



Sidlesham Primary School
Special Educational Needs and Disabilities
Policy

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Prepared by	Sophia Koiston - Headteacher
Type	School
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Introduction

At Sidlesham Primary School we believe that every child that attends our school has the right to:

- enjoy and achieve to the best of their ability,
- be kept safe,
- be healthy
- make a positive contribution,
- gain an understanding of how to achieve economic well-being
- be supported in the successful preparation to adulthood.

We believe that all children have the right to a broad and balanced curriculum in which individual potential can be achieved in an atmosphere of encouragement, acceptance and respect. Staff and Governors operate an open admissions policy for children with special needs and disabilities and aim to fully integrate children with SEND into the academic and social life of the school and to enable them to work to their potential. The school will ensure that children with SEND are encouraged to develop confidence and recognise value in their own contributions to their learning. They will be encouraged to participate in the decision making processes and contribute to the assessment, target setting and review of their needs. Children with SEND will not be placed at a disadvantage in comparison with other children. The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners and encouraged to play an active and valued role in their children's education. We aim to raise the aspirations of and expectations for all pupils with SEND.

Our Special Educational Needs Coordinator (SENCO) is Sophie Harwood. Our SENCO oversees all SEN provision in our school, whilst being supported in that role by all staff.

Legislation and guidance

This policy refers to and is provided in accordance with:

- The Children and Families Act 2014
- The SEND Code of Practice 2014

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.

This policy for Special Educational Needs and Disability (SEND) has due regards for following the reviewed Code of Practice 2014. This policy aims:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the statutory guidance provided in the Special Educational Needs and Disability Code of Practice July 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

- To provide a SENCO who will work with the SEND policy. (If the SENCO does not hold the National Award for SEND Coordination they must agree to work toward this within the first year of appointment.)
- To ensure that every teacher is a teacher of every child, including those with SEND.
- To provide support and advice for all staff working with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils. This policy details how our school will do its best to ensure that appropriate provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

Definition of Special Educational Needs and Disabilities.

Children have special educational needs and disabilities (SEND) if they have a cognition and learning, sensory and/or physical, communication and interaction or social, mental and emotional health difficulty which calls for special provision to be made for them which is additional to and different from quality first teaching. There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite differentiated learning opportunities and/or additional support, makes:

- little or no progress over a specified period of time even when teaching approaches are targeted at a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some areas of the curriculum
- presents persistent social, mental health or emotional difficulties which are not helped by the techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress,
- has communication and/or interaction difficulties and continues to make little or no progress

We also recognise that there are numerous factors that may impact on progress and attainment but are not considered special educational needs. For example:

- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of the pupil premium
- being a looked-after child
- being a child of servicemen/women

Aims and Objectives of Provision at Sidlesham Primary School

At Sidlesham Primary School we aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected, so they develop high self-esteem and self-confidence and are able to participate fully in the life of the school.

In order to achieve this aim, we will:

- ensure children with special educational needs and disability (SEND) are identified in accordance with the new Code of Practice (2014)
- use our best endeavours to make sure that children with SEND get the support they need

- involve all staff members who will work together for the well-being of all the children
- recognise the entitlement of children with SEND to a broad and balanced education, including the Early Years Foundation Stage and National Curriculum
- develop good standards in Literacy and Numeracy with appropriate access to ICT
- ensure that students with SEND engage in activities alongside those students who do not have SEND
- provide a high level of quality provision for children with SEND; and equal access of provision to all children
- designate a teacher to be responsible for coordinating SEND provision (the Inclusion Lead)
- inform parents/carers when special educational provision is being made for a child
- take into account the views of the child and parent whenever possible
- produce a regular SEND information report for Governors
- monitor, evaluate and review the SEND policy and procedures annually

Identification and assessment procedures

At Sidlesham Primary School, we recognise the importance of early identification of SEND. Early intervention and response improves the long term outcomes for students.

