



# SPECIAL EDUCATIONAL NEEDS POLICY AND GUIDELINES

2024-25

Headteacher Signature: 

Agreed by the Governing Body

Chair of Governors Signature: 

Date of next review: September 2025



# Southwick Community Primary School & NEW BEGINNINGS NURSERY

## SPECIAL EDUCATIONAL NEEDS POLICY AND GUIDELINES - SEPTEMBER 2024

### Special Educational Needs Coordinator (SENCO)

Miss J Thexton

### School Governor with SEN responsibility

Mrs S Ord

Southwick Community Primary School endorses the statement in the Warnock report that: “the purpose of education for children is the same, the goals are the same. But the help that the individual children need in progressing towards them will be different”. At Southwick we strive to ensure that all children with Special Educational Needs will have their full entitlement in accordance with **the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other current policies in school.**

- A child with Special Educational Needs should have their needs met;
- The needs of the child will normally be met in the mainstream schools or settings;
- The views of the child should be sought and taken into account;
- Parents have a vital role to play in supporting their child’s education;
- Children with Special Educational needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum.

At Southwick Community Primary School every child matters. We aim to create a happy, healthy, safe and secure learning environment. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

Our School is committed to providing a high quality education to all children. We have an established inclusive ethos and tailor our provision to meet the needs of all pupils.



Definition of Special Educational Needs (1st September 2014) A child or young person has special educational needs 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 young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

The principles are designed to support:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs,
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN,
- Greater choice and control for young people and parents over their support,
- Successful preparation for adulthood, including independent living, employment, community inclusion and health.

## Equality Act 2010

Definition of Disability in the Equality Act includes children's conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

### Fundamental Principles

Children and young people may therefore, be covered by both SEN and disability legislation "where a child is covered by SEN and Disability Legislation, reasonable adjustments for the access arrangements should be considered as part of SEN Planning and Review" (SEND Code of Practice 2014)

- a child with SEN must have their needs met



- the SEN of children will normally be met in mainstream schools or early education settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Evaluate the impact and effectiveness of intervention programmes termly
- Meet the Inclusion Governors termly to keep them informed of Special education Needs developments and contribute to the evaluation of the provision

### Identification of Special Educational Needs

**Children's special educational needs may be identified in a number of ways including:**

Children and young people may be identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENCo, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support.

#### **Quality first teaching**

Quality First Teaching at Southwick Primary allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

Quality first teaching includes:

- Well-resourced and carefully planned provision which provides a rich learning environment
- Clear objectives that are shared with the children
- Lively, interactive teaching and learning, based on real life, practical experiences - carefully structured, differentiated learning activities which enable all children to participate fully
- Children being supported with their learning, in groups, pairs and sometimes individually
- Children being helped to take responsibility for their own learning, when appropriate



- Children being encouraged to know their own targets and how to achieve them.

If a child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If your child is identified as needing SEN Support, we will:

Put a plan in place to support your child.

Regularly review your child's progress

Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

The Code specifies four broad areas of need:

**Communication and Interaction** (including Autism Spectrum Disorder)

**Cognition and Learning**

**Social, Emotional and Mental Health difficulties**

**Sensory and/or physical needs.**

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEN. The Code does not allow for the identification of behaviour to describe SEN. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

### **The Graduated Approach**

- A model of action and intervention in schools and early education settings to help children who have SEN
- The approach takes the form of a four-part cycle through which decisions and actions are re-visited, refined and revised, demonstrating a good understanding of the pupils needs and what supports the pupil in making good progress or have good outcomes. The four part cycle will consist of:
  1. **Assess** – Class teacher and SENCo work together using teacher and other assessments, in conjunction with the pupil and parent



2. **Plan** – Parents must be notified and should meet with the class teacher/SENCo to agree adjustments, interventions and support. The plan will outline expected progress; development or behaviour with a clear date for review
3. **Do** – The class teacher should remain responsible for working with the child on a daily basis where a child is involved in interventions, they still remain the responsibility of the class teacher. Teachers should work closely with any support staff or specialist staff involved, to plan and assess the impact of the support and how they can be linked to the classroom teaching.
4. **Review** – The effectiveness/impact of support should be reviewed on the agreed date. Support should be revised in light of evaluation – any changes to the support and outcomes should be made in Consultation with the parent and pupil.

### Objectives:

- To implement the Code of Practice (September 2014)
- To ensure teachers to take account of differentiation in their curriculum planning to maximise learning opportunities for all children
- To ensure that all teachers are aware of pupils with SEN and of strategies to meet their needs- a whole school approach
- To ensure the most effective and efficient use of school staff and resources for pupils with SEN- whole school provision map
- To ensure that all pupils are encouraged to reach their own potential in a rewarding and motivating way which enhances their self-esteem
- To facilitate the identification, assessment, provision and review of pupils with SEN- Provision map/ Support Plans
- To provide a basis for parental partnership where their concerns are taken seriously
- To work with outside agencies to support the child.
- To enable the staff and Governors to evaluate the effectiveness of the SEN support arrangements within the school

### A Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. The quality of teaching is reviewed regularly by the Senior Leadership Team through observations which include observations of the learning taking place; differentiation and level of challenge, throughout the process pupil questioning takes place with the children and scrutiny of work.

All staff meet with the Senior Leadership Team (SLT) following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight



children who need more support, to ensure interventions and support for the children and teachers are implemented. This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Throughout this process we look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations. Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.

