

Great Waldingfield

Church of England
Primary School

Policy on Special Educational Needs and Disability (SEND) [Including local offer]

Date – Autumn 2024

Review date – Autumn 2025

Date	Version	Where	What
02.11.20	Two	p.2	Mrs S Jenkins replaces Miss S Paddon as SENDCo Miss V. Butcher - Alternate Safeguarding Lead
18.10.21	Three	p.3	Arbor replaced with CPOMs
18.10.21	Three	p.4	Reference to 'SEND Aware Register' added.
18.10.21	Three	p.5	Reference Suffolk Specialist Education Services, as single point of referral added.
18.10.21	Three	p.6	'Interventions are targeted for a specific length of time, usually 6-10 weeks, if progress is not achieved at the end of the intervention a new assessment and different intervention may be considered' added.
26.09.22	Four	p.3	Additional Alternate Designated Safeguarding Lead – Mrs S. Jenkins
26.09.22	Four	p.5	External agency list up dated
26.09.22	Four	p.9	Y6 transition updated to reflect current practice
26.09.22	Four	p.5	
26.09.22	Four	p.5	
03.10.23	Five	p. 3	Update name contacts

Contact details:

Special Educational Needs Coordinator (SENCo) - Mrs S. Jenkins

Headteacher and Designated Safeguarding Lead (DSL)- Mrs S. Baker

Alternate Designated Safeguarding Lead – Miss V. Butcher

Alternate Designated Safeguarding Lead- Mrs S. Jenkins

Alternate Designated Safeguarding Lead – Mrs R. Hutchings

Designated Teacher for Children in Care (CiC) – Mrs S. Baker

How you can contact Mrs Jenkins:

- Through the school office in person (if available, she will speak to you there and then. If this is not possible then please feel free to make an appointment to suit you)
- By telephoning the school on 01787 374055
- By emailing via the school office using admin@greatwaldingfield.suffolk.sch.uk

Great Waldingfield CEVC Primary School's mission statement:

This policy reflects the SEND Code of Practice, 0-25 guidance which was released in 2014. It also reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all children, including those with SEND.

The aims of this SEND policy:

At Great Waldingfield CEVC Primary School we pride ourselves on our inclusivity. We are a tolerant school which celebrates each child's unique strengths and differences. We want all our children, including those with SEND, to be happy, successful, self-confident and challenged.

Staff at Great Waldingfield CEVC Primary School will strive to:

- Identify children who may have a special educational need as early as possible
- Make reasonable adjustments for those with a disability or special educational need to ensure they can access all parts of the curriculum
- Ensure that children with a special educational need, disability or medical condition engage in the activities of the school alongside children who do not have additional needs
- Carefully monitor all children's progress
- Work together with parents, carers and children themselves so that their views help to tailor the support we offer
- Work collaborative with other staff members, the SENCo, and sometimes other schools
- Take part in relevant training when appropriate
- Work with the Local Authority and other agencies to support children
- Ensure every child receives quality first-teaching from their teacher, including reasonable adjustments where needed

The school's SEND policy will be reviewed on an annual basis. The SENCo attends training from the Local Authority and local SENCo forums in order to network with SENCos across the country and to keep abreast of new legislation and practices.

What are special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England." (Code of Practice 2014)

How does the school identify a special educational need?

First step- cause for concern

Initially, we listen to all the facts and concerns presented to us. This may come from a variety of sources, including:

- Concerns raised by parents/ carers
- Children's views
- Teachers' concerns from our school, or a previous school or Nursery setting
- Lack of progress in classwork or assessments
- Observations of children

Teachers meet with the senior leadership team (SLT) termly to discuss the progress of children in their class. We use standardised assessments in maths, reading and spelling, punctuation and grammar and children complete these termly. We have a range of other assessments available if we feel we need to gather further information about a child's progress or attainment. The school also assesses all children in Early Years Foundation Stage (EYFS) and Key Stage One using 'Language Link', which is a tool to help identify and support children with difficulty understanding spoken language.

Once concerns are raised, we will gather information using a **pupil passport** (see Appendix 1). The child and parent will be consulted as well as the teachers and LSAs who are directly involved with the child. The child's likes, dislikes, favoured strategies and difficulties will all be considered. We will need to talk about attendance, health and welfare (including hearing and sight), changes in family circumstances etc. to see if there are reasons (other than learning difficulties) that might be preventing a child from making good progress. If there are, we will make a plan to address them. We may need to carry out further assessments to help us decide what action to take.

