SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL (vc)

Flourishing in Love and Learning

In everything - in every circumstance - do to others as you would have them do to you." Matthew 7:12

Special Educational Needs & Disability Policy

Document Information			
Policy Number:	V7	**Created by:**	SENCO/ HT
Section:	Curriculum	**Type:**	Spellbrook Policy
Reviewed by:	Standards & Curriculum Committee	**Responsibility:**	Standards & Curriculum Committee
Last Review:	Summer 26	**Next Review:**	Summer 2027
Review Cycle:	Annually	**Ratified by FGB:**	07/26

The following amendments have been made to this policy since the previous ratification.

Date	Page number	Section	Details of change

These changes / recommendations will be reviewed / ratified by Full Governing Body for the 'review cycle' as quoted above.

1) Aims and Objectives

At Spellbrook Primary School we believe in an inclusive school environment as reflected in our vision and mission statements.

Flourishing in love and learning"

Vision

Our vision is for Spellbrook Primary School to be an inclusive learning community, where everyone strives for excellence within a Christian environment.

Mission statement

Through a culture of kindness and supportiveness built on the Golden Rule, we will meet the needs of all learners and enable them to flourish and reach their full potential.

The Golden Rule: "In everything - in every circumstance - do to others as you would have them do to you." Matthew 7:12

We take pride in our friendly, nurturing ethos and support everyone in our school family.

The aims of our Special Educational Needs and Disability Policy are:

- To aim to identify needs at the earliest point and make effective provision
- Use our best endeavours to make sure that every child with SEND gets the support he or she needs – this means doing everything that we can do to meet a child's SEND
- Ensure that children with SEND engage in all activities available in school alongside pupils who do not have SEND
- Identify the roles and responsibilities of staff including a designated teacher to be responsible and trained for co-ordinating SEND;
- Ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school is making special educational provision for a child
- Ensure that our children have a voice in this process.

2) Improving Outcomes

Our aim is to provide a curriculum that:

- prepares all children for their next stage in education
- sets the foundations that enables them to take their place in the community and society as confident, responsible and capable individuals
- is broad and balanced, progressive, cumulative, enriched, inspirational and inclusive
- encourages the development of attitudes and values that are a reflection of our Christian ethos, and an understanding of the meaning and significance of faith
- builds cultural capital by deepening conceptual understanding and providing a range of opportunities and experiences;

3) Definition of Special Educational Needs

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2014:
Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children fulfil this criterion if they:

- Have significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- Have social, emotional or mental health difficulties that interfere with their ability to learn

Children must not be regarded as having a special educational need solely because:

- They have a disability
- The language of their home is different from the language in which they will be taught
- They make slow progress or have low attainment
- They show persistent disruptive or withdrawn behaviours

The SEN code of practice 2014 outlines four broad areas of need as

- **Communication and Interaction,**
- **Cognition and Learning,**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or Physical needs**.

See Appendix 1 for more details of these.

- **Identifying SEND**

Most children who join us have attended a previous educational setting and we ensure that there are transition arrangements including, at times, transition meetings with professionals who may already be involved with a child.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from the previous Key Stage as appropriate. Class teachers, supported by the senior leadership team, including the SENCO, will make regular assessments of progress for all pupils.

For some children, SEND can be identified at an early age, however, for other children and young people difficulties become evident only as they develop. As these are identified we aim to respond quickly. Working in partnership with parents/carers and the children themselves is an essential part of this process.

A child may experience difficulties with some aspect of their learning and inclusion in school and these may be indicative of SEND, but we are also aware that they may have other causes.

Behaviour: Disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. The school works closely with parents to identify possible causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that factors or circumstances outside of the school such as housing, family or other domestic circumstances may be contributing to the behaviour a multi-agency approach may be appropriate.

In all cases, early identification and intervention can significantly impact on outcomes. Professionals will be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as friendship issues or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be significant. The school will ensure that appropriate provision for a child's short-term needs is made in order to prevent problems escalating.

Where there are long-lasting difficulties the school will consider whether the child might have SEND.

Progress and Attainment: Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to emotional or social difficulties.