Provision for children with special educational needs is a matter for the school as a whole. Planning, teaching and assessing takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

A graduated approach to SEND support

Sidlesham Primary School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the “assess, plan, do, review” cycle. The progress of every child in the school will be tracked by the Headteacher, SENCO and class teachers throughout the year and children whose progress is of concern will be identified and discussed. The SENCO will update the Special Needs Register as necessary using our online system, Provision Map. The register records the children who are receiving SEND support or who have an EHCP. Individual children's records are digitally stored on our fully GDPR compliant online system, Provision Map. Class teachers have access to all relevant information about their pupils.

The school's system for observing, assessing and tracking the progress of individual children provides information about areas where a child is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress is defined as progress that:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline,
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills 🧠 demonstrates improvements in the child's behaviour.

A child experiencing difficulty in learning will be identified as:

- despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presenting persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- having communication and / or social difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and disability; and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

The needs of children are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers regular assessment and identification of those who are making less than expected progress.
- Concerns raised by parents, the young person or outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

The first response to a child who falls into this category will be highly targeted teaching at the area of weakness by the class teacher. In deciding whether a child has SEND, information will be gathered on their progress (alongside national and expected progress levels), from parents and/or carers and teachers. Any decision on whether SEND provision is required will start with the desired outcomes, including progress and attainment. This will include the views of the child and the parents/carers. This will then determine the support that is needed. If any support is to be provided, parents/carers will be informed and a clear date for reviewing progress be set.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that there are factors such as housing, family or other domestic circumstances, a multi- agency approach, such as Early Help may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND based on the SEND Support Frameworks in one or more of the four key areas of need.

Special Educational Needs and Disabilities Provision

The nature of the need is discussed at a pre-arranged meeting with the teacher and Special Educational Needs Coordinator who will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action, to support the child within the class

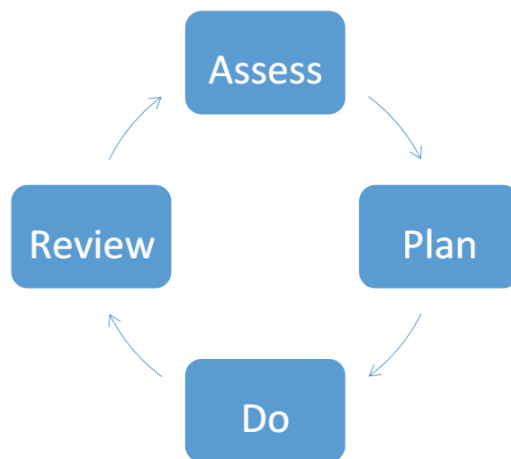
- ensure on-going observation and teacher assessment provides regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home
- make any appropriate referrals for assessment from outside agencies.

Teachers are responsible and accountable for the progress and development of children in their classes, including where children access support from teaching assistants and/or specialist staff.

In class, support may be allocated to children with an Education Health Care Plan (EHCP).

SEND Support at Sidlesham Primary School

When a class teacher or the SENCO identifies a child with special educational needs, a 'graduated approach' of 4 parts will be taken. The four parts to the cycle are:



Interventions that are additional to those provided as part of the school's usual differentiated curriculum will be provided. The class teacher will also discuss any concerns with the child's parents /carers. The SENCO and class teacher will support the assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress, in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- planned intervention and the monitoring of its effectiveness
- staff development and training to introduce more effective strategies.

Individual Learning Plans

A Learning Plan will be written on Provision Map which will specifically target the areas of weakness, as well as celebrating the child's strengths, providing a programme of intervention to aid learning and progress. The learning plan will include information about:

- basic information about the child e.g. date of birth etc
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the plan is reviewed) featuring the voice of the parent and child.
- access to other professional services e.g. Speech Therapy, Optometrist, Paediatrician or / and Language Assessment

This will be reviewed termly. All reviews and new targets will be discussed with and signed by the child and their parents / carers. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The delivery of the targets recorded in the plan continues to be the responsibility of the class teacher.

