



Special Educational Needs & Disability (SEND) Policy & 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	13 September 2022	Minor update	21 September 2022
September 2023	September 2023	Updated inline with current WNC guidance and links	4 October 2023

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.

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.

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 SEND and disabilities

› [The Special Educational Needs and Disability Regulations 2014](#)

which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

› [Keeping Children Safe in Education 2023](#)

statutory guidance for schools on safeguarding children and recruitment

› [Working Together to Safeguard Children](#)

A guide to inter-agency working to safeguard and promote the welfare of children

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them that is different from or additional to pupils of the same age.

A pupil has learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age
- › 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. The SEND Code of Practice 2020 identifies four broad areas of need:

• **Communication and interaction:** This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).

• **Cognition and learning:** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

• **Social, emotional and mental health difficulties:** This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.

• **Sensory and/or physical needs:** This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

Roles and responsibilities

The SENDCO

The SENDCO is Mrs Laura Coates

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND 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 SEND up to date

The SEND governor

The SEND governor, Mrs Denise Bugler, will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

The headteacher

The headteacher, Mrs Katherine Clough, will:

- › Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of pupils with SEND

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 SEND policy

SEND Information Report

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 (ASD), speech and language difficulties, developmental language disorder
- 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

Identifying pupils with SEND and assessing their needs

As a school we identify the needs of pupils by considering the needs of the whole child which not only includes the special educational needs of the pupil but also other defining factors. These include all those that could impact on progress and attainment, such as attendance and punctuality; health and welfare; being a looked after child.

As a school 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 be responsible for making 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, for example, specialist support services, educational psychologists and specialist teachers.

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. If additional support is decided upon, we will work collaboratively to create a personalised plan using the 'Assess, Plan, Do, Review' graduated approach and this will be evaluated termly.



Consulting and involving pupils and parents

We pride ourselves on our collaborative approach, working together with the child and their families to provide strong, individualised support. We adopt a child centred approach. We will have an early discussion with the pupil and their parent/carers when identifying whether they may benefit from special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We consider the child's and parents/carers views
- › 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. Parents will be actively involved in the ongoing graduated approach for their child.

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/carers
- › The pupil's voice
- › 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.

Supporting pupils moving between phases and preparing for adulthood

With consent from the child's parent/carer, we will share information with the school, college, or other setting to ensure a strong transition.

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. If we feel a pupil may need additional emotional support, we will seek such support through external agencies and charities, for example, Service Six.

Our approach to teaching pupils with SEND

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 SEND. Work will be differentiated and lessons will be planned for individual pupil's needs.

In addition to quality first teaching, we will also provide additional targeted support through interventions and programmes such as:

- *Toe by Toe* and *IDL* to support children with dyslexia
- *Purple Book* as a tailored Maths intervention
- *Zones of Regulation* to promote emotional awareness and self-regulation skills
- Personalised behaviour systems E.g. 123 Magic
- *Drawing and Talking* as a therapeutic intervention to process pain or trauma
- *Lego Based Therapy* to promote social interaction, turn-taking skills, sharing and collaborative problem-solving
- *Language for Thinking, Socially Specifying and Time to Talk* to support social interaction and language development
- Sensory Circuits to help children to self-regulate

As well as this, we have a qualified Emotional Literacy Support Assistant (ELSA) and a Sports Mentor in partnership with Northampton Town Football Club who support us to provide tailored additional support to individual children.

As a school we are committed to implementing [WNC SEND Ranges Guidance 2022](#).

Adaptations to the curriculum and learning environment

We aim to provide a curriculum and learning environment that is accessible to all. We make the following adaptations to ensure 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, varying methods of recording outcomes
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our physical environment and purchasing aids to target individual's needs. For example, standing desks, calming corners in classrooms, coloured overlays for reading, communication boards, wobble cushions and weighted blankets for sensory needs
- Proactively seeking training opportunities for our staff, for example Educare, TAMHS, Talking Success, Drawing & Talking, ELSA

Additional Support & Expertise

We have five Teaching Assistants and a Sports Mentor 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 strong links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate. For example, Specialist Support Service, Service Six, TAMHS, CAMHS, School Nursing Team. 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, national health service or private services.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND through an ongoing graduated 'assess, plan, do, review' approach. Here we will:

- Reviewing the impact of interventions
- Collect pupil voice
- Liaise with parents
- Ongoing monitoring by the SENDCo
- Building strong relationships with children, parents, carers and external agencies to ensure a collaborative child centred approach
- Holding annual reviews for pupils with EHC plans

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

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 SEND.

- 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 on the school's website.

Support for social, emotional and mental health

Our school considers that the social, emotional and mental health (SEMH) 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. We provide extra curricular clubs such as Talking Tuesday to give children the space they need to talk.

When there are higher levels of SEMH needs, we use assessment tools, such as Boxall and CGAS Scale, to assess emotional and social needs. We tailor ELSA sessions to pupils identified area of SEMH need.

We also encourage pupils to be proactive and take on responsibilities and roles such as Zones of Regulation Ambassador, School Councilors, Buddies.

We have a zero-tolerance approach to bullying.

Working with other external agencies

The school regularly works collaboratively with the local authority and external agencies, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Education Health Care Team, Service Six, Brackley Well-Being Centre, Equine Therapy and Specialist Support Service to suit the needs of individual children's needs. We are proactive in seeking support to benefit the individual needs of our pupils.

Complaints about SEND provision

Complaints about SEND 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 (available on school website).

In addition to this, if parents wish to seek independent support and/or advice, they can contact West Northants [Independent Advice and Support Service](#) (IASS) who offer free and impartial advice.

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

Contact details of support services for parents of pupils with SEND

Additional support and information is available through

[WNC Local Offer](#)

[WNC Specialist Support Services](#)

[West Northants SEND Independent Advice & Support Service](#)

Contact details for raising concerns

Mrs Katherine Clough – Headteacher - head@syresham-ce.northants-ecl.gov.uk - 01280 850 269

Mrs Laura Coates – SENDCo – laurac@syreshamprimaryschool.co.uk - 01280 850 269

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

[WNC Local Offer](#)

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.

Links with other policies and documents

This policy links to our policies on

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