



THE EDWARD RICHARDSON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Date of last review	Spring 2024	
Term next due for update	Spring 2025	
Member of staff responsible for this update	SENCO	Mrs Bethan Hensman
Governor responsible for this update	SEND Governor	Mrs Alex Price
Requirement	Statutory	

1. Introduction

At The Edward Richardson Primary School, we have high regard for our 'Seven Rs' which underpin our curriculum. Resourcefulness, respect, reasoning, resilience, reflection, risk-taking and responsibility are reflected within all of our teaching and learning. For learners with additional needs this is no different. We believe inclusion is the responsibility of every person within our school community and we work hard to ensure all children achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary education. Our school will carry out its duties towards all pupils with special educational needs and disabilities in accordance with the Special Educational Needs and Disability Code of Practice: 0-25 years.

2. Objectives

The specific objectives of our SEND policy are:

- To value all of the pupils in our school equally and to have high expectations for all pupils, whatever their prior attainment.
- To eliminate discrimination and promote equality of opportunity for all.
- To identify pupils with special educational needs and disabilities as early as possible.
- To provide high quality provision and support by following the "Assess, Plan, Do, Review" process to ensure that barriers to learning are removed and all pupils make the best possible progress.
- To make suitable adaptations within the school environment so that children with SEN can access learning and play.
- To ensure that there is regular and effective communication between parents and school staff so that parents are fully involved in the process of identifying and meeting the special educational needs of their child.
- To make all possible reasonable adjustments to ensure that children with special educational needs and disabilities have the opportunity to join in with all of the activities of the school, whenever possible/appropriate.
- To ensure all pupils reach their full potential by extending their skills, knowledge and understanding in all areas of the curriculum and have access to their full curriculum entitlement.
- To ensure all our pupils with SEND are able to achieve personal success and feel valued within the school family.
- To ensure our pupils with SEND mature socially through working collaboratively in groups, in pairs or one to one with an adult.
- To actively seek the views of the pupil and to fully involve them in the learning process.
- To promote effective partnerships and involve specialist outside agencies when appropriate.

3. Definitions (as described in the SEN Code of Practice 2014):

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

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” SEND Code of Practice 2014 (6.15)

A child or young person has a learning difficulty or disability if he or she:

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

A child's special educational needs will be identified as belonging to one or more of the following broad areas of need:

Communication and Interaction

This includes children who experience difficulties with the development of their speech and language skills and also children, such as those with ASD, who may have difficulties with social interaction and communication.

Cognition and Learning

This includes children who learn at a slower pace than their peers, even with appropriate differentiation and intervention. Children may experience difficulties in all areas of the curriculum to varying degrees; Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD). Other pupils may have specific learning difficulties (SpLD) which affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

This includes children experiencing a wide range of social and emotional difficulties which may manifest themselves in many different ways (e.g. becoming withdrawn or isolated or displaying challenging or disruptive behaviour).

Sensory and/or Physical Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided; e.g. vision impairment (VI), hearing impairment (HI) or physical disability (PD).

4. The stages of SEND in our school

We will ensure we meet our aims for all learners initially through the consistent delivery of quality first teaching, which ensures that the necessary provision is made for any pupil who has SEND and, where appropriate, through additional support and intervention. It is important that the school works closely with parents, guardians and the children themselves to ensure the needs of all individuals are met.

Stage	
Monitoring / Pupil Learner Profile	Through our tracking and assessment, we identify pupils who are causing some concern, in terms of their learning and progress, behaviour or emotional well-being but do not have a specific special educational need. At this stage their needs are being met through the normal high quality differentiated curriculum and quality first teaching. Also at this stage are those pupils who may have an identified special educational need or disability, but they do not need “provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice, 2014) Class teachers monitor the progress of these pupils very closely and in pupil progress meetings their attainment goals will be reviewed. After pupil progress meetings, a decision is made about the appropriate next steps: remove from the Monitoring Stage if concerns have ceased, continue at the Monitoring Stage or move to SEN Support.
SEN Support	Pupils who have been identified with a Special Educational Need or Disability and require “provision different from or additional to that normally available to pupils of the same age.” A Support Plan is put in place which outlines the provision which will be provided. The Support Plan is reviewed each term by the class teacher, pupil and parents and the appropriate next steps are agreed and implemented. The SENCO monitors the process and attends some review meetings. Relevant Outside Agencies may be involved at this stage.
Statutory Assessment	If a pupil’s identified special educational needs meet the necessary criteria, and there is sufficient evidence to demonstrate that they cannot be met through the resources routinely available to the school, a request for a Statutory Assessment of the child’s needs will be made.
Education, Health and Care Plan	After a period of statutory assessment by the local authority, an Education, Health and Care Plan (EHC Plan) may be issued. An EHCP outlines the precise needs of the child and the provision and support that is required to meet those needs. The EHC Plan is reviewed annually. The child will also have a short term support plan in place, which will be reviewed termly by the class teacher, pupil, parents and SENCO.

5. Identification of Special Educational Needs Provision

Concerns that a child may have special educational needs may be raised in a number of ways, e.g. by the class teacher, parent, other professionals, previous school, the pupil themselves, other staff members or via the school’s routine termly pupil progress meetings. Slow progress and low attainment do not necessarily mean that a child has SEN, so a range of relevant information about the child is collected, including information from parents, other members of staff who work with the pupil and the results of further specific assessments and/or observations (**Assess**). At this point a meeting will be held by the class teacher, in consultation with parents and the SENCO where all of the collected information will be considered and a decision will be made. If it is agreed that the child does have identified special educational needs, and special educational provision is required to meet those needs, then the child will be placed on the school’s SEND Register at the SEN Support stage.

