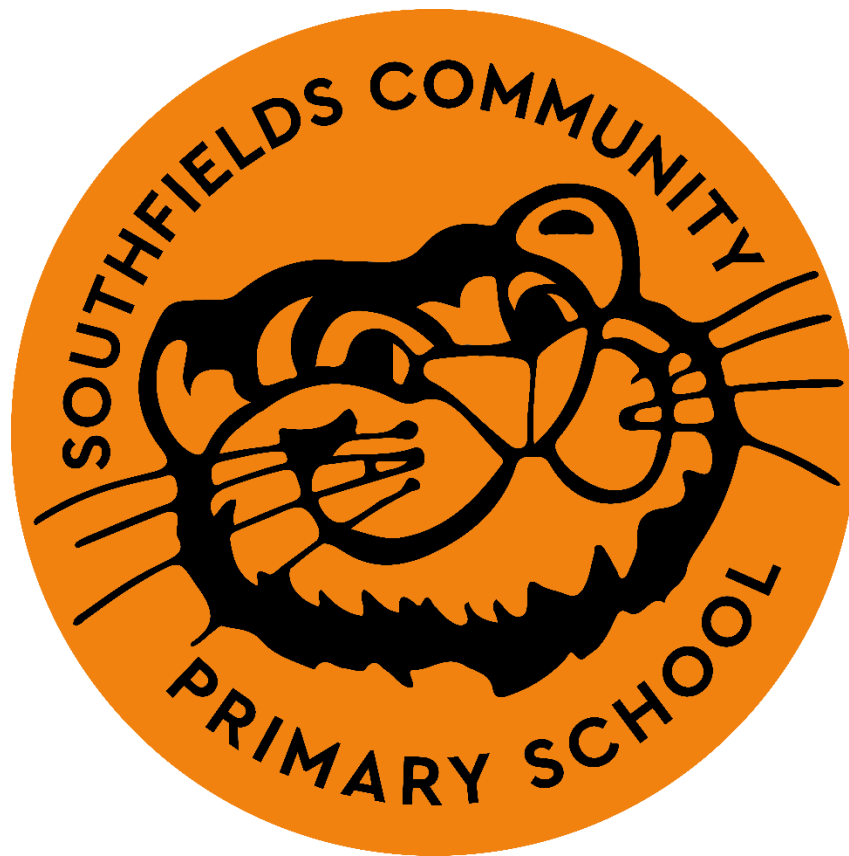


Southfields Community Primary School

SEND Policy (Special Educational Needs and Disabilities)



Reviewed By: Governing Body

Review Date: Spring 26

Date of Next Review: Spring 27

Vision

At Southfields, every child will develop their unique potential and open their minds to what is possible.

All pupils at Southfields, share a common entitlement to a broad and balanced curriculum. This right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional and physical development, in order that each child reaches their potential.

Aims

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Work with and in support of outside agencies when a pupil's needs cannot be met by the school alone.
- Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- To work within the guidance provided in the SEND Code of Practice, 2014

Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools'

responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Identification of SEND

The Code of Practice (2014) identifies a pupil as having SEND *if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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*
- *Have 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.*

The Code of Practice (2014) identifies four broad areas of SEND:

- **Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action the school needs to take. At Southfields Primary we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs.

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Disability

Many children and young people who have SEND 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*'

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

At Southfields Primary school we observe two key duties:

- *We must not directly or indirectly discriminate against, harass, or victimise disabled children and young people.*
- *We must make reasonable adjustments, including provision of auxiliary aids and services, to ensure disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory-it requires thought to be given in advance to what disabled children and young people might require.*

A Graduated approach to 'SEN Support'

The arrangements for supporting pupils with SEND follows a graduated approach.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. Most children will have their needs met within class through high quality teaching. Pupil's progress and achievement will be monitored and any pupil not making expected progress will be given further targeted support as part of high-quality teaching.

The SENCo, Headteacher and Senior Leadership team meet termly to analyse pupil assessment data, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that are analysed include:

- Southfields Aspirations data using 'Educater' (school pupil tracker package software)
- The School ASP (Analyse School Performance service)
- Data from outside agency reports
- IEP target progress
- SAT's assessments.

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored by their class teacher, Headteacher, Senior Leadership team and the SENCo. The child's class teacher will take steps to make adaptations to learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective provision will be provided by the SENCo.

