

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community.



SEND Policy

October 2023 – October 2026

SEND Policy			
Approval	Board of Governors	Chairman	Geoff Tabor
Headteacher	Sarah Richardson	Ratification	
Date of last review	October 2020	Date of this review	October 2023
Date of next review	October 2026	Maintenance	SENCO

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1. Vision, aims and objectives.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At the Priory CE VA Primary School, we offer a caring, nurturing, positive and inclusive environment where all children, regardless of their starting point, can flourish and reach their full potential. We ensure that all pupils are fully integrated into our school community and have access to a broad and balanced curriculum.

We have high aspirations for all of our pupils, including those with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve excellence.

We focus on individual need and every child is encouraged to develop his/her potential – intellectually, emotionally, physically and socially. All children are entitled to experience success and we want our pupils to develop a positive view of themselves so that they can become confident and happy individuals and independent successful learners.

The views of our pupils and their parents are important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement, respect and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support pupils with SEND.

Objectives

In implementing this policy, we aim to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- provide support and advice to all staff who work with pupils with SEN and disabilities

- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community understand their role
- ensure that pupils with SEN and disabilities partake in all of the activities of the school alongside their peers
- adopt a 'person centered approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the 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
- [Special Educational Needs in Mainstream Schools](#) Guidance Report from EEF presents five recommendations for mainstream schools, these have been used to inform our school development plan.

3. Definitions

3.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● 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
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"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <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"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms Sarah Russell. She can be contacted at office@prioryceprimary.co.uk

The SENCO will

- Work with the headteacher and SEN governor to determine and monitor the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with pre-schools and Secondary schools to ensure that a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date and accurate
- Organise appropriate training for staff.
 - Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

Ms Sarah Russell is also the designated teacher for Looked After Children and pupil premium champion.

4.2 The SEN governor

The SEN governor is Mrs. Genevieve Ross. She can be contacted at office@prioryceprimary.co.uk

The SEN Governor will

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
 - Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
 - Make sure that the SENCO has enough time to carry out their duties
 - Have an overview of the needs of the current cohort of pupils on the SEND register
 - With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
 - With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
 - With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

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4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, providing quality first teaching, with appropriately differentiated tasks and strategies that support the learning of children with SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying special educational needs of pupils in their class.
- Record specific strategies used with the pupil on their Individual Learning Plan, which will be discussed with the pupil and parent/carer.
- complete required Inclusion documentation as asked by the SENCO
- Ensuring they follow this SEN policy
 - Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents' concerns and agree their aspirations for the pupil

4.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

4.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

5. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, and information provided by parents / carers, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

attainment, for This may include progress in areas other than example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Quality First teaching, with support for individual pupils, is the first step in responding to pupils who may or may not have learning needs. This might include:

- differentiating and adapting work for pupils who need this.
- providing 'dynamic interventions' for difficulties recognised in the lesson and then revisited in a small group with an adult.
- pre-teaching new concepts before they are taught in the lesson.
- providing visual and concrete resources.

Class teachers and the Senior Leadership Team closely monitor the progress of all pupils in the school and meet regularly to discuss attainment and achievement.

There are also weekly opportunities to raise concerns about individual pupils through staff meetings. Meetings are held with the SEN Governor. This is an opportunity to ensure that we are meeting the changing needs of all pupils.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we may conduct further observations and assessments and have discussions involving the class teacher, SENCO, parents and the pupil.

SEN Support

If it is decided that a pupil requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN register under the category of SEN Support. Parents will be invited to school to discuss an Individual Learning Plan or Behaviour Support Plan for their child, which will state the targets that are tailored to individual need and the support that will be provided to meet these. The views of the pupil are also sought.

The provision given at SEN Support will be individual to each child, according to their SEN but it could include:

- a special learning programme, individually or in a small focus group
- extra support from a teacher or teaching assistant
- working in a small group or help to take part in class activities
- a pastoral intervention from our ELSA, either individually or as a small group
- a referral to outside agencies for their assessment and advice. Agencies include: Speech and Language Therapy, Paediatrician, CAMHS, Early Help, Educational Psychologist, Outreach support from specialist schools. The SENCO is responsible for coordinating these referrals.
- specialist teaching.

The IEP is reviewed by the teacher with parents and the pupil. The review informs the process of the "assess, plan, do, review" cycle detailed in the SEND code of practice: 0 to 25 (July 2014).

EHCP

The Priory CE VA Primary School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long-term SEN may need an Education, Health &

Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. The Priory CE VA Primary School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Coming off the SEN register.

A pupil will be removed from the SEN register if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Following the Annual Review of the EHCP, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Review Meeting. The pupil will continue to be monitored using the school's tracking systems.

The school follows the graduated response detailed in the SEND Code of Practice.

5. Expertise and training of staff

At The Priory, we have a team around the children.

Our accredited SENCO leads on provision for children with SEND.

We use specialist staff for speech and language therapy, and for advice and support in managing individual needs. We are also part of a teaching alliance with Linwood and Springwood specialist schools.

We encourage our staff to take an interest in CPD opportunities which relate to SEND. Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities and pupils needs. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

Over the past year, staff have received training in:

- Talk4Writing
- Little Wandle phonics
- PEIC D
- Sensory regulation
- Safeguarding – LA provider
- Diabetes – Diabetes nurse
- EpiPen training
- ELSA ongoing training and supervision sessions with the Educational Psychologist. They also attend meetings for pastoral care workers.
- The SENCO attends termly Inclusion Briefing Learning Network meetings and SEN Leadership meetings half-termly and is aware of local and national developments.

6. Monitoring arrangements.

We evaluate the effectiveness of provision for pupils with SEN by:

- Feedback from our pupils, parents and professionals working with the school. This is carried out through termly reviews of Individual Learning Plans, Support Plans, Annual Reviews of EHCPs and pupil teacher conferencing. This helps to inform our future provision.
- Analysis of lesson planning and pupil books to take account of differentiation and progress.
- Progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities

- Success towards outcomes included on SEN Support and EHC Plans
- External evaluations or inspections
- Regular Pupil Progress meetings between the class teacher and SLT.
- Meetings between the SENCO and SEN Governor at least termly.
- Learning walks – SLT, SEN Governor
- Reviewing the impact of interventions.
- Monitoring by the SENCO
- SENCO organizes an annual staff questionnaire which helps to identify what went well and how we can improve our provision.
- Our School Improvement Plan

This policy will be reviewed by the SENCO, every 3 years. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Contact details for raising concerns

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact the class teacher in the first instance. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENCO.

The SENCO has responsibility for coordinating the support and provision for children identified as SEN and those with a Disability. The SENCO can be contacted by arranging a face to face meeting via the office, by email through the office address or by telephoning the school.

Email: office@pioroyceprimary.co.uk

Telephone: 01202 484105

If the concern remains unresolved, the Headteacher, Mrs. Sarah Richardson, can be contacted on the contact details above.

If after speaking with the Headteacher, concerns remain, the SEN Governor, can be contacted on the contact details above.

Further details can be found within our Complaints Policy which is available on our website.

8. Links with other policies and documents

Please read this policy in conjunction with our SEN Information report, available on the school website.

This policy links to our policies on:

- Accessibility Policy and plan
- Behaviour Management Policy
- Equality Policy
- Medical Needs Policy
- Complaints Policy
- Admissions Policy
- Mental Health and Wellbeing Policy

