

# SEND Policy

Singleton CofE Primary School



**2023-2024**

Approved by:

Date: 28.06.23

Last reviewed on:

July 2022

Next review due by:

July 2023

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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

### Our Aims

At Singleton CofE Primary School we believe all children should have the ability to thrive and flourish. We do this by understanding each child's learning profile by developing nurturing and respectful relationships, which seek to understand the whole child, through careful observations and developing meaningful connections. We tailor our approach, as we do not believe a 'one size, fits all' approach is beneficial to supporting children's individual needs.

We are inquisitive and reflective, open to different strategies and expertise in ensuring that all children receive the support they need, when they need it.

We work with each child's family to be visible, supportive and collaborative, so that together we can build a team around each child.

We work together as one dedicated team, using research and continued professional development to ensure we can meet children's emerging needs. We discuss children's wellbeing, achievements, their strengths and evolving needs so we can best support each child in our care.

Children who are identified as having a Special Educational Need or Disability (SEND), are at the heart of our school community, taught within their normal classroom environment, and supported by all members of our staff.

All of our learners benefit from both inclusive classrooms, and high quality first teaching, shaped by our Growth Curriculum. We believe all children, including those children identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life, from Forest School to school excursions and our excellent club offer.

We will strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe by the clear message of our three R's – responsible, respectful and ready, which sit at the core of our behaviour policy, and are echoed through how we model positive relationships and compassion with our learning community.

Our approach will engender a sense of community and belonging, offering new opportunities to learners who may have experienced previous difficulties by showing warmth, understanding and proactive methods.

Our Growth curriculum and bespoke approach to personalised learning enables us to identify next steps and develop provision which helps all children to make steps of progress so that they can achieve their best, and become confident individuals, living fulfilling lives.

**Nurturing Individuals to Flourish**

**Growing Together**

## 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 plans (EHCPs), SEN coordinators (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.*

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL(English as an additional Language)
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These factors are monitored by the school for every child where relevant.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs E Greene.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

## 4.2 The SEN governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

## 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND 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
- Monitor, to ensure that children with EHC Plans are able to meet their targets through planned provision and support
- Ensure they follow this SEND policy

## Together, we will:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them

- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

## 5. SEND Information report

### 5.1 The kinds of SEND that are provided for:

Currently at Singleton CE Primary School we support a wide range of children with special educational needs. On our SEN register we currently support children from all of the 4 broad areas of needs:

- ◇ Cognition and learning
- ◇ Communication and interaction
- ◇ Social, emotional and mental health
- ◇ Sensory and Physical

More specifically we currently provide support for children with ASC, ADHD, specific learning difficulties (such as dyslexia), physical and sensory needs, SEMH needs, and we have previously supported children with physical impairments. We adapt our approach around the needs of individual children and ensure staff training for specific types of SEND remains up to date and relevant to the needs of our cohorts.

This may present as having difficulties with:

- all aspects of school learning
- specific area of reading, writing, numbers or understanding information
- expressing themselves or understanding what other people are saying
- making friends or relating to adults
- having social and emotional difficulties that impact on their behaviour in school or at home
- organising themselves
- sensory or physical needs that affect them accessing aspects of school life and learning

A child does not have learning difficulties just because English is not their first language. Learners with SEND may have individual needs that merge into different categories or change over time.

### 5.2 Identifying pupils with SEN and assessing their needs

At Singleton we are committed to the early identification of special needs so that provision can be put in place to help each child make good progress and overcome barriers to learning. There are rigorous assessments and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Our staff monitor children's small steps of progress, not just their academic ability, but their social, emotional and mental health as well. It may be that a child's learning profile shows some of the below:

- 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

Slow progress and low attainment, will not automatically mean a pupil is recorded as having SEND. For those children experiencing a barrier to learning, additional support in class, or an intervention will be provided as the first step. Sometimes their emerging needs may need closer monitoring or the expertise of a professional as well.

An intervention is a planned session of support that is delivered separately to a lesson in class, for a short period of the day, either 1:1 or in a group, as required.

