

# YAPTON C of E PRIMARY SCHOOL



An Open Door to Learning

## **Special Educational Needs and Disabilities (SEND) Policy 2023-24**

This document is a statement of the aims, principles and procedures at Yapton Church of England Primary School.

**This policy was approved by the Governing Body Spring Term 2024**

**To be Reviewed: Spring Term 2025**

## Introduction

At Yapton C of E 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.

### Our vision states that:

- We learn for life
- We worship together
- We listen to each other
- We care for God's world
- We are one big family

Our Christian values underpin all that we do in school.

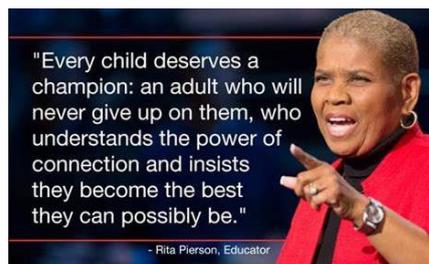
### Our values are

- Community
- Dignity
- Hope
- Wisdom

Yapton Church of England Primary School is a happy and exciting place to learn. Individuals are at the heart of our teaching. The experiences we offer our children are designed to ensure that they are engaging, enriching and empowering. We work and play together as a school family, holding on to the power of the Christian story in our daily lives.

*Our vision is centred around enabling our children to “live life in all its fullness in God's creative world” (ref John10:10). We have an Open Door to Learning where we: learn for life, worship together, listen to each other, care for God's world and are one big family.*

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 is Mrs Leah Emery-Winter.

The designated Governor for SEND is Kelly Taylor.

### **Aims and Objectives of Provision at Yapton C of E Primary School**

At Yapton C of E Primary School we aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected, to enable each child to develop a 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.

### **Legislation and guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

### **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 barrier to their learning. The specific needs may require early intervention support, targeted additional support or targeted intensive additional support provision to enable the children to develop the skills they need to make progress in their learning. There is no need for children to be registered or identified as having SEND unless the school is taking additional or different action. The process for interventions to be put in place will be an initial concern discussion with the SENCO and class teacher this will also involve parents. Evidence will be collated, about a child who, despite adapted 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 english or maths 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 needs 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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **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.

Mrs Leah Emery-Winter is the school's SEND co-ordinator, 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 co-ordinating provision for pupils with SEND
- monitoring ILP's 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

The child's class teacher will remain responsible for quality first teaching 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 the 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 differentiated practice.

## **Role of the Governing Body**

In co-operation with the Head teacher, 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 by the Information report

### **Identification and assessment procedures**

We have developed our Universal Provision which is supportive for ALL children in their learning. This enables us to identify the children who need additional early support and interventions alongside the provision which is already embedded in the classroom practice and quality first teaching.

At Yapton C of E Primary School, we recognise the importance of early identification of SEND. Early intervention and response improve 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.

### **Special Educational Needs and Disabilities Provision**

The nature of the need is discussed at a meeting with the teacher and Special Educational Needs Coordinator (SENCO) 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, extra Teacher Assistant support or Special Needs Teaching Assistant support may be allocated to children with an Education Health Care Plan (EHCP) depending on the need of the child and the recommendation on the EHCP.

## SEND Support at Yapton C of E 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:

- Assess,
- Plan,
- Do,
- Review.

Interventions that are additional to those provided as part of the school's usual adapted 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 Plan

An ILP will be written which will specifically target the areas where the child may need support to make progress in their learning through interventions and quality first teaching. The ILP will include information about:

- basic information about the child e.g. date of birth etc
- SMART targets individual to 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 ILP is reviewed) featuring the voice of the child.
- access to other professional services e.g. Speech Therapy, Optometrist, Paediatrician or / and Language Assessment

S	<b>Specific</b> Well defined. Clear to anyone that has a basic knowledge of the project
M	<b>Measurable</b> Know if the goal is obtainable and how far away completion is. Know when it has been achieved.
A	<b>Achievable</b> Agreement with all the stakeholders what the goals should be. Make sure this is possible for all levels within group.
R	<b>Realistic</b> Within the availability of resources, knowledge and time.
T	<b>Time-Bound</b> Enough time to achieve the goal. Not too much time, this can affect project performance?

This will be reviewed at a mid-point of 3 weeks then the final review at 6 weeks. The child will also review their targets and begin to take ownership of their learning through this. All ILP 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 ILP continues to be the responsibility of the class teacher.

Assess	Target	Parent/De	Set Expect (3 Weeks)	Review	Parent/Teacher

## **Involving specialists**

When there is evidence that a child is not making the expected 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 ILP's. 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 advice 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 ILP 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 English and maths, 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 Care or Early Help
- 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 ILP's, 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 where appropriate
- taking account of parents / carers views and concerns.

Education, Health and Care needs assessment involves consideration by the Local Authority, working co-operatively 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 EHCP.

### **Access**

All children with SEND are part of the mainstream school and access a broad and balanced curriculum. They receive additional support in class and receive individual/small group sessions from either class based Teaching Assistants or the class teacher to work on the targets which are then specified in the EHCP.

The school has wheelchair accessibility. The school will endeavour to make special arrangements in order to include children with physical disabilities.

### **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 Support, Occupational Therapy, 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 Yapton C of E 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

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 filed in the Headteacher's office. The policy for SEND is reviewed annually by the SENCO, staff and governors. Amendments are made as required.

## **Parent Partnership**

At Yapton C of E 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 Early Years
- invite parents / carers to Learning Consultation meetings and include them in the development of ILPs 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

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.

### **Your child's voice**

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 how they learn best and what the teacher can do to support them in this. 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 individual learning plans.

### **Admissions Policy**

At Yapton C of E 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 Local Authority school admissions policy. 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.
- Visits 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 Community Mental Health Liaison Service 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 and Traveller Support Services (EMTAS)
- Social Care

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, they will then seek advice if needed.
- 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 Local Authority'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 statements / EHCPs in place at the school. The school is responsible for meeting the salary costs of staff employed to support children with statements / 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.

### **Other Related Policies:**

- SEND Information report
- Behaviour Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Disability equality
- Accessibility Policy

### **Evaluating Success of the Policy**

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

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