



# SEND POLICY

Presented by: Mrs A Elliott

**Date presented: September 2024**

Approved by Governors and Staff: September 2024

Signed: Amanda Powell  
Chair of Governors

## Overview

Neston Primary School values the abilities and achievements of all its pupils and is committed to providing, for every pupil, the best possible environment for learning. We recognise that many pupils have special needs at some time during their school life. This policy should be read in conjunction with the school's behaviour, safeguarding and curriculum policies.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, school and pupils working together.

At Neston Primary we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having special educational needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and contribute to all aspects of school life.

Neston Primary will pay due regard to the SEN code of practice when carrying out duties towards all pupils with SEN and will ensure that families are kept well informed about SEN provision for their child.

## Special Educational Needs

Children can be identified as having SEN at any stage in their school career. These children have learning difficulties that call for special provision to be made.

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

There are four broad areas of special educational need, these are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To maintain high quality teaching provision, where the teacher is the teacher of all pupils, including those with special educational needs.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's support, progress and attainment through SEN Support Plans.
- To ensure that SEND pupils have a voice in decisions affecting their future SEN provision.
- To ensure that all Annual Reviews of Educational Health Care Plans are completed within local authority timescales and that all children and parents are part of the review.

## Objectives

- To ensure the early identification for all pupils who have special educational needs and to ensure that their additional needs are met.
- To work within the guidance provide in the SEND Code of Practice 0-25, September 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) – Ms K Thompson, who will oversee the provision for pupils with special educational needs and ensure that Annual Reviews are taking place effectively and support plans are completed regularly and shared with pupils and Parents
- To provide support and advice for all staff working with special educational needs pupils and to promote high quality CPD for all staff
- To ensure effective communication with families, parents and carers through regular meeting with class teacher and SENCO/SEND manager.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

### **Early Identification**

All teachers/key workers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

Evidence obtained by regular class teacher observation/assessment  
 Pupil progress information  
 Records from previous schools/settings  
 Information from parents  
 Standardised screening or assessment tools

As a result of these, the school will:

- Provide developmentally appropriate learning opportunities
- Provide a differentiated and appropriate curriculum
- Identify the support needed within the class or learning environment
- Assess learning difficulties
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Ensure appropriate targets are set and learning experiences enable pupils to meet these
- Involve families in a home-school learning approach

High quality teaching is the provision that all children have in class. Through rigorous monitoring and assessment, training and resources, Neston Primary ensures that all children receive this.

As part of Neston Primary’s assessment cycle, children needing intervention are identified. These are children who are:

- Not making adequate progress
- Working below age related expectations

- Not on track for their end of Key Stage targets
- Showing increased emotional needs that are impacting on learning.

Pupil progress meeting and ongoing conversations between staff and SENDCo ensure pupils that are identified are offered additional support to help them keep up or catch up – this is our universal offer for all.

Provision could include:

Additional support in class from the class teacher, providing a differentiated curriculum

In class support by teacher or teaching assistant in a small group

Interventions outside of the classroom with a teaching assistant either individually or in a small group

Additional in class activities/resources as pertinent to need

Increased use of technology

Peer support/buddy systems

Differentiated homework and support advice for families.

### **Graduated Response**

The SEN code of practice advocates a graduated response to meeting pupils' needs using an assess, plan, do and review cycle. If teachers have concerns following our universal offer, children will begin to receive 'SEN support'. At this point parents/carers will work with the school to set appropriate short term targets and the children will be added to the SEN register at school.

SEN support

SEN support is characterised by interventions that are additional to or different from the normal differentiated curriculum. SEN support intervention is triggered when despite receiving differentiated teaching and support, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy/numeracy skills
- Show persistent social, emotional and or mental health difficulties which are not affected by the school's support strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite support.

### **Pupil Profiles**

Some pupils receiving SEN support may have a SEND profile. The profile will contain –

Pupil information

Attainment and progress data

Long term outcomes

Short term targets

Provision and tracking

Any external agency support

### **External support services**

Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated into the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults.