6. Supporting Children with Special Educational Needs

In addition to high quality teaching, children at SEN Support, will have a ‘Support Plan’. This is produced by the class teacher, in consultation with the SENCO, parents and pupil (according to age and ability). The Support Plan will outline the provision that will be put in place to meet the child’s needs (**Plan**). The provision planned may include the implementation of appropriate strategies, adaptation to the curriculum or environment, the use of particular tools and resources, specific intervention programmes, access to additional adult support or specialist advice/support from relevant outside agencies. The provision is then put in place (**Do**).

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” (SEND Code of Practice, 2014).

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, further advice and support will be sought from outside professionals. These professionals will be invited to

contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The child's progress is very carefully monitored and the plan's effectiveness is reviewed each term at a review meeting, or more regularly if appropriate **(Review)**. Progress is measured both quantitatively (i.e. curriculum steps progress) and qualitatively (e.g. confidence, level of engagement, motivation etc.). The pupil, parents / carers, class teacher and any other relevant staff are encouraged to be actively involved in reviewing the Support Plan and their views are recorded. The SENCO monitors the process and attends some reviews. The child's progress is assessed and recorded and a decision is agreed about the appropriate next steps.

- If the child's needs have been fully met, accelerated progress has been made and the child's level of attainment is now at an appropriate level, the Support Plan will cease and the pupil will be placed at the Monitoring stage on the SEND register.
- If the child continues to require special educational provision, a new Support Plan will be produced. All aspects of the previous plan will be assessed for effectiveness and any elements which have not been effective will be changed/adapted/ceased as appropriate.
- If there is sufficient evidence that a child's needs are so great that they cannot be met through sustained and significant support and intervention via the Support Plan and the resources routinely available to the school, a request for a statutory Education, Health and Care Needs Assessment may be made.

For pupils who have Education, Health and Care Plans, in addition to the termly review of their support plan, progress and the support outlined in their EHCP plan will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress an EHC Plan may be discontinued by the Education Authority.

7. Roles and Responsibilities

Provision for pupils with SEN is a priority for the school as a whole.

Governing body

The Governing body will oversee the school's arrangements for SEN and disability and will ensure that there is a qualified teacher designated as SENCO for the school. There will be close liaison between the school and the Governing body to achieve this. The named governor with special responsibility for SEND is Mrs Alex Price.

The Head teacher

The head teacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with SEN. The head teacher keeps the Governing Body fully informed and works closely with the school's SENCO.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator is Bethan Hensman, a trained teacher who holds a post-graduate National Award in Special Needs Co-ordination.

The key responsibilities of the SENCO as outlined in the SEND Code of Practice (2014) may include:

- overseeing the day-to-day operation of the school's SEND policy.
- coordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with parents of pupils with SEND.
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

“Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.” SEND Code of Practice (2014).

Teachers

All teachers at our school are teachers of children with special educational needs. We recognise that it is the class teacher’s responsibility to meet the needs of all children in their class through quality first teaching. Class teachers recognise that pupils with the greatest needs require access to the highest quality teaching available.

All teachers are responsible for differentiating and adapting the curriculum to meet the needs of their pupils and to ensure that all children make appropriate progress, whatever their prior attainment. Class teachers are responsible for planning appropriate intervention for the children in their class.

Class teachers are responsible for ensuring that Support Plans are in place, used and regularly reviewed.

Teaching assistants work under the direction of the class teachers to offer high quality support to all children, including those with SEND, encouraging them to become independent learners. This may include delivering specific intervention programmes or scaffolding the learning of individuals or small groups of children.

8. Admission arrangements

The Governing body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with SEND or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

9. Partnerships

The Edward Richardson Primary School strives to develop positive relationships with parents, carers, outside agencies and other schools. External support services play an important part in helping the school to identify, assess and make provision for pupils with special education needs. The school may access support services from professionals such:

- Specialist Teachers in order to carry out assessments of children with SEN.
- Specialist teachers from the Social Communication Outreach Team (known as “The Working Together Team”)
- Educational Psychologists
- Sensory Education Support Service
- Speech and Language Outreach Team
- Physiotherapy Services
- Occupational Therapy Service

- Healthy Minds Lincolnshire or Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians
- School Nursing Service
- Team Around the Child Coordinator
- Birth to Five Service
- Portage Team (for pre-school children who will be entering Foundation Stage)
- SEND team at the local authority

Partnership with parents

We acknowledge and draw on parent knowledge and expertise in relation to their child and work closely with parents to support children with SEN. The school will make information about the Parent Partnership Service available to parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Links with other schools and transfer arrangements

When pupils with SEN are due to transfer to another phase or setting, all SEN records and support plans will be passed on. The SENCO will also liaise with the secondary school SENCOs and pass on any relevant information regarding Y7 pupils. When pupils with Education Health & Care Plans are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school, their records will be transferred within 15 days of the pupil ceasing to be registered, as required under the Education Information Regulations 2000.

Approved by (Chair of Governors): _____

Date: _____