

Creech St Michael C of E Primary

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



“Together, we love to learn and grow!”

Reviewed: November 2024

Review date: November 2025

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or a disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition at a) or

- c) Above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

Children with the most complex of Special Educational Needs and Disabilities have or will have an Education, Health, and Care (EHC) Plan. These are the children who are banded and receive additional top-up funding to meet their needs in school.

The Somerset SEND (Special Educational Needs and Disability) Local Offer is a website that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Somerset whose children experience some form of special educational needs. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors. You can view the SEND Local Offer website:

<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

Creech St Michael Church of England Primary School is an inclusive school where everyone is made to feel welcome. Our school’s vision sets out to ensure that all pupils enjoy high quality learning experiences through which they can achieve their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved with their learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

The staff at Creech St Michael Church of England Primary School take account of children’s needs and, ensure that to the best of their endeavours, the necessary provision is made for any pupil who has Special Educational Needs and/or Disabilities (SEND), to enable them to participate effectively as learners.

1. AIMS:

- To adhere to the Special Educational Needs Code of Practice, which states that ‘All teachers are teachers of SEN’ and therefore all teachers provide inclusive teaching.
- Ensure all SEND legislations and guidance on duties are being followed – i.e. Children and Families Act 2014, Code of Practice 2014, The Somerset Graduated Response Tool.
- Provide every child with access to a broad and balanced education. This includes the national Curriculum in line with the Special Educational Needs Code of Practice.

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- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils’ achievements.
- Equip pupils with the skills and attributes necessary for adult life.
- Work in partnership with parents/carers.

2. OBJECTIVES:

- Staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health, and care services (and feeding schools or early years settings) prior to the child’s entry to school. Children entering the reception classes will be home visited. Where needs have not been previously identified staff have an obligation to report observations or concerns to the SENDCo. at the earliest opportunity.

- Monitor the progress of all children.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their potential. Use the Somerset Graduated Response Tool to guide a staged response and to record interventions. Review and measure progress of class interventions.

- Make appropriate provision to overcome barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.

This will be coordinated by the teacher with support from the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are met, and all pupils’ needs are catered for.

- Work with parents

To gain a better understanding of their child and involve them in all stages of the child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress through regular formal and informal meetings.

- Work with and support of outside agencies

When the pupil’s needs cannot be met by the school alone an Early Help Assessment or a referral form completed alongside the parent together will be sent to the appropriate agency requesting support. Support may be given from the following Support Services:

- *The Children’s and Youngs Peoples therapy Service (CYPTS): Speech and Language, Occupational Therapy, ASD Support Service.
- *The Inclusion Team: Advisory teachers, Educational Psychologists
- *Child and Adolescent Mental Health Services (CAMHS)
- *Early Years Area SENDCo

- Create a school environment where pupils can contribute to their own learning.

Offer all students the opportunity to voice their own opinions. This implemented by encouraging positive relationships with adults in school and carefully monitoring the progress of all children at regular intervals. The Pupil Progress Meetings ensure that the progress of all children is carefully tracked and monitored.

This Policy should be read alongside the SEND Information Report (the school’s offer in support of pupils with Special Educational Needs and/or Disabilities) and The Accessibility Plan.

3. ROLES AND RESPONSIBILITIES FOR THE CO-ORDINATION OF INCLUSION AND SEND PROVISION:

The Headteacher:

The Headteacher has overall responsibility for ensuring that the special needs of the children are met. The Head teacher is the line manager of all the Teaching Assistants including those who are employed to support individual children. The Headteacher works closely with the SENDCo. Together with the SENDCo, she will:

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- Identify training needs for groups and individuals in line with the SDP
- Liaise with the governing body to secure budgetary support for SEND is in line with the School Development Plan (SDP).

The SENCo:

- Ensures all SEND legislations and guidance on duties are being followed – i.e. Children and Families Act 2014, Code of Practice 2014, The Somerset Graduated Response Tool 2022.
- Is responsible for co-ordinating SEND provision within the school Is responsible for forward planning with the headteacher and governing body in line with the SDP, including action planning and self evaluation.
- Supports, advises and liaises with colleagues.
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA.
- Acts as a link with the parents along with the class teacher.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as a link with external agencies and other support agencies.
- Monitors records of all children with special educational needs.
- Monitors and evaluates the special educational needs provision and reports annually to the governing body.
- Manages a range of resources, human and material, linked to children with special educational needs.