The school's monitoring system uses information from the following means:

- Use of Boxall Profile
- Observations of behavioural, social and emotional development
- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress / attainment
- Standardised testing and assessments
- Assessments by a specialist service, such as Educational Psychology, LBAT/ASCT
- An existing Statement of SEN or Education, Health and Care plan
- Another school or LEA which has identified or has provided for special or additional needs

### **We know when a pupil may need further help if:**

- ◇ Behaviour changes
- ◇ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- ◇ Screening, as a result of a concern being raised, indicates gap in knowledge/skills
- ◇ Whole school tracking of attainment outcomes indicates a difference in the expected rate of progress, causing us to look deeper
- ◇ Observation of the pupil indicates that they have additional needs

This information gathering may include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strengths and difficulties; the parents' concerns; the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is also required.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision will be recorded on a pupil's Individual Support Plan (ISP) and the school's record system, BROMCOM.

Where a pupil is identified as having SEND (and therefore will be listed on the SEND register specifying the SEND category being focused on), action will be taken to remove barriers to learning and put effective special educational provision in place.

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and effective strategies. This is known as the graduated approach - Assess, Plan, Do, Review.

### 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 strengths and difficulties
- We take into account the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### How will my child's experiences and progress be communicated?

We will always share our thoughts and feelings about your child's wellbeing and progress with you, and actively encourage you to do the same. Children's Individual Support Plans are reviewed and updated each term, these will be sent home. These plans will detail your child's 'SMART' targets and include a review and next steps. We welcome your feedback and encourage you to discuss your child's targets at home and with us.

Targets are:

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime limited

Each child is actively involved in creating their Pupil Profiles, detailing what they enjoy about learning and how they feel they could be best supported. Their profiles are updated at the start of each academic year, reflecting their current needs and aspirations.

Each child at 'SEND Monitoring', 'SEND Support' or with an EHCP will have a Individual Support Plan (ISP), that is drawn up by teachers and pupil, it will highlight the additional strategies a pupil is accessing to meet their S.M.A.R.T targets, such as: additional thinking time, digital devices to record ideas, access to a writing slope or laptop to support written output, or highlighted information to reduce working memory load.



All parents have the opportunity to meet with their child's teacher and or, SENCO once a term to specifically discuss their child's provision and the progress they have made towards achieving their outcomes. Additional meetings are welcome, and both our class teachers and the school's SENCo are here to support each child and their family.

Specific supportive workshops are offered for all parents/carers to attend in line with our school's improvement plan.

Regular communication between school and home will ensure that concerns are promptly acted on.

A termly newsletter is sent home with SEND updates so parents are well-informed of upcoming events, training opportunities and access to other services.

## 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 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

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. This information is recorded on a pupil's Individual Support Plan, and is reflected in their SMART targets.

## 5.5 Supporting pupils moving between phases and preparing for high school.

Reception staff will meet with staff from the partner nursery schools, prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND need, the SENDCo may contact the school to further discuss the child and previous provision.

Transition arrangements for our Year 6 pupils is managed by the class teacher. Extra visits to the Secondary school may be arranged and co-ordinated if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g., the Learning Mentor/pastoral support staff. Both SENCos will discuss the child's learning profile and current needs in advance of transition to support a settled start in 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 by a variety of supports.

### We will also provide the following interventions:

- Speech and Language programmes provided by NHS speech therapists
- Precision Teaching
- Alphabet Arc
- Toe-by-toe
- Frequent Readers
- Friendship groups
- Forest School and outdoor learning
- Zones of Regulation
- Mindfulness
- Growth Mindset
- Nurture groups

## 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.

Singleton Church of England Primary School is a single site school on one level and all classrooms can be accessed either by a ramp into some classrooms or level access through the main entrance.

There is one accessible toilet facility. We have made sure that there is good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions, within the constraints of our premises, so that the effects of hearing difficulties are minimised, for example part carpeting, blinds and quiet areas.

Children requiring equipment due to a disability will be assessed in order to gain the support they require.

## 5.8 Additional support for learning

We have 3 teaching assistants across our school who are trained to deliver the interventions listed above. Our teaching assistants are allocated to support children who have a specific legal entitlement as stipulated by an EHC plan, or in support of an EHCNA. If not working with a child in this manner, teaching assistants will support pupils across the classroom, as directed by the needs identified for the session, using the teacher's expertise.