It may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment or adjusting teaching strategies to suit children's needs. If the need means that more than 'reasonable adjustment' is required, then it will generally fall into one or more of the categories of need listed in the SEND Code of Practice:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social, emotional and mental health (SEMH)
4. Sensory/ physical (S&P)

We will then make a **support plan** (see Appendix 2). This is a plan of action to address the issues which are preventing the child from making good progress. We will log the '**cause for concern**' on our

internal monitoring system CPOMs. We will complete a cycle of **assess, plan, do** and **review** (see below) with parents and children. These cycles last for a mutually agreed period of time (usually a term). Interventions will vary depending on the need. We may need to ask other agencies or the Local Authority for guidance.

When we review after a cycle has finished, we may find that the child is working at a level that is age appropriate. They may now need only minor adjustments to quality first-teaching from their teacher. They may no longer require anything that is 'different from and additional to' that of other children their age. When this happens, the child's progress will no longer be logged as a 'cause for concern' and there will be no need for us to make further support plans. We will carry on monitoring the child through our usual systems.

If we review after a cycle is finished and still have concerns, we will make a new support plan and change something about our support for the child. If we still have concerns after a few cycles, despite high quality teaching, additional interventions and reasonable adjustments, then we will decide whether or not the child does have a Special Educational Need. This would mean that the child would be added to our 'Special Educational Needs Register' and we would move into '**SEND support**' stage. Children that are being monitored by staff, including the SENDCo will be included on the school 'SEND Aware Register'.

What happens once my child has been identified as having a 'Special Educational Need'?

We will complete a **pupil profile** with parents and teachers (see Appendix 3). This document will be added to as and when new information is obtained, at least termly. We will continue to follow an '**assess, plan, do and review**' cycle (see Appendix 4) and we will consult the SENCo.

'Assess' stage

We will already have a good picture of your child's needs from:

- Termly assessments in maths, reading and spelling, punctuation and grammar
- Other assessments such as 'Language Links'
- Child and parent discussions

We may also seek advice from external agencies, such as:

- Specialist Education Services (SES)
- Neurodevelopmental Delay Service
- Hearing or Visual Impairment Service
- Speech, Language and Communication Service
- Educational Psychologist Service
- Educational Welfare Officers
- School nurse
- The Emotional Wellbeing Hub

Further information on Suffolk's 'Local Offer' can be found here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

'Plan' stage

In consultation with children and parents/carers, we will make a plan of action based on the assessments and information gathered. We will list interventions, adjustments and support that will be put into place. We will set targets so that we can be clear about the progress and impact we expect to see. Any support and reinforcement that can be carried out at home will be shared with parents/carers.

We use many interventions at school. These include:

- Language Link
- Speech Link
- Success @ Arithmetic
- Beat Dyslexia
- Teaching Reading Through Games (TRUGS)
- Gym trail
- Daily 1:1 reading
- Emotional Literacy Support (ELSA)

Interventions are reviewed regularly in line with what our children need and what we know to be effective. This list is just a sample of the interventions that may be used.

Research shows that one of the most impactful interventions can be pre- or over-teaching and we may use precision teaching with some children. This involves a teacher, learning support assistant (LSA) or higher level teaching assistant (HLTA) working closely with the child to deliver teaching which addresses specific gaps in their subject knowledge.

Your child's teacher should explain clearly what need is being targeted by an intervention. Intervention may happen in within the class, small groups or on a 1:1 basis. The intervention may be carried out by teachers, LSAs or HLTAs although the class teacher remains responsible for the child's learning.

'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview. However, the SENCo will be responsible for monitoring the provision.

We monitor the quality of provision for our children through:

- Classroom observation by the SLT, the SENCo and external verifiers
- Ongoing assessment of progress in specific intervention groups
- Scrutiny of planning
- Teacher meetings with the SENCo
- Feedback from parents and children
- Whole school progress tracking using Insight

'Review' stage

At the end of the cycle, a review will take place. The child, parents, teacher, any support staff and the SENCo will be consulted about their views on the effectiveness of the support and interventions. We will talk about their impact on the child's progress. The next steps will be agreed and written into a new plan. Plans should be reviewed at least three times a year.

