

Orford CEVA Primary School



SEND Policy

**We are 'seeds sown in the good soil'
(Matthew 8:23)**

Adopted: February 2023

Approved by Governors:

Review date: March 2024

Intention

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506. Also see The Special Educational Needs Code of Practice 2021 (P106, paragraph 6.79 Publishing information: SEN information report)

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities, so that they have access to learning and opportunities alongside peers with appropriate adaptations made for their individual needs and, where appropriate, interventions to help reduce or remove barriers to inclusion. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach or support them in school, shared with parents along with provision and aims and also with appropriate agencies and advisors (after parent/carer permission has been sought). The child will also be involved in target setting and know what the interventions or support are for them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND. The SEND governor has a key role in working with the SENDCo, acting as a critical friend to ensure that the school are meeting the needs of children with additional needs and disabilities and complying with current legislation and guidance. All staff will ensure children with SEND are included in school activities (both in school and within opportunities off site) as far as it is safe to do so, making sure all reasonable adaptations and appropriate interventions are in place.

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for as far as possible;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Providing quality first teaching to all pupils;
- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 In our school the Special Educational Needs Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs and has provision maps in place;
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Headteacher and governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the county's agreed admissions policy.

6 Allocation of resources

6.1 The SENDCO is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

7.3 The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The school uses and responds to children's special educational needs as follows:

- The class or subject teacher identifies and consults with the SENDCO; (These children may need interventions which are identified on a Provision Map and individualised PLP)
- The teacher and the SENDCO are supported by outside agency involvement; The class teacher fills in a referral form for the SENDCO which is then used at a planning meeting with advisory teachers to determine the next step. (These children require a specific interventions will be put in place.)
- Educational Health Care Plan, EHCP - The Local Authority (LA) issues a formal statement of needs. (These children have a shared plan of support that is reviewed regularly. Planned meeting will be held with parents, children and other agencies including schools to determine next steps)

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 All children on the SEN register will have a SEND support plan in place which is reviewed termly by the class teacher and the parents of the child. All children with an EHCP will have regular reviews and there will also be termly reviews throughout the cycle. The SENDCO will oversee this process with the support of the class teacher.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may mean that they will miss parts of a lesson that the rest of the class is experiencing. There is a provision map to ensure that all children with SEN are accessing appropriate interventions and the impact of these interventions is reviewed termly by the SENDCO.

9 Partnership with parents

9.1 Any parent whose child is put onto the SEN register will be fully consulted as to the process, the aims and their role in achieving these.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages although we may not always act upon their suggestions where our assessment or evidence suggests another course of action is more appropriate. We encourage parents to make an active contribution to their child's education at all stages.

9.3 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

10.1 The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides the Headteacher and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENDCO is involved in supporting teachers involved in drawing up the SEND support plan for children. The SENDCO and the named governor with responsibility for special needs also hold an annual meeting.

10.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Signed _____ Chair of Governors

Date