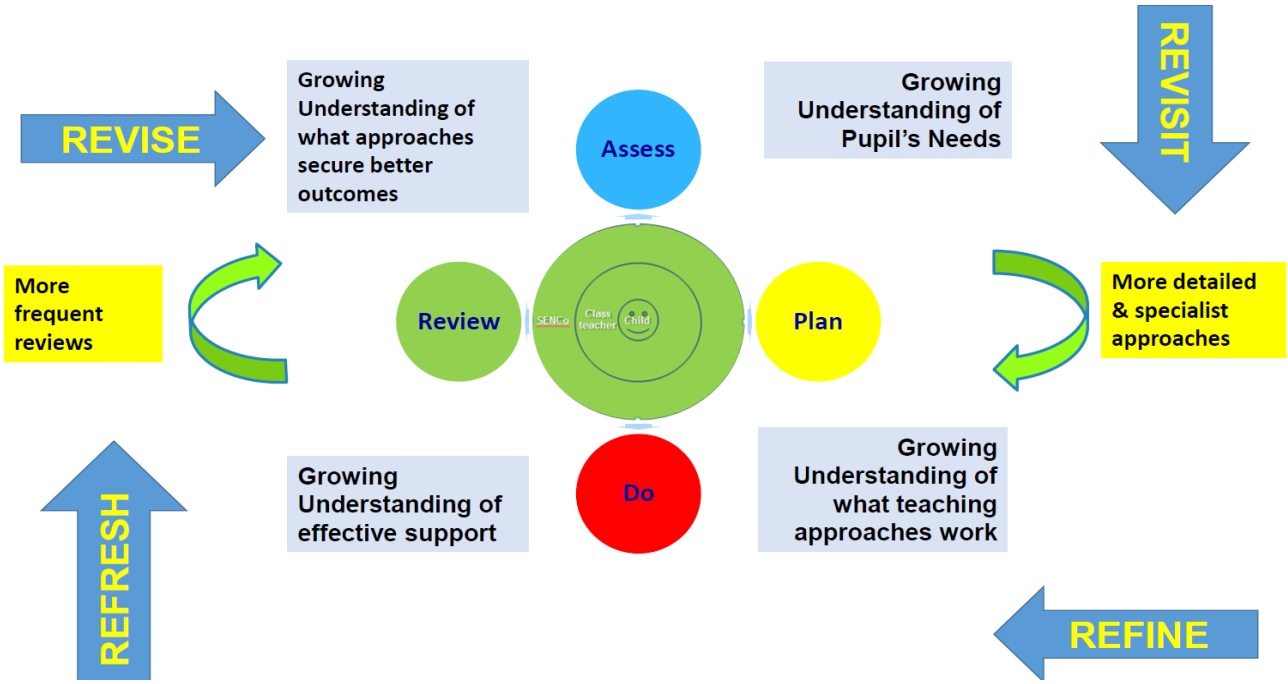
Identifying and assessing SEND for children or young people whose first language is not English requires particular care. The school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

- **The graduated approach- Assess, plan, do, review**

A child identified as having SEND will be categorised as "SEN Support" within school. The school will take action to remove barriers to learning and put effective special provision in place. This SEND support will take the form of a four-part cycle, which will be detailed in a child's assess, plan, do, review plan–

Assess- assess the area of need and specific difficulties by using formative and summative assessments as well as conversations with the pupil and parent or carer.
Plan- Set out SMART (Specific, Measurable, Achievable, Realistic and Timely) targets for children to help them achieve and improve in their areas of difficulty.
Do- Allow time (usually a half term) to implement targets set to ensure that children continue to progress. Children's progress will be assessed throughout the teaching of the targets given.
Review- See what progress has taken place before beginning the cycle again with new or amended targets.
Using this sequence earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Using this approach, class teachers will remain responsible and accountable for the progress. Information from a wide range of sources including discussion with the pupil, parents/carers, teacher and/or the SENCO will be gathered to determine the needs and provision for the child.



Strategies will fall under the following categories:

Wave one- Quality First Teaching – Providing high quality teaching in the classroom in line with our teaching and learning policy, including using group and individual support at times.

Wave two- If it is deemed that a child needs more support at school then they may be given *additional school intervention and support*. This may be done 1:1 or in small groups. This will be recorded and assessed using

Wave three- If assessments show that a child may have a learning difficulty, a range of strategies will be employed that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

For more information, see appendix 2 (whole school provision map)

Possible interventions may be a combination of the following-

- Learning materials and manipulatives
- Specialist Equipment
- Use of ICT
- Group or individual support
- Curriculum differentiation
- A range of different teaching approaches
- Staff development and training.
- Specific programmes or strategies for specific needs

The class teacher will keep parents informed and discuss plans in order to gather additional information. The SENCO will support the teacher and if necessary make further assessments of the child's needs. The children's additional support will be detailed in their APDR records. Following discussion with parents, advice from outside agencies may be sought, implemented and reviewed.

Parents will be given the opportunity to meet the teacher and/or SENCO at least three times a year.