### **External Agencies**

If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral, external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support continues once the agency withdraws.

### **Education, Health and Care Plans**

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

### **Monitoring and Evaluation of SEND**

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff and governors and any amendments made to comply with the new legislation. Effective implementation of the SEN policy will be evaluated by:



- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
- Ensuring that school records are kept up to date for each individual child.
- Reviewing the progress of children by using ANP's to ensure they are reaching their potential.
- Termly consultations to discuss the progress of children with SEN.
- Annual reviews of children with an Educational Health Care plan.

### The SEND Ranges:

Our school uses Together for Children's SEND Ranges document. Staff have received training on how to use the SEND Ranges to best support children in school.

The Ranges:

- Provide a core framework for all professionals working with the pupil and give clarity for parents, families and carers in terms of what their child's needs are, and what support each child is receiving
- Are based on the best practice covered by the Children and Families Act 2014
- Descriptors are based on national best practice in determining the needs of pupils with SEND
- Have been co-produced between education and SEND colleagues in other LA's incorporating parent, carer and family views. They provide a helpful reference point in relation to identifying level of need, and support children and young people with additional needs with consistency across the school
- Are based on the four areas of the SEND Code of Practice (2014/15)
- Are also based on the 'golden thread'; the graduated approach of
  - assess
  - plan
  - do
  - review





## SEMH Support

We recognise that pupils with SEND may have Emotional and Social Development needs that will require support in school.

- The Emotional Health and wellbeing of all our pupils is very important to us.
- Children identified as needing additional support to overcome barriers to learning linked to Social, Emotional and Mental Health difficulties are able to access our mental health provision within school.
- We have developed a five-day model and A full time Wellbeing Manager (Maria Clarke) is employed to support the delivery of the provision, which includes: Nurture Groups, Zones of Regulation intervention, Parent Groups, Time to Talk, Art Therapy, One to One Counselling and group/whole class lessons linked to SEMH. Evidenced based intervention using SDQ, WBM questionnaires and Boxall Profiles are used to accurately identify areas of need and deliver appropriate provision.
- The Jigsaw/PHSE curriculum is embedded into the whole school ethos. Daily reflective and mindfulness sessions also take place in every class and every class has a weekly Jigsaw lesson, taught by the class teacher, linked to the whole school Jigsaw theme for that week.
- A robust Safeguarding Policy is in place, following National and LA Guidelines.
- A robust Behaviour Policy is in place.
- The Senior Leadership Team and all staff continually monitor the Emotional Health and wellbeing of all pupils.
- A robust Anti-bullying Policy and procedures is in place.

## Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LA, governors, parents, teachers and support staff.

### **The Headteacher;**

Has a legal responsibility to inform parents if a child is identified as having learning difficulties. Will keep governors informed about SEN in school via termly reports to the Governing body by the SENCO. Has the management role to determine how resources are allocated to and amongst children with SEN.

## Responsibilities of the Senco:

- Overseeing the day-to-day operation of the school's SEN policy
- To provide professional guidance to colleagues; to work closely with staff, parents and external agencies
- To work with the Head Teacher and governing body (designated SEN governor) to determine the strategic development of SEN policy and Provision in the school Is responsible for the day-to-day operation of the SEN Policy and Co-ordination of specific provision made to individual pupils with SEN, including those with EHC Plans
- To be aware of provision in the Local Offer
- Participate in Pupil Progress meetings and use data analysis to ensure that all groups of pupils are making progress that is appropriate to their needs
- To work with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and High quality teaching
- Liaise with Inclusion Officer for a looked after pupil with SEN
- Liaise with potential next providers of education to ensure a smooth transition to next placement
- Coordinate provision for children with special educational needs
- Liaise with and advising fellow teachers
- Manage support staff
- Oversee the records of all children with special educational needs
- Liaise with the parents of children with special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the Local Educational Authority's support, Educational Psychology services, Health and Social Services, and voluntary bodies
- Produce and regularly update the school's provision map

## The Class Teacher

The Class Teacher will:-

- Plan a broad and balanced curriculum
- Assess and plan differentiated activities Identify a child's SEN using the agreed criteria.
- Assess each individual child's SEN at the earliest opportunity.
- Employ learning strategies and programmes which will cater for SEN.
- Plan and write Support Plans, with the help of the SENCO where appropriate, to enable each child to have access to the National Curriculum.
- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.
- Assess and review progress, keeping records in accordance with school guidelines.
- Liaise with parents at regular intervals. Inform the Head Teacher and the SENCO of any child with SEN.



- Liaise with support staff who are working with children with SEN.
- Participate in regular SEN meetings and training.

### **Educational Teaching Assistants**

Educational teaching assistants will:

- Work alongside Class Teachers, implementing intervention with individual children under the direction of the teacher
- Prepare appropriate materials and resources
- Feedback information to staff and keep records, as directed by the teacher
- Contribute their knowledge of the child and progress to enable future provision to be made
- Undertake any necessary training

### **Accessibility – Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to the curriculum and the physical environment. This plan is reviewed annually.

### **Dealing with Complaints**

Complaints about SEN provision should be made in the first instance to the Class Teacher who will inform the SENCO. If parents remain dissatisfied, they should speak to, or write to, the Headteacher. Following this, if they are still worried or dissatisfied, they should put their complaint in writing to the governor with responsibility for SEN.