



# Special Educational Needs and Disability Policy

**"I am the vine; you are the branches.  
If you remain in me and I in you, you will bear much fruit"  
(John 15:5)**

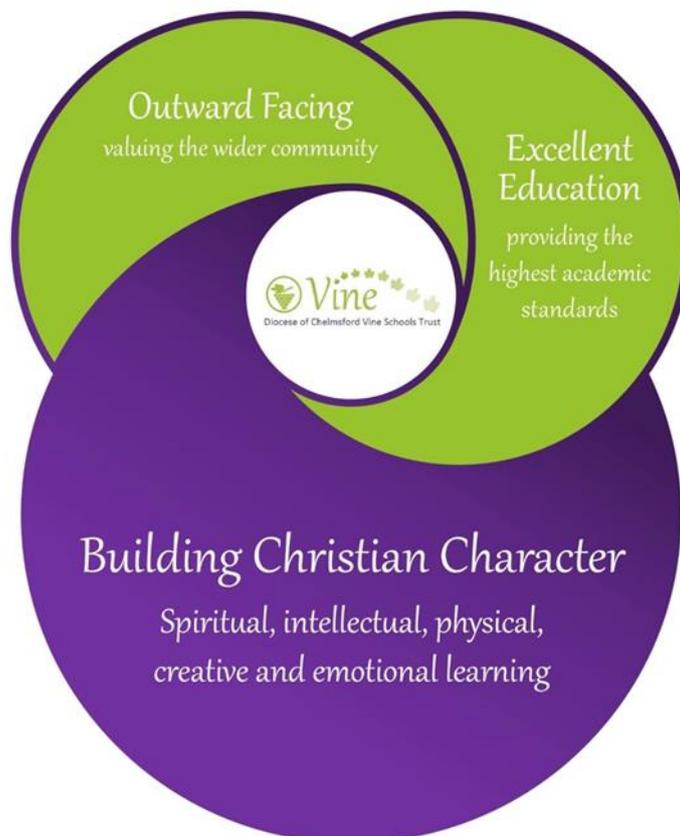
This is a model policy for all Vine schools that has been reviewed, amended and adapted for St Osyth C Of E Primary school. It should be considered alongside the SEND Information Report

Policy Reference:	S005
Approved by Vine Schools Trust on:	Autumn 21
Adopted by this school on:	Autumn 21
Next review:	Autumn 23



## Vision & Values

- V** **Valuing every person**
- I** **Inspiring great teaching**
- N** **Nurturing academic excellence and Christian Character**
- E** **Excelling, unlocking great potential**



**Changes to previous edition:** This is a new policy

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## 1.Vision

Our Vision for St Osyth Primary School:

In our school, we listen and work with children, families and organisations outside the school to make sure we are providing the support, encouragement and challenge to help children with Special Educational Needs to:

- achieve and learn alongside their peers
- feel good about themselves and have confidence in their own abilities
- develop and use their talents and abilities for the benefit of all
- care for and respect themselves and others and the world around them.

## 2.Objectives of the policy:

- To ensure the school fulfils its purpose of being a truly inclusive school.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum suited to the individual's needs and ability.
- To identify pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents/carers of children with SEND are involved in a meaningful way in our plans, actions and reviews of provision.
- To ensure that SEND pupils are listened to and involved in setting goals, looking at progress, expressing what they find helpful and of interest and reviewing their progress.

## 3. 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 (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

## 4. What do we mean by Special Educational Needs?

A child has special educational needs if they have a learning difficulty or disability resulting in:

- 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

Currently this is under the four broad headings of:

Communication and Interaction  
Cognition and Learning  
Social, emotional and mental health  
Physical and sensory differences

**We have a graduated approach to special educational needs provision in line with the Code of Practice.** (see appendix 1 and 2)

At all stages, we work with parents, listen to their views, find out information from them and to discuss /seek permission before any referral is made to an outside agency (with the exception of Social Services, in the case of certain safeguarding issues.)

## **5. Roles and responsibilities**

### **The SENCO**

The SENCO is Mrs Dawn Walton-Steed. She can be contacted by phone: 01255 820823, or by email: [senco.stosyth@dvcvst.org](mailto:senco.stosyth@dvcvst.org).

Mrs Walton-Steed is a qualified teacher and holds the national SENCo qualification.