Teachers:

- Respond to the needs of children.
- Work with the SENCo to assess and monitor the children’s progress.
- Work closely with the SENCo and parents to plan an appropriate programme of intervention and support through Universal, Wave 2 and Wave 3 provision, guided by the Somerset Graduated Response tool.
- Provide support for children who need support accessing any area of the curriculum or school life through Universal Provision and High Quality First Teaching.
- Plan to develop children’s understanding using all available senses and experiences.
- Plan for children’s full participation in learning, and in physical and practical activities.
- Help children to manage their behaviour and to take part in learning effectively and safely.
- Contribute to and manage the records of all children with special educational needs.
- Review and write Individual Education Plans (IEP’s).
- To share IEP’s with parents and encourage parents to contribute and support their child.
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Monitor children’s academic progress and classroom behaviour and refer any concerns to the SENCo.
- Update class SEN folders and review these with the SENCo.
- Work with the SENCo to identify children who require Wave 2 or Wave 3 support and monitor the delivery of these programmes with Teaching Assistants.

Parents:

We believe that children learn best when family and school work together. Therefore, we will:

- Inform parents early, of any concerns that may arise.
- Encourage parents to share any concerns they may have with the class teacher, SENCo or headteacher.
- Inform parents of any provision that we would recommend as appropriate.
- Regularly involve children and parents in the process of tracking and target setting.
- Involve parents in the writing and review of IEPs.

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4. ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCo will hold details of all SEND Support records such as the SEND register, Pupil Passports, Annual Reviews, EHAs (Early Help Assessments and TAC (Team Around the Child) meeting records and professional reports. The children who have the greatest needs will have their work assessed/celebrated using the “WOW” folders to record their achievements. SEND children may have their work assessed using objectives for children from a younger year group. All children will be discussed termly at the Pupil Progress Meetings.

5. IDENTIFICATION OF PUPILS NEEDS

We have a graduated approach **“Every Teacher is a Teacher of SEND”**.
Quality First Teaching is **“The baseline of learning for all pupils”**.

Any pupil who is falling significantly outside of the range of expected academic achievement will be monitored and discussed at pupil progress meetings.

Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.

The teacher will take steps to provide further differentiated learning opportunities that will support the child following considering the advice from the SENDCo.

The SENDCo will be consulted as needed for support and advice and may wish to observe children in class. Through the above actions it can be determined which level of provision the pupil will need.

If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parents are actively encouraged to share information and work in partnership with the school.

The pupil is monitored if concern is raised by a parent or teacher, but this does not automatically place the child on the SEND register. Concerns are discussed with the parents and carers. It is recorded by the school as an aid to further progression and for future reference.

Pupil Progress Meetings and Parents’ Evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

The SENDCo will invite parents in to discuss their child’s progress or will arrange to meet any parent who wishes to discuss their child’s needs in more detail.

6. CODE OF PRACTICE & SOMERSET GRADUATED RESPONSE TOOL

All members of staff work in line with the Children and Families Act 2014, Code of Practice 2014, The Graduated Response Tool to offer effective Wave 1 provision for all of the children (Quality First Teaching).

7. SEND SUPPORT

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support consists of a four-part process indicated below:

• Assess • Plan • Do • Review (ADPR).

Children will have an Individual Education Plan to document this process. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the individual grows. The cycle enables identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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8. REFERRAL FOR AN EDUCATION, HEALTH CARE PLAN:

If a pupil has lifelong or very significant learning difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process which can be requested by a parent or the school. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

9. EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision via review meetings, phone calls, informal chats and open-door access to SENCo.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Creech St Michael Church of England Primary School has an open-door policy where parents can access the class teacher, SENCo, ELSA or member of the Senior Leadership Team regularly.

10. MONITORING ARRANGEMENTS

The progress of SEN pupils is discussed and recorded during termly Pupil Progress Meetings with individual teachers and the Headteacher. The SENCo tracks progress termly and children causing concern are discussed with individual teachers and the Headteacher.

Children participating in a Wave 2 or Wave 3 programme are monitored by the SENCo to evaluate impact. Action is taken accordingly should children not be reaching targets.

11. IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of the children with SEND.

12. WORKING IN PARTNERSHIPS WITH PARENTS

Creech St Michael Church of England Primary School believes that a close working relationship with parents is essential to ensure:

- Early and accurate identification and assessment of SEND leading to the most effective intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered, valued, and welcomed.

13. ADMISSION ARRANGEMENTS

Please refer to the information contained in the school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND. Where appropriate upon transition: children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Individual transition planning will be undertaken if required.

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14. THE GOVERNING BODY

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. Governors consult the LA and other schools, when appropriate, and report annually to parents on the success of the school’s policy for children with special educational needs. The governing body has agreed that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. The governor responsible for SEND liaises regularly with the SENCo and produces an annual report to the full governing body.

15. COMPLAINTS PROCEDURE

Refer to the general Complaints Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or a member of the SLT who will be able to offer advice on formal procedures for a complaint if necessary.

13. TRANSITION

Where a pupil has an EHCP (Education, Health, Care Plan) there is a legal requirement to hold an Annual Review. If the parents of a child with an EHCP wishes to request a change of placement from mainstream to a special school this is done through the Annual Review Process. Transition planning also takes place during the final terms of Year 6 so that there is a clear plan for a successful transition to Secondary Education.