The SENCo meets regularly with teachers and Teaching Assistants to give them the opportunity to discuss any concerns about a pupil. Due to a concern by a parent or teacher, or where a pupil is still not making expected progress despite quality first teaching an 'Initial Concerns Form' is completed by the teacher with the support of the SENCo to help assess whether or not the child needs require further investigation. The process we follow is detailed in Figure 1. Any concerns will be discussed with parents informally or during parents' evenings and they are encouraged to share information and knowledge about their child with the school.

In deciding whether or not to make special educational provision, the teacher and SENCo consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. The process for identifying and supporting learners with SEND, is shown in Figure 1.

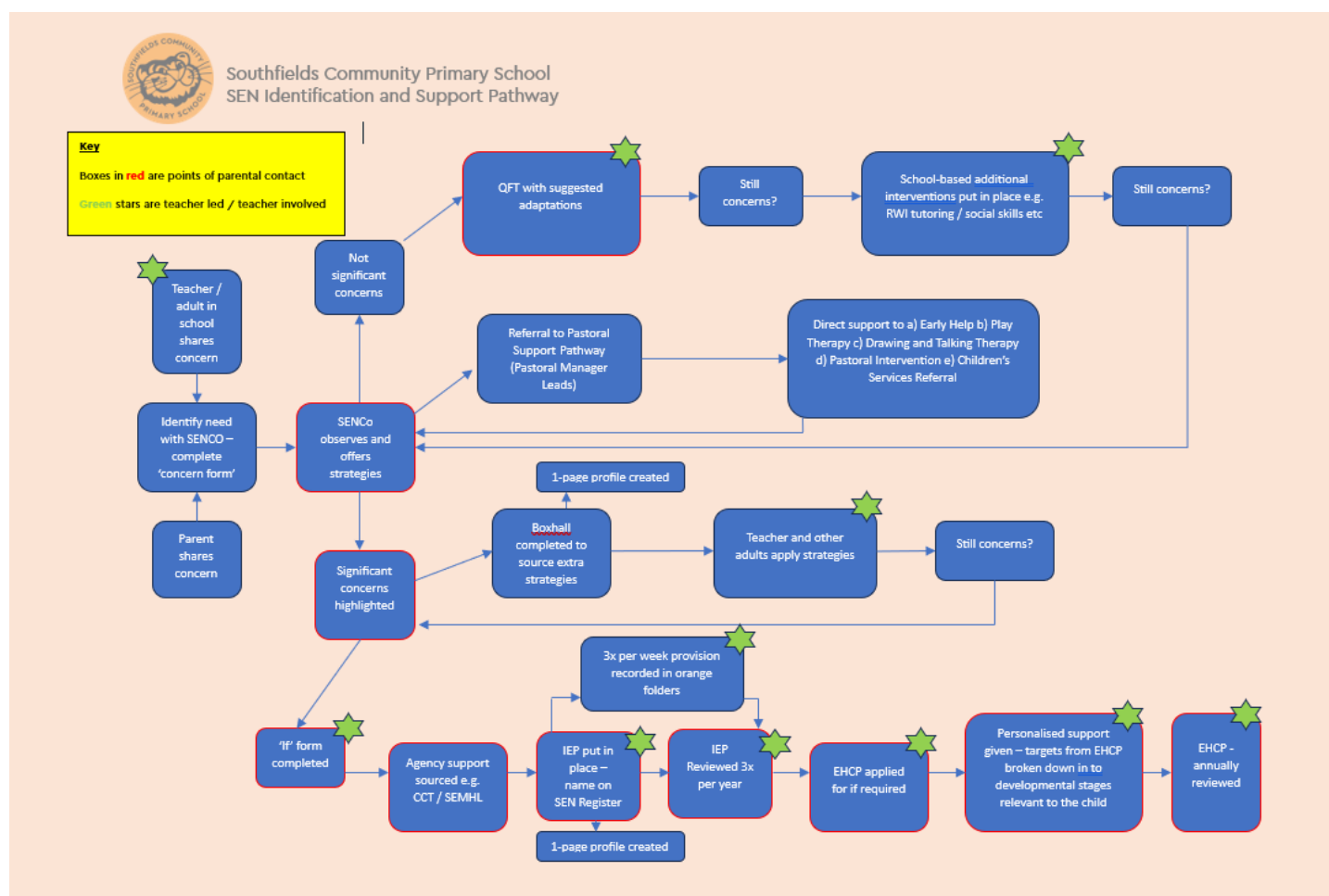


Figure 1: SEN Identification and Support Pathway.

