



SEND POLICY

And Information Report

Statutory Policy (Annual)

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Full Governing Body
	N/a	Updated policy	22 September 2021
September 2022			

STATEMENT OF INTENT

Syresham St James Church of England Primary School and Nursery seeks to create an environment that reflects our Christian ethos, providing safe, happy, loving and challenging working conditions for all members of the school. This environment is exemplified by our school values to promote respect, generosity, courage, love, fairness and forgiveness.

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1. Aims

At Syresham St James CE Primary School and Nursery the children are at the heart of all that we do with everyone working together as they journey through school and nursery.

All of our children start their journey at different points. We aim to carefully plan so that the children are exposed to rich opportunities at an appropriate time and place in their learning journey. Some walk slowly, others challenge themselves by walking fast and giving themselves goals. We want to guide children through their milestone markers, providing a reassuring point in the right direction and ensuring that they all finish at the end meeting point; happy and successful people in their own right.

The Purpose of this policy is to:

- Ensure the early identification, assessment, graduated provision and ongoing support for all pupils requiring SEND provision.
- Ensure that all pupils have the right to achieve their maximum academic and social potential.
- Ensure that parents and carers of pupils with SEND are kept fully informed of their child's progress and attainment.
- Ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that all staff are made aware of the school's duties in respect of pupils with SEND, with particular roles and responsibilities identified in meeting the needs of individual pupils.
- Provide support, advice and development for all staff supporting pupils with special educational needs.
- Ensure that the SENDCO takes a lead in monitoring the quality of provision, supporting whole school improvement in high quality learning and flexible provision.
- To ensure that resources are allocated according to need.
- To liaise with children, parents, colleagues and external agencies in monitoring and identifying particular vulnerabilities for pupils with SEND, including as victims of bullying and peer abuse.

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 co-ordinators (SENDCOs) and the SEN information report
- › [Keeping Children Safe in Education 2021](#).
- › [Working Together to Safeguard Children](#) updated 2020

3. Definitions

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 the 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Laura Coates

They will:

- › Work with the headteacher and SEN governor to determine 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 potential next providers of education 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

4.2 The SEN governor

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 SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school and nursery currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

As a school we adopt a personalised approach and therefore identify the needs of our children by considering the needs of the whole child. Our school considers that the emotional and social need of children is of great importance and invests a significant amount of resources to pastoral care.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, 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
- › This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND however close monitoring and intervention would be put in place.

For higher levels of need, we would draw on more specialised assessments and advice from external agencies and professionals.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. A personalised approach will ensure children will receive support specific to their individual needs.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We prepare pupils for transition through close liaison with the SENDCo and teachers from the new school. If considered beneficial pupils may also have an arranged visit in addition to the whole class 'move up' days.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. Work will be differentiated for individual pupils.

As well as this, we will also provide additional support through interventions and programmes such as:

- > Toe by Toe
- > IDL
- > NESSY
- > ELSA Interventions (Eg: Self-Esteem, Anger Management)
- > Zones of Regulation
- > Shine
- > Dynamo Maths
- > Personalised behaviour systems Eg. 123 Magic
- > Drawing and Talking
- > Lego Crew
- > Sensory Circuits

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- > Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- > Adapting our physical environment, resources and staffing
- > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- > Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support, Expertise and training of staff.

We have five Teaching Assistants who support the teaching of children with SEND. They have a strong relationship with the SENDCo and meet weekly to ensure that support is relevant and up to date.

All of our teachers are trained to work with children with SEND. Some are very experienced, and all teachers have access to advice, information, resources and training to enable them to teach all children effectively. We utilise the skills of our staff to provide the highest level of support for the children.

We offer training opportunities through access to in-house, Local Authority and external training, provision of books or guidance towards useful websites and other materials.

We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate. We buy into the service of an Educational Psychologist.

The SENDCo is experienced and is able to offer training, advice and shares resources with staff. The school is able to access or buy-in additional expertise from the local authority or National Health Service where appropriate. The school has a register of recent training.

5.10 Securing equipment and facilities

The school is proactive in securing up to date personalised equipment to suit the needs of the children.

5.11 Evaluating the effectiveness of SEN provision

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

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions.
- › Using pupil questionnaires
- › Liaising with parents
- › Monitoring by the SENDCo
- › Using provision maps to monitor the support pupils have received
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We are an inclusive school. The school is accessible to children with physical disability via wheelchair friendly ramps, wide corridors and disabled toilet facilities. Classroom layout is altered to suit the needs of the class. All of our extra-curricular activities and school visits are fully inclusive and, if necessary, school will ensure additional personalised plans are in place to ensure inclusion is possible. The school actively takes part in inclusive sporting events within the cluster. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- › Arrangements are made on an individual basis by the SENDCo and external agencies in liaison with children and their families
- › The school Ethos, Christian Values and curriculum supports all pupils to achieve and flourish in our inclusive school environment.
- › The school and classrooms are inclusive for all learners. Other adaptations to our physical environment are made, as appropriate, to accommodate children with other needs.
- › The school Accessibility Plan can be found here

5.13 Support for improving emotional and social development

Our school considers that emotional and social development of children is of great importance. As a school we aim to support all of our children and use whole school approaches such as Relax Kids, Zones of Regulation and Jigsaw to provide children with their own toolkit to develop their self esteem, confidence and resilience.

When there are higher levels of needs, we use assessment tools, such as Boxall and CGAS Scale, to assess emotional and social needs. We also provide support for pupils to improve these needs in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of interventions and clubs to promote teamwork, cooperation and building friendships, such as self-esteem clubs, lego crew, sports clubs.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school regularly works collaboratively with the Local Authority and external agencies, such as Educational Psychologists, Speech and Language, Portage, EHC Team and specialist support service to suit the needs of individual children's needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The SENDCo in understanding the additional support and information available through The Local Offer.

5.17 Contact details for raising concerns

Katherine Clough – Headteacher

5.18 The local authority local offer

In line with the SEND Code of Practice (2014) all Local Authorities must display their own Local Offer of Support for Children and Young People with Special Education Needs and the families that support them

[Please click her to view West Northamptonshire@s Local Offer](#)

Please click [here](#) for information and Advice Services and support for parents of children and young people with SEND

6. Monitoring arrangements

This policy and information report will be reviewed by The Headteacher and SENDCo **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Child Protection