

St. Mary's Primary School, Beetley



Policy for

Special Educational Needs and Disabilities and Information Report

Based on the model and guidance issued by The Key June 2021

Date approved by Governors:	July 2021
Date due for review:	July 2022
Chair of Governors	Andy Tovell

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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 aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals. We recognise that there is a continuum of Special Educational Need that includes those who need additional support and those who are exceptionally able. We will use our best endeavours to support and meet the needs of all pupils with the resources available.

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

Our SENCO is Kathy East. To contact Kathy, please email the school office on 01362 860114 or email office@st-marysbeetley.norfolk.sch.uk. Our SENCO 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
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › 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 under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › 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 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 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

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › 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 to review each pupil's progress and development and decide on any changes to provision
- › 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 (CI): autistic spectrum disorder, speech and language difficulties
- › Cognition and Learning (C+L): dyslexia, dyspraxia
- › Social, Emotional and Mental Health difficulties (SEMH): attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or Physical needs (PD): visual impairments (VI), hearing impairments (HI), processing difficulties, epilepsy
- › Moderate and multiple learning difficulties (MLD)

5.2 Identifying pupils with SEN and assessing their needs

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
- › Widens the attainment gap

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 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 take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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 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 or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where possible and in liaison with the next setting, we will ensure pupils have a transition programme which includes visits and induction sessions at their new 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.

Our whole school approach and curriculum are underpinned by the nurture principles, Norfolk Steps and Blanks levels to support the development of language skills

Where appropriate, we will provide interventions to support the four broad areas of SEN such as and including:

- › Speech and Language support
- › Sensory Circuits
- › Targetted group work
- › 1:1 support in specified areas e.g. as stated on EHCPs

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 according to need
- › Using recommended aids, such as laptops, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We employ learning support assistants who are trained to deliver interventions such as those listed above and others in addition.

Learning support assistants will support pupils on a 1:1 basis or in small groups when required.

We work with specialist agencies from a range of fields to provide support for pupils with SEN. This will include but is not exclusive to:

- › Educational Psychology and Specialist Services (EPSS)
- › Virtual School for Sensory Support (VSSS)
- › Virtual School for SEND (VSEND)
- › Speech and Language Therapy Services

5.9 Expertise and training of staff

Mrs East has been employed as SENCo at St Mary's since 2014, having previously worked in a range of specialist roles including as a classroom teacher, Specialist Learning Support Teacher (SLST), Cluster SEND Lead for Litcham schools and in a Pupil Referral Unit (PRU) for excluded pupils.

She is allocated 3 days a week to manage SEN provision.

We have a team of learning support assistants, who are trained to deliver aspects of SEN provision, including ELKLAN speech and language. Class teachers are also expected to deliver support for SEN pupils.

5.10 Securing equipment and facilities

In consultation with specialist services such as the VSSS, specialist equipment and resources are provided for those pupils with visual or hearing impairments.

Where a need is identified, we will look to secure appropriate resources.

All teaching areas within the main school are accessible. There is an accessible toilet for wheelchair users.

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 targets each term (SEN support plan)
- Reviewing the impact of interventions after a specified time (regular review)
- Using pupil questionnaires
- Monitoring by the SENCO
- 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

We are a fully inclusive school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in all school activities/events such as sports day/ school plays/ workshops.

All pupils are included in all activities irrespective of their SEN or disability.

5.13 Support for improving emotional and social development

All pupils are supported to communicate their needs and anxieties whether or not they have an identified SEN. We provide support for pupils to improve their emotional and social development through following the Norfolk Steps approach.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We aim to identify any additional or special need early. We monitor pupils on entry and request additional support from other services, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first. If the complaint cannot be resolved they will then be referred to 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

5.16 Contact details of support services for parents of pupils with SEN

If you require additional information or support for your child please refer to the Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

5.17 Contact details for raising concerns

If you have concerns please contact your child's class teacher in the first instance. They will refer to Kathy East (SENCo) or to the Head Teacher for additional support if necessary.

5.18 The local authority local offer

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

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **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 and objectives
- Supporting pupils with medical conditions