Involving specialists

When there is evidence that the child is making insufficient progress despite significant support and intervention, further advice and support may be sought from outside professionals. Children at this level will continue to have their provision planned and recorded in their plans. Where an external support service has been involved they will meet with the Inclusion Lead and may also meet with parents to discuss areas of concern and advise teachers and parents on ideas, strategies and resources for new targets. They may provide additional assessments if appropriate. The school will not seek advice from external agencies without the knowledge and consent of the parents.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a student, the child has not made expected progress, the school and parents/carers may consider applying for an EHCP.

Evidence will be provided through:

- records of regular learning plan reviews and outcomes
- the child's physical, emotional and social development and health needs, including the child's medical history where relevant
- National Curriculum levels of attainment in literacy and numeracy, where progress has been made, it has only been as the result of additional intervention and support over and above that which is usually provided
- views of the parents / carers and of the child
- involvement of other professionals such as Educational Psychologist, Health, Social Services or Education Welfare Service.
- other appropriate assessments

Parental request for an Education, Health and Care needs assessment.

Where the parents make a request for an Education, Health and Care needs assessment the school will endeavour to support the parents and the child by:

- providing all the necessary paperwork and information about their child's academic attainment and rate of progress, including copies of ILPs, assessments, observations, samples of work, SEND provision already provided
- providing copies of relevant reports including information about the nature, extent and context of the child's SEND
- providing the child's views
- taking account of parents / carers views and concerns.

Education, Health and Care needs assessment involves consideration by the LA, working cooperatively with parents / carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

An EHCP will not automatically qualify a child for a named 1:1 teaching assistant, as part of the child's targeted development will be linked to acquiring independent life and learning skills that are in line with their level of understanding and ability. However, additional support and targeted intervention linked to long term objectives will form an integral part of the child's provision. We will always use our best endeavours to ensure appropriate provision is in place to meet a child's needs.

All Education, Health and Care Plans must be reviewed at least annually with the parents / carers, the child, the school and the professionals involved, who are all invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement.

Provision Map

Provision Map will be used to track the progress of children where intervention is taking place. Provision Map will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given.

Access

All children with SEND are part of the mainstream school and access a broad and balanced curriculum. They receive additional support in class from Teaching Assistants and may receive individual/small group sessions with a Teaching Assistant or the SENCO.

The school has wheelchair accessibility, except to one room on the upper floor. The school will endeavour to make special arrangements in order to include children with physical disabilities.

Roles and Responsibilities

All staff and members of our school community are responsible for identifying, teaching and supporting pupils with SEND. The Governing Body will ensure that it makes provision for all pupils with SEND by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children and Families Act 2014 the Governing Body must use their 'best endeavours' to actively monitor special educational provision within the school.

Sophie Harwood is the school's SENCO, with responsibility for:

- liaising with teachers, support staff, parents/carers and support agencies on matters relating to SEND provision
- overseeing the day to day operation of the school's SEND policy as well as coordinating provision for pupils with SEND
- monitoring and reviewing learning plans and overseeing the records of pupils with SEND

- organising the annual reviews of children with Educational Health Care plans
- regularly checking the school tracking data for children with SEND
- regularly reporting to the Headteacher and Governors
- ensuring that all relevant transition arrangements and information for all children on the SEND register is passed onto the next class teacher at the end of the summer term
- identifying and ensuring that the training needs of staff are met

Sophie Harwood is completing the National Award for SEN Coordination, and is a qualified class teacher.

The child's class teacher will remain responsible for working with the child on a daily basis and for assessing, planning, delivering and reviewing an individualised or group programme. Teachers will be responsible for setting, recording and updating targets and implementing provision made for a child with SEND. They will also be required to request to meet and share current achieved targets with parents on a termly basis which may be in addition to the usual parents evening meetings.

Parents/Carers are kept informed of the actions taken to help their child through Provision Map. Parents and Carers are encouraged to discuss any concerns about their child with the class teacher and/or SENCO at any time to help plan steps forward for their child. In the event of the desire to use outside agencies to support or assess a child, parents will be notified of this in advance of the appointment. The school will however continue to monitor and provide support and intervention where appropriate for the child, in line with normal classroom adaptive practice.