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

### **The SEN governance member**

The SEN governance member is Lucy Turner

They 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

### **The Headteacher**

The headteacher will:

- Work with the SENCO 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

### **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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **6. Admissions**

We ensure that all pupils with special educational needs but without EHCPs (Education and Health Care Plans) are treated as fairly as all other applicants for admission (as set out in the Code of Practice). A child with an Education and Health Care Plan (EHCP) that names our school will be admitted irrespective of our normal admissions criteria.

## **7. Allocation of resources**

The school receives funding from Essex Local Authority for most children with special needs within our general school budget, as an amount referred to as “devolved funding”. An individual amount is also given for those children who have very high-level needs, usually requiring specific one-to-one support. The funding is used to provide the support from learning support assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for Special Educational Needs, to provide cover for meetings and to provide administrative salary costs. Funds received for a child with an Education and Health Care Plan will be allocated to provision for that child, as described in the Plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with Local Authority advice.

## **8. Facilities for vulnerable pupils, those with SEN or who are disabled**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

There is one disabled toilet.

The school is wheelchair accessible.

Further information is in the school’s policy, ‘Supporting children with medical needs’ and our accessibility plan.

## **9. Identification and review of pupil needs**

- We work closely with families – parents and carers are the ‘experts’ on their child, so we encourage them to tell us as much as possible when the child joins our school. This helps us to start to build up a picture and put provision in place.

- We work closely with other settings, professionals and organisations to help build a picture of a child’s needs – for example, pre-schools, medical staff, voluntary agencies and the specialist teacher team. We ask parents before actively seeking information from other people.

- We also build a picture of needs by looking and listening – sometimes a child’s needs have been identified before they start school here, but sometimes the needs emerge during their time with us. All of our teaching staff are continually assessing children’s progress through day-to-day work and it is often when a child’s progress is slower than usual that is the first indication that some extra support may be needed. In these cases, the teacher will normally ask the SENCO to observe the child or choose to do some one-to-one work with the child to explore the barriers in more detail. We will then contact parents to discuss next steps including, if necessary, asking for advice/support/information from other organisations.

We do not seek to (nor are we qualified to) diagnose specific conditions – rather we look at barriers to learning and ways to overcome these. Sometimes this will include discussing with parents whether a referral to a more specialist external agency is appropriate and this may result in a diagnosis of a specific condition. We will continue to look at the barriers and ways to overcome them, rather than the label.

- Pupils' needs and our provision are constantly being reviewed, through monitoring, looking at data and listening to children, staff and parents. We work on a cycle of plan-do-assess-review. We welcome parental engagement in this and will, invite parents to meet with the class teacher and SENCO at least twice a year to review what we are doing and next steps. Every effort is made to listen to parents and to invite them to contribute their views. Children are actively encouraged to participate in the assessing and reviewing process, too. This process is very important to us and is sometimes referred to as 'One Planning' or a 'Person-Centred' approach.

## **10. Approaches to teaching SEN**

We firmly believe that most SEN provision should take place within the child's classroom, as part of quality first teaching. This involves differentiated planning which means work is adapted to meet the needs of the child; teachers will also decide whether children will work independently or grouped and whether or not an adult is needed to work with them. We employ highly skilled learning support assistants and Higher level Teaching Assistants. The SENCO is there to support, advise on, monitor and help evaluate all aspects of SEN provision. This provision may include extra staff time with a pupil, providing alternative learning materials or special equipment, group support and time spent co-ordinating, on development and training and liaison with other support services.

Individual and small group that may take place in addition to whole class work could include:

- Personalised Curriculum groups
- Speech and language work.
- Work to develop fine and gross motor skills and improve co-ordination.
- Social skills work.
- Work with children with social and emotional needs who may find school a very difficult place and need some nurturing in a smaller setting for a period of time.

## **11. How progress towards outcomes is assessed**

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

The class or subject teacher work with the SENCO 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
- Observation and feedback by Senior Leaders, including SENCO
- Pupil's views
- Parent's views
- Pupil progress (measured by success in meeting individual targets, use of standardised tests, evidence from review meetings, quantitative and qualitative data linked to specific interventions)
- Views of external professionals

## **12. Staff Development**

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEN. Some in-school training takes place, in line with individual and whole school needs, led by school staff or outside providers. Staff also attend external courses or obtain further qualifications through different study routes. We also develop staff by sharing good practice and demonstration, observation and feedback. Close links are maintained with other settings to ensure good practice is shared and incorporated.