- **Support from professionals**

If the child needs support from only one agency then a 'Single Service Referral' (SSR) is completed. However, if advice is required from more than one agency then a Families First Assessment can be completed. See School SEND information on website for further details.

- **EHCP**

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents / carers may consider requesting an Education, Health and Care Plan (EHCP) needs assessment (see Chapter 9 of the SEN Code of Practice June 2014 for further details).

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings or schools (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

• establish and record the views, interests and aspirations of the parents and child or young person

• provide a full description of the child or young person's special educational needs and any health and social care needs

• establish outcomes across education, health and social care based on the child or young person's needs and aspirations

• specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

To complete an EHCP application there must be written evidence or information about:

- School's action through the SEN register including the pupil's APDR records
- the views, interests and aspirations of the parents and child or young person
- a full description of the child or young person's special educational needs and any health and social care needs
- outcomes across education, health and social care based on the child or young person's needs and aspirations
- the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

When a child receives an EHCP the SENCO will organise annual review meetings involving all the professionals working with the child and the child's parents/ carers. The views of the child will also be considered.

- **Transition**

SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the Code of Practice June 2014, Preparing for adulthood from the earliest years).

This includes within school transitions:

- teachers pass on key information including APDRs
- the SENCO ensures that reasonable adjustments are considered before the child goes into another class
- where interventions and approaches are having success, these are carefully considered and if possible continued
- the emotional needs and well-being of the child are considered and actions taken to cater for these

and external transfer where:

- information is passed on using secure methods.
- meetings are held so that successful strategies are shared and ways of meeting the emotional needs and well-being of the child are discussed

- **Medical conditions**

The school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

- **Roles and Responsibilities**

These follow the recommendations in the SEN Code of Practice 2014.

The Governing Body ensures that:

- The school follows the SEND Code of Practice 2014 when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities
- The necessary provision is made for any pupil identified as having SEND and ensures that all teachers are aware of the importance of providing for these children
- It consults the Local Authority and other schools, when appropriate, and reports annually to parents on the success of the school's policy for children with SEND
- Parents are notified of a decision by the school that SEND provision is being made for their child
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the full Governing Body

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND
- Informing and liaising with governors on SEND provision
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Evaluating the quality and impact of the support and/or interventions along with the views of the pupil and parent/ carer.
- Revising the support in light of the pupils progress and development and decide on any changes in consultation with the parent/ carer and pupil.
- Liaising with 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 Headteacher 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

The Headteacher is responsible for:

- Managing the Special Educational Needs Policy on a day to day basis
- Giving and arranging practical help and training to members of staff on how to deal with special needs issues
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development

The role of the Class Teacher

- 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. This includes:
  - Identifying children with possible SEND and working with the SENCO to gain a good understanding of the child's barriers to learning.
  - Devising and implementing learning strategies and support for individual children.
  - Reviewing and setting new targets with parents and children.
  - Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
  - Implementing the school Special Educational Needs and Disabilities Policy.
  - Undertaking any training suggested or supplied by the school.
  - Remaining responsible for working with the child on a daily basis.
  - Working closely with Teaching Assistants, Learning Support staff and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- **Allocation of resources for vulnerable pupils, those with SEN or who are disabled.**

  - The school budget is decided each year by the Head-teacher and the Governors and this takes into account those children with SEND.
  - Within the budgetary constraints support is allocated according to the level of need throughout the school.
  - Additional funding can also be applied for using High Needs Funding procedures in exceptional circumstances for individuals. The SENCO will make contact with you if it is necessary for us to apply for this.

Complaints procedure.

Information from gov.uk (Complain about a school: Special educational needs (SEN) - GOV.UK (www.gov.uk))

Special educational needs (SEN): If you want to complain about a school's SEN support, you should do it while your child is still registered at the school.

This includes complaints that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

To make a complaint: Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENCO).
2. Follow the school's complaints procedure.
3. Complain to your local authority.

- **Monitoring and evaluation**

The quality of SEND provision is continually monitored and evaluated. Success of the policy will be evaluated using the following success criteria-

- Analysing children's progress against their targets
- Children's increased confidence and self-esteem
- Children's readiness for their next phase of education
- The opinions of parents of children with SEND
- The opinions of the pupils with SEND
- Monitoring the classroom practice by the Senior Leadership Team (SLT), the SENCO and external moderation
- Monitoring the School Development Plan actions and impact by leaders
- Monitoring by SEND governor
- A benchmarking tool that is used annually by school leaders to ensure that our overall provision is effective and that our effectiveness is always developing.

- **Reviewing the policy**

This policy will be reviewed annually. Please see the front page.