Role of the Governing Body

In cooperation with the Headteacher, the governors must:

- Have regard for the Code of Practice (2014) when carrying out their duties towards all students with SEND.
- Determine the general policy of the school and its approach to provision for all pupils with SEND
- Establish the appropriate staffing and funding arrangements
- Maintain a general overview of the work of the school
- Report to parents annually on the school's policy on SEND

SEND In-service Training for Staff

All staff in the school will be provided with general and/or specific training on meeting the needs of SEND within their classroom. The Headteacher and SENCO are aware of all relevant courses relating to SEND. All staff have access to this information and the Inclusion Lead advises as necessary. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. Occasionally, specialised training will be necessary to support the needs of a particular child. This will be provided to those staff most directly involved with the child. Some of this training may be delivered in school, by specialist services working with particular children, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum Condition Support Service. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Reviewing, monitoring and evaluating

The school maintains records on all the pupils who attend Sidlesham Primary School. These records are held centrally and are made available to the receiving schools when the child transfers. The records contain:

- Information about the child, e.g. family background; medical; ethnic origins etc
- Teacher assessments of progress
- SEN information and learning plans

Annual written reports are maintained by all teachers. These record the child's progress and behaviour and are sent out to all parents. Copies are saved on the school's MIS. The policy for SEND is reviewed annually by the SENCO, staff and governors. Amendments are made as required.

Parent Partnership

At Sidlesham Primary School we believe that the relationship between parents / carers and the school, built on trust and mutual understanding, is crucial to the educational progress of the children. Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents and value the contribution they make to enable children with Special Educational Needs and Disability to achieve their potential. In order to develop and maintain such relationships, the school will:

- Hold meetings for new parents / carers whose child is entering Foundation Stage
- Invite parents / carers to review meetings and include them in the development of learning plans and EHCPs
- Ensure teachers and the SENCO are available for parents to speak to as and when the need arises
- Invite parents / carers to attend consultation meetings each term with the class teacher to discuss their child's progress
- Send parents / carers an annual written report from the class teacher which describes the child's progress in all areas of school life.
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We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.

Student Participation

All children should be involved in making decisions about their education, where possible and appropriate. As part of the child's SEND provision the school will listen to the views of the child. For children with SEND, we aim to involve them in understanding their difficulties and what is needed to

overcome them. We also encourage children with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All children with SEND are given the opportunity to contribute to their termly reviews.

Admissions Policy

At Sidlesham Primary School we recognise the rights of children with SEND to be educated in mainstream settings as set out in the Special Educational Needs and Disability Code of Practice 2014. The school follows the LA school admissions policy, copies of which are included in the school prospectus. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEND, gender, race, culture, language, religion, social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment which meets the needs of individual children.

Key professionals and outside agencies

External support services play an important part in helping the school identify, assess and make provision for children with special educational needs.

These include:

- Seeking advice from WSCC specialist advisory teaching services for learning, behaviour or social communication needs.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services such as the Occupational Therapy Department.
- Yearly visit and bookable telephone appointments with the nominated Educational Psychologist for the school.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre, CDC).
- Multi-agency meetings with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Early Help service.
- Referral to the Pupil Entitlement Team
- Ethnic Minority Achievement Team (EMAT)
- Traveller Support Services
- Social Services

Before the school can make any referrals to a specialist service we will always gain the parent's permission.

Parental concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the SENCO
- Arrange a meeting with the Headteacher
- Arrange a meeting with the Special Needs Governor.
- Arrange a meeting with the Chair of Governors
- If the concern is not resolved and the parent wishes to pursue the matter further, the school will ensure that parents are aware of the LA's SEN disagreement resolution service. Further information about this process is available from the LA and the Parent Partnership Service.

Finance

From April 2014 each school has received delegated funding equivalent to the cost of EHCPs in place at the school. The school is responsible for meeting the salary costs of staff employed to support children with EHCPs. Further costs related to resource provision are met through the school budget. Any adaptations to the building to cater for children with a physical disability can be funded through the Schools Devolved Capital Funding.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the Headteacher, Inclusion Lead, staff and Governors. Review of the policy will take into account:

- The progress made by students with SEND at the school.
- The inclusion of students with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.