## **13. 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.

#### 14. Links with support services

We work very closely with different agencies and health services, including:

- Specialist teacher team
- Educational psychology service
- Medical officers
- Occupational health
- Physiotherapy services
- Speech and Language team
- Hearing and visual impairment services
- The local authority
- Health visitors
- Pre-schools
- Children's centres
- Social Services
- Other schools and partnerships – We work closely with Mistley Norman Primary school

#### 15. How support is offered in moving between phases

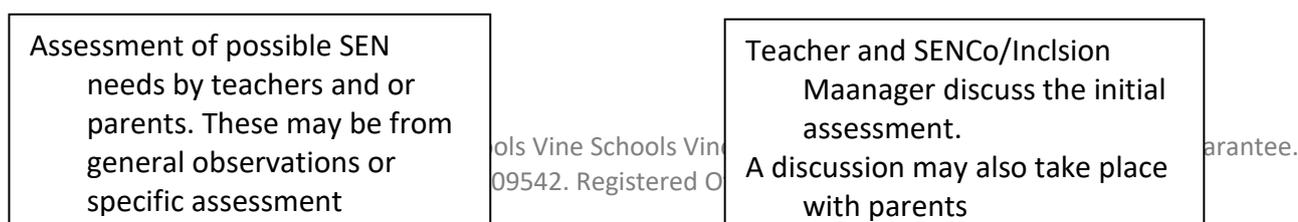
We recognise the importance of ensuring children move between different phases of their education smoothly. This involves working closely with families, pre-school and secondary schools, as well as the school ensuring that an effective handover meeting takes place at the end of each academic year, so that provision is in place to help children progress as soon as they start in their new class.

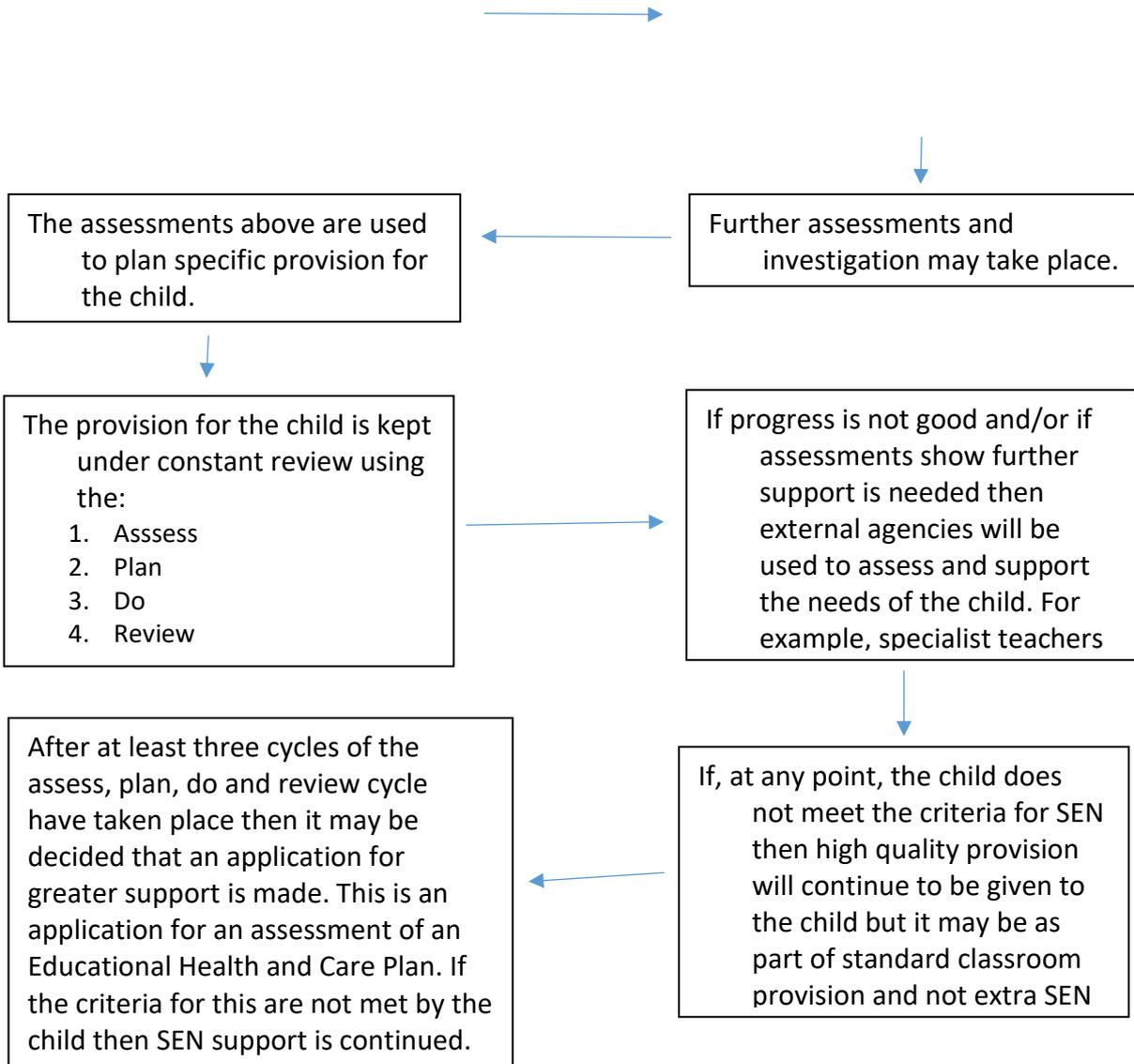
- We liaise with the early years providers from whom we receive children. Visits are arranged for us to visit the children in the nursery and for the children to have a proper induction to our school;
- Transition arrangements for year 6 children begin early. Where appropriate, pupils have opportunities to make additional visits to their named secondary school. At the time of transfer, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCO and/or other relevant staff;
- At the time of transfer to another primary school, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCO and/or other relevant staff;