- **Background and Legal Context**

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2014, the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014 (See Appendices for links). All schools are required to publish an 'SEND information' and 'Schools Offer' report showing the arrangements for the admission of children with SEND. This can be found on the school website.

Appendices

Appendix 1

Definitions of the Broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), 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

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or Physical needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children

and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Whole School Provision Map

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and Physical needs
Ordinarily Available Provision Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs.	RWI taught Phonics screeners done regularly with EYFS/KS1 Clear display of key words Visual aids Visual timetable Talk partners Clear and direct instructions Processing time given Classroom rules and routines displayed Staff model standard English and extended vocabulary Variety of teaching styles Use of a talk button Checks for understanding Knowledge organisers and topic words displayed	RWI White Rose Maths Mastery approach for maths Mastering number for all year groups Teachers use reading age assessments White Rose Maths assessments being used Access to Purple Mash TA for classroom support Manipulatives e.g. number lines, bead strings, place value number cards Favourite 5 books in EYFS/KS1- children become familiar with patterns in stories and rhymes	Merit reward system/ Class Dojo Star of the week Sports tokens RWI/ Home reading/ Lunchtime awards SCARF PSHE teaching and workshops Whole school behaviour policy based on Therapeutic Thinking Anti-bullying week Internet safety day Well-being week Awareness of growth mindset Whole school assemblies School values Pupils have responsibilities in the classroom	PE Fizzy fingers in EYFS Active playtimes and lunchtimes Pencil grips/triangular pencils Staff aware of physical impairments and their implications Swimming lessons for Y1-6 Class movement breaks

	Whole class reading Writing Rainbow lenses- The write stuff Opportunities for performance and reading aloud Hand gestures used as non-verbal communication e.g. 1,2,3 for transitions, actions for songs Stem sentences used primarily in maths Nursery children begin daily phonics	Illustrated dictionaries Dyslexia friendly spelling dictionaries Use of writing frames Structured school and class routines Visual timetables Access to technology Variety of ICT Link new learning to previous learning Talk partners Reading buddies	Eco Team School Council Protective behaviours Whole school initiatives and enrichment e.g. healthy eating/ walk to school / visitors / trips Transition activities/handover EYFS visits Parent messaging available through Class Dojo EYFS allocated a member of staff for breaktimes	
Targeted Support This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These	Small step instructions printed out e.g. now/next board Checklists available Ear defenders available Book talk in EYFS Lego therapy group	RWI catch up groups Maths catch up Reinforcement and retrieval practice for different maths strategies Maths booster groups White Rose Maths assessments	Year 6 transition support- Crucial Crew Group support from ASPECTS Nurture room open at lunchtimes Additional discussions around values and social situations	Write Dance Dough gym Additional handwriting and letter formation practice PE lessons adapted based on individual needs Sensory circuits Sensory breaks

are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.		Assessments inform children to spotlight in WCR/RWI Targeted reading and discussion regularly Spelling interventions UCAN maths intervention Fresh Start reading intervention	Social communication intervention group Friendship group Referral to ASPECTs	Sensory toys Wobble cushions Therabands
Specialist This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.	Pre-teaching vocabulary Social stories Individual word or vocabulary mats Now and next boards Longer response time given Range of ways for children to record their learning- bullet points, mind maps, ordering tasks, posters, drama etc Instructions broken down into small steps- visuals used alongside	RWI 1:1 tuition Pre-teaching vocabulary Precision teaching Personalised curriculum for maths/English Screening tools Spellcheckers available Coloured reading overlays available Use of interventions recommended by DSPL3 Support via referral to Integrated Services for	Support via referral to Integrated Services for Learning e.g CAMHS, Aspects Support from school nurse Home- school communication log/book Support via referral to ISL e.g. involvement from CAMHS and other mental health services Social stories Family first assessment	Support via referral to Integrated Services for Learning e.g. occupational therapy Individual support for PE/lunchtimes Writing slopes

	Laptops available for writing when needed Reader/scribe available when needed Support via referral to Integrated Services for Learning e.g. for speech and language therapy	Learning e.g. for educational psychologist	Preparation for individual need including reassurance for changes to routine Support from Rivers Behaviour Team	

Appendix 3

Links to key documents:

- Spellbrook SEND Offer on school website: Spellbrook C of E Primary School - Special Educational Needs & Disabilities (SEND)
- The Local Authority SEND Offer: https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
- Special Educational Needs and disabilities Code of Practice – 0 – 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- SEN & Disability Act 2010: https://www.gov.uk/rights-disabled-person/education-rights