If a child is looked after by foster carers, then they already have reviews related to their personal development. The SEN review will be in addition to these but each review will feed into the other; teams will work together to share information.

Interventions are targeted for a specific length of time, usually 6-10 weeks, if progress is not achieved at the end of the intervention a new assessment and different intervention may be considered.

What happens if good progress is made over time?

Some children make excellent progress as a result of the school's interventions and high quality teaching. Their progress may be rapid, and their needs may no longer be 'additional to and different from' those of other children in their year group. The school may decide, with parents, that the child can be taken off the SEN register. Reasonable adjustments would remain in the classroom and we would continue to carefully track and monitor the child's progress.

What happens if good progress is not made?

There may be a very small percentage of children who needs are significant and complex. The special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources (despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child). A request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Educational, Health and Care Plan (EHCP) being provided if the authority deem it to be necessary. There is an expectation, in most cases, that the school will need to complete more than one cycle of intervention before making the decision to request an EHC assessment.

Children with medical needs

Children with medical needs will normally have an **individual healthcare plan** which specifies the type and level of support required to meet their medical needs. They may also have special educational needs and this should form part of a separate **support plan** which co-ordinates with the information in their healthcare plan.

Please see our Policy on Medicines in School' and Policy on Intimate Care for further information. **How**

are the school's resources allocated and matched to children's special educational needs?

The school receives funding to support the needs of children with SEND from a number of sources

- A proportion of the funds allocated per child to the school to provide for their education (the Age Weighted Pupil Unit)
- The Notional SEN budget
- The Pupil Premium funding for children who meet certain criteria

The school is able to claim additional funding (HTN funding) from the Local Authority to provide what the child needs if it has been required to spend beyond what is allocated from the sources listed above. This might include:

- Staffing arrangements

- Bought in support from external agencies for services which do not form part of their core offer
- Provision of specialist resources e.g. assessment or software
- CPD relating to SEND for staff

Who decides how much support my child needs?

For children who have SEND but do not have an EHCP, decisions will be made jointly between the SENCo, class teachers and parents. For a child with an EHCP, the decision will be reached when the plan is being produced or at annual review.

How accessible is the school environment?

The school has made the following adaptations to the school environment:

- Automatic doors next to the entrance
- One toilet has been adapted to ensure accessibility for visitors with a disability
- One toilet has been adapted to ensure accessibility for children with a disability

The school has a Policy on 'Disability and Equality' which highlights accessibility details.

How will the school prepare and support my child when joining or transferring to a new school?

All transition processes are personal to each child. We are happy to create personalised social stories for children joining our school or changing classes, to enable them to take photographs and information home with them to review with parents/ carers prior to starting. Children joining our school may wish visit us on a PD day or before/ after school so that they can see it at a less busy time and become more comfortable and familiar. The school may personalise the process by visiting children in their current setting, or by accompanying children who are leaving us on visits to their new setting, if appropriate.

- There is a planned programme of visits for children starting in EYFS. Additional visits are arranged if needed.
- Parents/ carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into a school routine.
- The SENCo meets with parents/ carers of children who are known to have SEND.
- If children are transferring from another school, the previous school records will be reviewed and a meeting will take place with parents to identify and reduce any concerns. This may take place with the headteacher.
- Children entering the school midyear will be able to visit as many times as they need to prior to starting.

Transition to the next class in September

- There will be a review meeting of support plans in the summer term so that they are clear, up-to-date and the child's needs are understood.
- The current teacher will meet the upcoming teacher to pass on all relevant information.
- A 'transition day' is arranged to give children a chance to experience their class before the new school year starts. Any worries or concerns can be dealt with early.

In July the school organises 'meet the teacher' sessions which provide important information about the class or year group and there is an opportunity to talk to the new class teacher.

Transition to a new school in Year 6

- Transition days are arranged for children with SEND depending on need.
- The annual review in Year 5 for children with an EHCP begins the process of supporting parents to make choices about secondary school.
- The annual review in Year 6 will be carried out in September/October, enabling all service providers and professionals involved with the child to be able to discuss the most appropriate next steps for the child.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- The school may accompany children to visit other providers, as appropriate.
- The SENCo will have meetings with the SENCo at the receiving schools to ensure that all relevant information on a child is passed on.
- The records of children who leave the school will be transferred to their new school once we have notification that the child is enrolled there.

