



Stukeley
Federation

SEND Policy

in support of

William Stukeley CE Primary School

and

Deeping St. Nicholas Primary School

Policy approved by Full Governing Body: March 2023

Policy to be reviewed: March 2024

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO/SEND Manager

The SENCO/SEND Manager will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
 - › Liaise with parents – this could include arranging meetings with the appropriate external support, updating on progress or assessment, etc
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO/SEND Manager to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- › Work with the SENCO/SEND Manager and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- › Provide leadership and vision in respect to equality
- › Monitor the quality of teaching for all pupils including those with SEND

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class and have high expectations of all
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO/SEND Manager to review each pupil's progress and development and decide on any changes to provision
- › Liaise with parents of the pupil with SEND to update them on progress and suggest ways they can support at home
- › Implement suggestions from outside agencies to support children with SEN within their class.
- › Ensuring they follow this SEN policy
- ›

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia,
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

In line with the Code of Practice methodology of 'Assess, Plan, Do, Review', children with SEND are identified as soon as possible. Where there are concerns about a child's progress or possible barriers to learning, a Graduated Approach will be followed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We consider the parents' concerns
- › We listen to the voice of the child
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO/SEND Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour

- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will encourage schools to work with us in supporting our pupils transition onto secondary school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will have high ambitions and expectations for pupils with SEN and will ensure all pupils can take a full and active part in school life.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Implementing advice from outside agencies such as the Working Together Team

5.8 Additional support for learning

We work with agencies to provide support for pupils with SEN that include:

- Speech and Language Team (SALT)
- Working Together Team
- Pupil reintegration Team (PRT)
- Behavioural Outreach Support Service (BOSS)
- Specialist Teaching Team

5.9 Expertise and training of staff

Our staff have had a variety of training including understanding autism, sensory circuits, trauma training, de-escalation and regulation from outside agencies

This training is ongoing and evolving with the needs of the children

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term through pupil planning meetings attended by Class Teachers and SLT members
- › Reviewing the objectives of IEPs (Individual Education Plans) and the impact of interventions
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All pupils are encouraged to go on our residential trip in Year 6
- All pupils are encouraged to take part in sports day/school plays
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Attendance at Breakfast and After School Clubs can be encouraged with appropriate additional support

We have the responsibility to:

- Prevent discrimination
- Promote equality of opportunity

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are encouraged to be part of the mini police initiative

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with outside agencies to provide support for teachers, children and parents as we believe this benefits all with advice and support.

5.15 Complaints about SEN provision

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The local authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child' (SEN code of practice)**part of our current policy**

Complaints about SEN provision in our school should be made via the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details for raising concerns

If pupils or parents have concerns, they can contact:

The class teacher

The SEND Manager

The Assistant Headteacher or Head of School

The Headteacher

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.williamstukeley.lincs.sch.uk>

Our local authority's local offer is published here <https://www.lincolnshire.gov.uk/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information
- Supporting pupils with medical conditions