### **Additional Funding**

Some pupils with SEND require additional funding to provide them with the level of support required to make progress. If this is the case, the SENDCo, Class teacher and parents will complete the paperwork required for additional pupil funding known as element 3 top up funding. This must show that the school is already providing at least 15 hours of support weekly from the budget (known as element 2 funding). The Local Authority will decide whether additional funding is needed. Where top up funding is allocated, the school must meet the requirements set by the local authority. This funding is reviewed annually.

### **Statutory Assessment**

The school will request a statutory assessment from the local authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. This statutory assessment may result in an EHC plan (Education, Health Care plan). An EHC plan is a legal document and the school must ensure that the requirements set out in them are met.

EHC plans are reviewed annually, with the Y5 review indicating provision required at secondary school.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral by having direct access to the EHC Hub.

### **Tracking pupils with SEN**

The progress of all children receiving school support will be tracked by the SENCO (Ms Karina Thompson) and scrutinised by SLT. This will be done at least termly.

### **Partnership with Parents/Carers and Pupils**

Neston Primary school believes in developing strong partnerships with parents and recognises that by working together, home and school can help all children achieve their potential.

The school considers parents of children with SEN valued partners in this process and will keep them fully informed and seek their views at every stage. Neston Primary signposts additional support for families outside school where possible via CWAC local offer website.

Pupils' views are always sought and they are a part of the target setting process. Pupils receiving additional funding are included in the annual review process to the best of their ability.

### **Allocation of Resources**

The governing body will ensure that resources are allocated to support appropriate provision for all pupils and to meet the objectives set out in this policy. The school will receive additional funding directly from the local authority for children with an EHC plan or in receipt of 'Element 3 top up funding'.

### **Training**

Neston Primary is committed to staff CPD in respect of supporting children with SEND. Ms Thompson is undertaking the SENCO course through Best Practice Network.

### **Role of the Class teacher**

Class teachers will:

- Model and scaffold work to ensure all pupils can access
- Assess and monitor progress of all pupils with SEND or are classed as 'vulnerable' and gather supporting evidence
- Ensure additional provision for pupils with SEND is planned and implemented
- Ensure paperwork is kept up to date (assessment information, profiles)
- Liaise with the SENCO
- Develop strong, supportive relationships with parents/carers
- Set appropriate targets
- Gather the views of pupils with SEND
- Be involved in the development of this policy

### **Role of the SENCO**

The SENCO works closely with staff to ensure the school fulfils the aims and objectives in this policy. The SENCO works with the headteacher and governing body to determine the strategic development of the policy.

Responsibilities include:

- Co-ordinating provision for pupils with SEN and recording this in a provision map
- Liaising with and giving advice to teachers and teaching assistants
- Overseeing pupil records
- Liaising with parents
- Contributing to INSET and CPD
- Liaising with external agencies and support services
- Reporting to the headteacher and the governing body
- Liaising with the governor responsible for SEN

### **Role of the Governing Body**

Our governor responsible for special educational needs is Mrs Amanda Powell.

The governing body, with regard to the SEND code of practice, will ensure that:

- Provision of a high standard is made for pupils with SEND
- Those involved with teaching and supporting pupils with an EHCP are kept fully informed
- Pupils with SEND are fully involved in school activities
- They are involved in developing and reviewing the SEN policy
- Parents are informed about the policy and SEND report (via the school website)

The governing body will review data regarding the progress and attainment of pupils with SEND to monitor the success of this policy. The governing body will report annually on the success of this policy through liaison with teachers, parents, pupils and external professionals.

Date Approved by Governors – September 2024

Date of Review – September 2025

Signed: Annabel Elliott

Head Teacher

Signed: Amanda Powell

Chair of Governors

This policy should be read along with the information provided to parents explaining our Local Offer, both documents can be found on our school website or on request through the school office.