Where can I go for advice and support about my child?

The school will aim to offer thorough advice and support to parents/ carers; we pride ourselves on an 'open door' policy wherever possible and will do our best to signpost parents/ carers to other people who can help if we cannot.

If you wish to discuss your child's educational needs or are unhappy about something to do with your child's schooling then please contact:

1. Your child's class teacher
2. The SENCo
3. The Headteacher

There may be some support groups in the area; these can change frequently but the SENCo will be able to find out up to date details if requested.

In England there is a Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS). It is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability. They provide unbiased information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. More information can be found at: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/>

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). Their website can be found at: <https://www.ipsea.org.uk/>

Complaints procedure

The school's complaints procedure is outlined in the Policy on Complaints.

In summary:

- We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding.
- In all cases we put the interests of the child above all else.
- We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.
- If a parent/guardian is concerned about anything to do with the education in the first instance, discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way.
- Where parents/carers feel that a situation has still not been resolved they should make an appointment to discuss it with the SENCO or the Headteacher.
- Should any parents have a complaint about the Headteacher, they should first make an informal approach to chair or vice chair of the governing body (Rev Marsden).
- Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing.
- If the complaint is not resolved, a parent may make representation to the LA.
- If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

This Policy on SEND should be read in conjunction with

Policy on Child Protection and Safeguarding

Policy on Behaviour for Learning

Appendices


The new SEND code of practice can be viewed using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Appendix 1

Pupil Passport

Pupil passport



Great Woldingfield

<i>Photograph</i>	I am good at: Child voice: Teacher voice: Parent voice:	What I find difficult: Child voice: Teacher voice: Parent voice:
Name:		
Class:	I am especially motivated to learn by/ when:	These strategies are helping me become more independent:
Areas of need:	Child voice: Teacher voice: Parent voice:	Child voice: Teacher voice: Parent voice:
Date:	The resources that help me the most are:	Children I work well with:

Appendix 2

Support plan for children whose progress is a cause for concern'



'Cause for concern' stage
Assess, plan, do, review cycle

Name:		DOB:		Cycle no.:		Date cycle started:	
Assess		Plan and do			Review		Date of review:
Targeted areas of need <i>Name of pupil will be able to:</i>		Steps towards achievement <i>What intervention, resources or strategies will be used? How often will this happen each day/ week?</i>			Have the expected outcomes been achieved?		
1.							
2.							
3.							
Produced by:							
Parents:		School:		Child:		Other:	

Appendix 3

Pupil Profile for children with SEND



Pupil Profile for Identified SEN

This document aims to ensure that all those teaching and supporting this child have an overview of this child's needs.

This should be updated termly.

Child's name:		Date of birth:	
Current year group:		Class teacher:	
Date of first pupil profile: Please include date of first support plan if pre-2019			
When did this child start at our school?			
Areas of need:	Social, emotional and mental health		
	Communication and interaction		
	Cognition and learning		
	Sensory and/or physical		

Summary of child's strengths and areas of need:

Strengths:	
Area of need:	Educational:
	Medical/ physical/ sensory:
	Social:

Specialist services/ agency involvement:

Service/ agency (e.g. Dyslexia Outreach, CISS, Educational Psychologist)	Name, number, email	Nature of support	All dates of support

Summary of targeted provision over time:

E.g. intervention programmes, speech and language programme, intervention groups, reasonable adjustments made to 'quality first teaching'

This section should be updated at least yearly. Specific details about this provision should be in the pupil's purple folder (paper or digital copies)

Year:	
Year:	

Appendix 4

Support plan for children with SEND



SEND support stage
Assess, plan, do, review cycle

Name:		DOB:		Cycle no.:		Date cycle started:	
Assess		Plan and do			Review		Date of review:
Targeted areas of need <i>Name of pupil will be able to:</i>		Steps towards achievement <i>What intervention, resources or strategies will be used? How often will this happen each day/ week?</i>			Have the expected outcomes been achieved?		
1.							
2.							
3.							
Produced by:							
Parents:		School:		Child:		Other:	