



Special Educational Needs and Disability (SEND) Policy	
Date	September 2023
Review	September 2024
Reviewed by	SENDCO Nadine Parkin and SEND Governor Kathy Garnett
Approved by	Whole Governing Body
Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities' or disadvantage any pupil and it helps to promote equality at this school.	
Associated policies : SEND Policy Accessibility Policy Behaviour Policy Teaching and learning policy Equality Policy Safeguarding	
Statutory Policy	

Sandlings Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Safeguarding and On Line safety policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to Behaviour, Anti-bullying, Equalities, and Medical and Curriculum policies.

Sandlings Primary School is part of the Farlingaye High School pyramid of schools who work together to improve provision for children with SEND.

This SEND policy is written to comply with the 2014/15 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Nadine Parkin - SENDCo

Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2014 and January 2015 Code of Practice.

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked on a half-termly basis. Those at SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory.

We have had experience of children in all these categories of SEND.

- We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular needs.
- We have high expectations of all our children. We expect children on our SEND register to make progress which compares well with the progress made by other children in school.

Defining SEND

The January 2015 Code of Practice says that:

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.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of

the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. Above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

SEND at Sandlings Primary School

At Sandlings, we have adopted the Essential SENCO toolkit which has been promoted by Suffolk Local Authority and is a child-centred approach. It focuses on what each pupil *can* do as well as areas where they need more support.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfill their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

All teachers expect to have children with SEND in their classes and are trained appropriately.

Identifying children at SENS (SEN Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half-termly pupil progress meetings. Where children are identified as not making enough progress in spite of Quality First Teaching, they are discussed with the SENDCo and Head Teacher and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- I. is significantly slower than that of their peers starting from the same baseline
- II. fails to match or better the child's previous rate of progress
- III. fails to close the attainment gap between the child and their peers

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some extra parental support. If identified as needing SENS, a Pupil Learning Action Plan (PLAP) will be developed and they are placed on the SEND register if it is appropriate.

The SENDco and Learning Support Assistants are qualified to undertake a range of standardised tests with children. We can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may need a diagnosis for SEN or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' which is required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. However, children are at the forefront of understanding their strengths and areas where they may benefit from additional support. As part of the planning cycle, children will meet with their teachers to develop a learning portfolio and discuss their strengths and things they would like to improve.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targeted outcomes and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed / reviewed:

- Termly, the child and parents will meet the teacher to review and update the child's PLAP. Progress against the targeted outcomes is discussed and new ones set where appropriate.
- Half termly, a 7 C's progress tracker is reviewed for each child.

The 7 C's progress tracker has been designed as a tool to capture starting points for each area (cognition, communication, creativity, control, compassion, coordination, curriculum.) and to scope possible development and improvement. Each of these areas is then subdivided into themes which provided deeper understanding of the child's profile of need. This allows class teachers to adapt the curriculum to meet the specific needs of each pupil so they can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. It is qualitative in nature and is based on a collective judgement between the learner, parent/carer and teacher of a best fit score. The progress tracker uses a rating scale of 1-10, plotted within five phases of progress. The five phases of progress are:

- emerging – rating 1-3
- evolving – rating 4-6
- effective – rating 7-9
- enhanced – rating scale 10
- exceptional – rating scale 10+

There are clear, child-friendly statements throughout the progress tracker which makes specific identification of need, next steps and the support needed easily identifiable.

- Half termly, pupil's progress is discussed in a meeting with the class teacher and Head Teacher where PLAP targeted outcomes are reviewed. Provision will be adjusted if necessary and in consultation with the SENDCO.
- Weekly, teacher and Learning Support Assistant discuss pupil progress and record any significant achievements or concerns on the PLAP.

Parents will be informed of significant changes to provision.

Moving to an EHCP (Education, Health and Care Plan)

If children struggle to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is or has been a Child in Care and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by an LSA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's profile of learning including their 7 C's tracker, in order that we can select the intervention which is best matched to the child.

Targeted outcome for children at SENS are deliberately ambitious in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and LSA- who monitors progress towards the targeted outcome during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are reviewed in six week blocks but may continue for a longer period of time if necessary
- At the end of each block, children's progress towards their targeted outcome is assessed and recorded.

- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the curriculum and the Environment to support disabilities

Sandlings primary is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. All of our LSAs have expertise and have been trained on specific interventions. All LSAs work with all children including those with SEND and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to make a referral or buy-in additional expertise from the Local Authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour difficulties are not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF as part of our early help offer

with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. Every adult is trained in the emotional wellbeing program THRIVE and 1 LSA is a specialist practitioner offering specific, measured and targeted support to children. All children receive some support but those with THRIVE plans will have a weekly session.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and if there is cause, work with both the bully and the victim to improve relationships and provide strategies to minimise any risk of reoccurrence.

Admission and Transition Arrangements for SEND children

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions into classes as smooth as possible. This includes transition from day care providers into the Early Years Foundation Stage. (See EYFS Transition policy)

To make sure the children's needs are met from the day they arrive, we provide a clearly structured transition process. As part of this, assessments are undertaken within the first week to ensure we ascertain a baseline and identify any areas of need quickly.

Transition may also include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND is Miss. Kathy Garnett. She meets with the SENDCO to monitor that our SEND provision is effective.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Complaints Policy procedures.

Suffolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, Health and Social Care. Suffolk's Local Offer is available from the website.

[Local Authority SEND offer](#)

In addition, [Activities unlimited](#) is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.