupils and outside agencies to monitor and review, at least termly, pupil's progress in areas of need.
- Oversee the records of all pupils with SEND
- Monitor the achievement of pupils with SEND and proactively use this information to inform the planning of provision
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- Monitor the quality of teaching and learning for SEND children and work with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with SEND
- Liaise with external agencies in matters relating to pupils with SEND

The inclusion manager will:

- monitor the achievement of all pupils in school, including SEND children and provide relevant data to the SEND co-ordinator
- Report regularly to the Teaching, Learning and Pupil Support sub-committee of the governing body
- Take responsibility for the management of the SEND team of teaching assistants

1.8 Supporting Pupils and Families

We seek to keep parents and families informed and involved at all stages in the process of Assess, Plan, Do and Review and offer regular meetings and support. We seek to involve pupils when describing strengths and areas of need and ensure that the pupil voice is included in Individual Provision Maps.

1.9 Monitoring and Evaluation of SEND

The SENCo reports annually to the Governors on the progress of all children with SEND and the quality of provision and outcomes for these children is carefully monitored including through small-steps assessments and during termly reviews. The SENCo and Inclusion manager meet on a termly basis to look at provision mapping and at these meetings the provision for

SEND children is monitored. The SENCo meets on a regular basis with the SEND governor to look at key priorities.

1.10 Training and Resources

Support is allocated according to identified needs through the use of available funding (Notional SEN budget and High Needs Top-Up Funding). Where a child is in receipt of additional funding, the outcomes and provision in place for this child will be closely monitored during an Annual Review meeting.

All staff receive relevant training to support children in school as required and this is co-ordinated by the SENCo in liaison with external agencies as appropriate. The SENCo attends regular network meetings and the annual SEND conference organised by the Local Authority in order to keep up to date with local and national updates in SEND.

1.11 Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. Pupil records are kept as password protected electronic files and any paper files kept in a locked filing cabinet in the DHT/SENCo office. SEN files are transferred to receiving schools when pupils leave school.

1.12 Accessibility

The school provides good facilities for disabled access and operates an accessibility plan that is updated each year. (See plan for current priorities which is available on our website)

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

1.13 Complaints

If a parent or carer has a concern or complaint regarding SEND it should be raised with the SENCo, Inclusion Manager or Headteacher at school. We aim to be able to resolve all such concerns and complaints at this stage. If, however, the parent or carer is not happy with the resolution during the informal stage they should then put the complaint in writing as a formal complaint and address it to the headteacher (or chair of governors if the complaint is about the headteacher.)

1.14 Bullying

This policy should be read in conjunction with our Behaviour and Anti Bullying policy. All staff are aware that children with SEND can be more vulnerable to bullying and other negative behaviours and are vigilant to this. Children's emotional wellbeing is addressed during reviews and measures are put in place to protect them, if necessary. All children, but particularly children with SEND, are encouraged to tell about any bullying they have experienced. This may need facilitating for children with communication barriers.

1.15 Reviewing the policy

This policy will be reviewed annually by the governing body

1.16 Additional documents

The school's [SEND Information Report](#) provides further information about provision for pupils with SEND and is available on the school website or via the SENCo.