A pupil that has been identified by school or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEN register under 'SEN Support.' Parents will be formally advised of this; they are also informed of provision being made for their child. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

SEN Support

The support provided for pupils on the SEN register consists of a four-part process - **Assess, Plan, Do, Review**. This is a 'Graduated Approach' to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This 'Graduated Approach' enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

Once a child is placed on the SEN register, a One-Page Profile and IEP will be created by the SENCo, alongside the class teacher, through gathering information from the pupil, external

agencies, school staff and parents to establish how best to support the child.

The SENCo uses the Local Authority guidance documentation which helps to provide an evidence-based reference for schools to help assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:

- **Quality First Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils (Universal Provision)
- **Additional school Intervention and Support** – building on high quality teaching where a pupil may need more input and advice may be sought from professionals to support individual assessments and interventions (Targeted Provision)
- **High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support (High Needs Provision)

Early identification of pupils with SEND is a priority. The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment
- Pupil progress in relation to the National Curriculum.
- Dyslexia screening administered by SEMH+L outside agency or diagnosis by an Educational Psychologist
- ASD assessment via a GP or NHS Neurodevelopmental service.
- Hearing tests via NHS
- Eye-sight test via Optician
- SEMH assessment via SEMH+L outside agency or CAMHS
- Dyspraxia assessment via Occupational health
- Speech and Language Therapists

The SENCo meets regularly with teachers and Teaching Assistants to discuss the progress and well-being of children on the SEN register.

Plan:

A termly meeting is held, with the child, their parents, class teacher, Teaching Assistant, the SENCo and where appropriate, any external agencies involved to agree the outcomes, interventions and support that is required and a clear date for review.

An individual educational plan is produced by the class teacher with support from the SENCo to identify targets that will help to meet the desired outcomes.

Parents and all those working with the pupil, including support staff will be given a copy of the child's individual education plan so that they are aware of the child's individual needs, the support that is being provided, teaching strategies/approaches that are being employed and

the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day-to-day basis and for the progress of all pupils in their class, including pupils with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher.

The class teacher holds the responsibility for evidencing progress according to the outcomes described in a child's plan. They will work closely with TAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review:

A child's progress will be reviewed termly through an Individual Education Plan review involving the child's parents and the child. The review process evaluates the child's progress, looking at the impact and quality of the support and interventions provided so that any modifications to their provision or desired outcomes can be made.

The child's Individual Education Plan is updated by the class teacher and reviewed by the SENCo before a final copy is shared with parents.

Referral for an Education, Health and Care Plan (EHCP):

Some children may require a statutory assessment to support their needs, in line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). The decision to make a referral for an EHCP will be taken at a Multi-Agency Planning meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a 'Panel' of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by the SENCo, class teacher, outside agencies, parents and the pupil at an 'Annual Review' meeting. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Where appropriate, a child with an EHCP will have an individual timetable outlining the provision they will access.

Criteria for exiting the SEN register:

When children have completed an intervention, assessment will take place and the effectiveness of the intervention will be analysed and acted upon. If a pupil has made accelerated progress and they are considered 'on track' against end of year expectations or are working broadly in line with their peers, they will be removed from the SEN register, the exit date is formally recorded on the SEN register. Parents will be informed of this decision. These children will be closely monitored to ensure that progress remains in line with age related expectations.

Supporting pupils and families:

The Local Authority Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for young people/parents to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed, raise concerns or make a complaint.

The Local Offer can be accessed at: <https://www.coventry.gov.uk/localoffer>

Schools have a statutory requirement to provide a **SEN Information Report**, giving more detailed information (than the Local Offer) about their arrangements for identifying, assessing and making provision for pupils with SEN. This can be found on our school website: <https://southfieldsprimary.org/key-information/send-information/>

Admission Arrangements:

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

Our school admission arrangements and our admissions policy can be found on our school website: <https://southfieldsprimary.org/parents/admissions/>

Transition arrangements:

Transition plan arrangements for transfer from pre-schools/nursery schools

- Staff from our reception class visit pre-schools to discuss and meet with children in their pre-school setting.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Southfields Primary School. All provision, programmes and outside agency support in place will continue.
- All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- The SENCo holds liaison meetings with the Reception class teachers and TAs to transfer information from nursery to school prior to the start of term.
- The SENCo completes home visits with Reception staff.

Transition plan arrangements for transfer from class to class:

- Prior to the start of a new academic year, the class teacher will inform the new class teacher and their TAs about the SEN children in the class and provide them with any information about the child, including their plan and profile.
- Relevant courses will be arranged for the teacher and/or TAs.