#### 16. Monitoring & Review

This policy will be monitored by the Vine Schools Trust and the SLT/ SENCO through analysis of a range of pupil data. The SLT and SENCO carry out observations of interventions to monitor their effectiveness. A parental questionnaire may be used to analyse parental attitude to the One planning process.

#### Appendix 1 – Deciding if a pupil needs to be on the SEND register

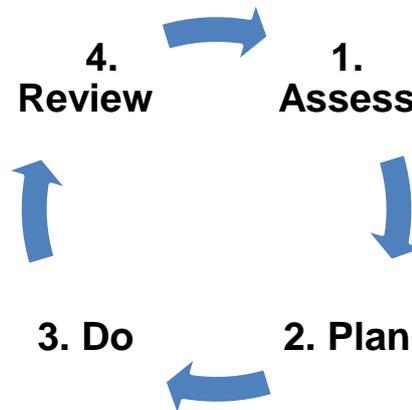




**Appendix 2 - The Graduated Approach**

**Review:** Regular review meetings will be held with parents and staff (together with specialist external support where they have been involved) to assess the effectiveness of the support and the impact on the progress of the child. Parent and pupil views are gathered and evidenced along with any additional evidence e.g. observations from staff, work scrutiny and formal assessments. All parties will then use this information to inform the next steps in planning.

**The Graduated Approach builds on more frequent review and more specialist expertise in successive cycles**



**Assess:** Staff carry out a needs analysis based on teacher assessment information and attainment over time in addition to any other information e.g. behaviour/personal and social development observations. Staff gather information and views from the child, parents and any concerns raised by the parents will be assessed by the school and feedback will be given. Once provisions are in place, assessment remains continuous and regular reviews will be held, attended by parents, SENCO, class teacher and any specialists involved.

**Do:** The class teacher remains responsible for working with the child on a daily basis and will oversee any interventions which take place. They work closely with the LSAs and other staff involved to assess the impact of the support. The SENCO supports the class teacher in further assessment of the child's strengths and difficulties and will advise in problem solving effective implementation of support. Parents will be encouraged to be as fully involved as possible. It is considered highly beneficial for a child to access the same strategies consistently at home and it can often prove enough to aid progression.

**Plan:** The class teacher, SENCO, parents and pupil (where appropriate) agree interventions and support which will be implemented. Anyone working to support the needs of the child will be aware of provisions in place and will aid assessing the effectiveness of provisions along with progress made over time. This will be agreed at a 'One Plan' meeting and a One Page Profile and Personalised Plan will be drawn up. Review date will be set.