We work with the following agencies to provide support for pupils with SEN:

- Early Help
- Family Link Workers
- Advisory Teams
- Speech and Language Therapy
- School Nurse
- Occupational Therapists

## 5.9 Expertise and training of staff

Adults in our school have a range of certifications, from general teaching qualifications to specialist skills for delivering subject specific interventions. The SENCo commences training for the National Award in July 2021. All staff are encouraged to actively engage with training. Training needs are identified through Professional Development meetings and as and when a specific need may arise. Whole school training is also carefully planned into the School Improvement Plan.

We are always developing our skills and aim to broaden our expertise in a general way to improve the quality and breadth of provision we are capable of delivering, and of course we also respond to the needs of each individual child and seek training that will benefit and support their specific needs.

- ◇ PREVENT Training
- ◇ Alphabet Arc
- ◇ ACE's Training
- ◇ Attachment and Trauma Training
- ◇ Restorative Practice
- ◇ Early Bird Parenting for pupils with ASD
- ◇ Emotional Regulation Training

## 5.10 Securing equipment and facilities

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the curriculum and extra- curricular activities are barrier free, as far as possible, and do not exclude any pupils.

Singleton Church of England Primary School tries to make all trips inclusive by planning in advance and using accessible places.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with their EHCP.

## 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
- Reviewing the impact of interventions
- Monitoring by the SENCO and headteacher/governing body
- Using provision maps
- Holding annual reviews for pupils with EHC plans

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

All pupils are encouraged to take part in our residential trip(s) and fully participate in the life of the school through events including – sports days, Flourish outcomes, World Book Day, sponsored events and one-off celebrations/workshops and trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 5.13 Support for improving emotional and social development

The World Health Organisation's definition of mental health and wellbeing is, "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community."

Pupils with SEMH 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 behaviours. These sometimes reflect underlying mental health difficulties such as anxiety and depression, self-injury, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

'Behaviour' was removed as a distinct SEND Category for the 2014 Code of Practice, under the assumption that undesirable behaviour is a communication of unmet need in one or more of the categories of SEND (i.e., broad areas of need – Social Emotional and Mental Health needs, Communication and interaction needs, Cognition and Learning needs or Sensory and/or Physical Needs). Our school understands that 'behavioural difficulties' could be an indication of an unmet need in one or more of the categories of SEND. We also understand that 'behavioural difficulties' do not necessarily mean that a child or young person has a possible mental health problem or special educational need.

Negative experiences and distressing life events can affect mental health in a way that brings about temporary changes in a young person's behaviour. In order to meet the varied SEMH needs of our pupils, our school promote a nurturing, caring, supportive environment in which each individual is valued and respected. We have high expectations that every pupil succeeds, aspires, believes and acts. We recognise that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

### **We provide:**

- Opportunities to participate in activities that encourage belonging.
- Have opportunities to participate in decision making.
- Have opportunities to celebrate academic and non-academic achievements.

- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Have opportunities to reflect.
- Have access to appropriate support that meets their needs.
- Have a right to be in an environment that is safe, clean, attractive and well cared for.
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

We also have a zero-tolerance approach to bullying – please see our [Brilliant Behaviour Policy](#).

### 5.14 Working with other agencies

Specialists may be involved at any point to advise on early identification of SEND and effective support and interventions. A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

The SENDCo and class teacher, together with the specialists, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment

### 5.15 School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support (up to two terms) and interventions using the graduated approach - in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child.

An EHCP should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

### 5.16 Education, Health and Care Plan

For a small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will

be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

A child who has an Education, Health and Care plan will continue to have arrangements for school support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the support and provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents can directly buy in the support identified in the plan.

Parents will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

### 5.17 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This may then be escalated to the SENDCo or the headteacher. 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

Where pupils or parents have concerns, they can contact the following people for further advice or support:

- ◇ The class teacher(s)
- ◇ Emmalene Greene SENCO
- ◇ Theresa Smyth Headteacher

All of whom can be contacted through the school office.

### 5.18 Contact details of support services for parents of pupils with SEN

[Click here](#) to access the page for WEST SUSSEX service to support parents.

[Click here](#) to access West Sussex's Local Offer Page.

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Smyth **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 the following documents

- Accessibility plan
- Brilliant Behaviour policy
- Disability Equality Scheme
- Intimate Care Policy