Transition plan arrangements for transfer from Southfields Primary School to another primary school or secondary school:

- Where children are transferring to Secondary School, the SENCo will contact the SENCo's of each secondary school to transfer SEN information.
- All SEN school records will be passed on to the secondary school or any other school the child may transfer to, regardless if the child has been removed from the register or is borderline to go on to the register in case the transition causes the onset of any problems.
- Parents of children who have an Education, Health and Care Plan (EHCP) are invited to

discuss transitional provision with the potential secondary school at a Transitional Review Meeting.

- All pupils in Y6 are offered transition visits to their secondary school to ensure a smooth transition.

Supporting pupils at school with Medical Conditions:

The school recognises that pupils at school with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND:

The quality of SEND provision is regularly monitored and evaluated to promote an active process of continual review and improvement of provision for all pupils as part of our ongoing school improvement cycle. This is done in a number of ways:

- The SENCo meets with the Headteacher, Senior Leadership team and SEN Governor on a termly basis to monitor SEND provision.
- The views of all stakeholders, parents, young people and staff are sought regularly.

Training and Resources:

SEN is funded by the school budget, or in the case of a child with SEND being eligible for free school meals, through Pupil Premium Grants. Children with an EHCP have additional funding from the Local Authority.

The SENCo is a qualified teacher who attends regular up-date meetings and relevant courses run by the Local Authority relating to the needs of pupils within the school and has attained the Post Graduate **Special Educational Needs Co-ordinator's (SENCO) national professional qualification National Award for SEN Coordination (NASENCO)**.

The SENCo attends termly professional development from a number of high-quality sources.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff undertake training and development. Staff training is identified through performance management, and the School Development Plan.

Regular opportunity is given for staff to attend courses on relevant SEN training. Training needs are supported through peer mentoring, modelling, observation, working with outside agencies and staff meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Roles and Responsibilities:

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring pupil assessment data with the Head teacher at least termly.
- Reporting regularly to the head teacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and TAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings.
- Planning meetings with outside agencies
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy annually.
- Writing and updating the SEND Information Report as needed
- Supporting staff during IEP meetings where needed.

The role of the governing body:

The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on an annual basis.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENCo on a regular basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The Key responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process.
- Liaising regularly with the SENCo.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCo sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.
- Dealing with queries or complaints from parents.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Other roles and responsibilities:

The Teaching Assistants (TAs) work under the guidance of the Class Teacher, SENCo and external agencies to support the education of pupils who need particular help to overcome barriers to learning.

The designated safeguarding lead is Lucy Ledbrooke.

The member of staff responsible for managing the schools' responsibility for **supporting pupils with medical conditions** is the Headteacher.

The member of staff responsible for managing the **Pupil Premium Grant (PPG)/Funding for Looked After Children (LAC)** is the Headteacher.

Storing and Managing Information:

All confidential files relating to the Special Educational Needs of individuals

are kept in a locked filing cabinet in the SENCo's office or electronically, on a secure part of the school server. Day to day formative and summative assessment information is kept by the class teacher. Documents are stored until a child changes school; all information is passed on to next providers when children move to another school.

IEP and One-Page Profiles are kept in the child's drawer so they can be accessed by professionals working with the child on their targets.

Accessibility:

The school's Accessibility Plan is available in school and is updated yearly. Pupil's needs are constantly reviewed, and actions are carried through, the school constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field.

School increases and promotes access for disabled pupils to the school curriculum and the wider curriculum including after-school clubs and school visits. This is achieved by:

- Purchase of ICT software
- More TA hours for classes when necessary
- After school clubs open for all
- Opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed
- Resources to support teaching and learning
- Use of visual timetables
- Use of pictures to help children make choices when needed
- Communication in Print/Makaton as part of a communication friendly environment.
- Coloured overlays for reading white paged books when needed
- Having a disabled toilet
- Having ramps at exits

Dealing with Complaints:

At Southfields Primary School we encourage parents to contact us if they have concerns about their child's learning. However, if they are unhappy with the special educational provision that their child is receiving:

- Their first approach is to contact the class teacher by letter or telephoning/emailing the school office to make an appointment.
- If parents are still unhappy, the next step is to talk to the SENCo and Headteacher by arranging an appointment through the school office via telephone or email
- The school's Governors are the next stage in trying to resolve a complaint. The **named Governor for SEND** is Mark Harris and all concerns should be put in writing and delivered to the school office for his consideration.
- See Complaints Policy for further information.

Bullying:

At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. The school's behaviour policy outlines the steps that are taken to ensure and mitigate the risk of bullying to children with SEND.

Our school behaviour policy can be found on our school website.

SEND Policy Review

At Southfields Primary School we consider the SEND policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.