Special Educational Needs Policy

Version: 1

Date: September 2024

Review Date: September 2025 (annually)

Policy Statement

This policy was written in September 2024.

This statement of policy was approved by the Governing Body at their Autumn Term 24 meeting.

This policy is to be reviewed annually, next due by September 2025.

Chair of Governor's Signature	Name
Headteacher's Signature	Name

(Date)

Policy Intention

The overreaching aim of this policy is to improve the outcomes of all our children within our setting, specifically in securing the best possible outcomes for those with Special Educational Needs. This policy details the principals behind this, our approach to SEND and the provision, roles and responsibilities in school.

Legislation and Guidance

This Special Educational Needs (SEN) policy has been written in relation to the most recent version of the statutory Special Educational Needs and Disabilities (SEND) Code of Practice, and the following legislation. All procedures, guidance and recommendations within the Code of Practice (and associated legislation) are adhered to (*as a minimum standard*), in order to ensure we meet or exceed the statutory duties for all of our children.

Legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

SEN Information Report

In addition to this Special Educational Needs (SEN) policy, the school publishes a SEN Information Report on its website, which sets out how this policy is implemented in the school. The Information Report will be updated annually, and as soon as possible after any changes to the information it contains.

Guiding Principles

This Special Educational Needs (SEN) policy is based on the following guiding principles:

- That all teachers are teachers of children with special educational needs, and that everyone has a responsibility to meet those needs.
- That all adults in school receive the most relevant training to enable them to meet the needs of all children to the greatest extent possible.
- That all children are entitled to access a broad and balanced curriculum that meets or exceeds the National Curriculum, regardless of their interests, needs or abilities.
- To provide an inclusive education for all, whilst meeting pupils' individual needs by: designing a curriculum that is accessible to all, and utilising a variety of adaptive teaching strategies to ensure this is facilitated in each and every lesson, for all subjects.
- That all areas of school policy, procedures and planning relate to the special educational needs of our children.
- That all children will be able to participate in all aspects of school life, enabling them to effectively contribute to wider school community, experience and influence the social and cultural activities of the school, and enable them to maximise their learning opportunities.
- That all children are given equal opportunities to thrive, including participating in all activities, experiences and events, including extracurricular activities and clubs.
- That wellbeing and nurture are essential and fundamental components of providing the best possible provision, and must be considered and addressed before any child can properly access the learning environment.
- That school is a truly inclusive, loving and caring community so that everyone feels welcome, secure and valued.
- That reasonable adaptions and allowances are made for all children in order to remove potential barriers to learning.
- That school will involve and work closely with pupils, their families, staff and external professionals.

Provision at Albrighton Primary School & Nursery should:

- Match the needs of the child(ren).
- Listen to the voice of the child, taking account of their wishes and feelings.
- Work in partnership with the child's family (parents/carers).
- Make effective use of all available resources to meet individual needs as closely as possible.
- Ensure effective Safeguarding and Wellbeing is always in place.
- Be continually reviewed to ensure it is always the best it can be, in line with the school's motto 'Only Our Best Will Do!'

Inclusion and Equal Opportunities

At Albrighton Primary School & Nursery we strive to create an inclusive teaching environment that offers all children, no matter their needs, abilities or interests, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included and encouraged in all aspects of school life.

Definitions

The SEN Code of Practice (Pg285) defines:

- **Special Educational Needs (SEN)** a child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them.

- **Learning difficulty** a child or young person (of compulsory school age) has a learning difficulty or disability if they:

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

- **English as an Additional Language (EAL)** – children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

- **Disability** a child or young person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal, common daily activities. (*School will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers).*

*Therefore **Special educational provision** is provision that is **different from** or **additional to** that **normally available to pupils** or students **of the same age**, which is designed to help children and young people with SEN or disabilities to access to National Curriculum at school.*

The 4 Areas of Need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Additional support and provision that is made will be appropriate and relevant for the child's particular area(s) of need at the time the provision Is made.

Area of Need	Outline
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or conditions. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Our Approach to SEND Support

Identification and assessing pupils' needs

If a child has a potential barrier to learning, including a Special Educational Need or Disability, the earlier steps can be taken to remove or minimise the barrier, the quicker the child can access the best possible provision available to them. Consequently, early identification of children and their specific barriers is the first and most essential step towards them securing their best possible outcomes.

- When children start at Albrighton Primary, we will assess each child's current skills and levels of attainment. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

- Pupil progress is then continually monitored and measured at Albrighton Primary. Pupil progress meetings are held each term, where class teachers meet as a phase with the headteacher and SENDCo, to discuss all children they are responsible for. One outcome of these shared discussions is to highlight any potential problems in order to plan adaptions, interventions and further support for whole-class teaching and specific children to be targeted further where required.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with adapted, high-quality teaching, and specific interventions where required. If progress does not improve over time, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

***Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN*.**

Staff will take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the child needs special educational provision, we will first start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child 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 a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will make sure we get all relevant information before the child starts at school, so support can be put in place as quickly as possible.

Consulting with children and their families

The school will endeavor to put the child and their families (parents or carers) at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

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

The SEND Register

We will formally notify parents if it is decided that a child will be placed on the school's SEND Register and/or they will receive a special educational provision.

Children on the SEND Register will fall into one of the following categories:

- **Monitor** – children we are concerned about, whose progress we want to monitor more closely than usual. This category is used temporarily and might be appropriate for children: who are new to school (who weren't on the SEN register at their previous setting); who we are awaiting advice or assessment by an external professional agency for; or those who we have specific concerns (raised by school or home) which we are currently investigating.
- **SEN Support** – children who receive a special educational provision, that is different and additional to that which is normally available to their peers
- **EHCP** – children who are known to Shropshire Local Authority (LA) and are subject to an Education, Health and Care Plan (EHCP).

The graduated approach to SEND Support

Teacher Standard 5 '**adapt teaching to respond to the strengths and needs of all pupils**' explains teachers are responsible and accountable for the progress and development of all children in their class, including those with Special Educational Needs and/or Disabilities.

SEND Support is given in **graduated waves**:

- **Wave 1, Universal** – whole class/school practice that is normally available to all children such as utilising adaptive teaching strategies to provide inclusive, first quality teaching for all learners.
- **Wave 2, Targeted** – targeted support and interventions to meet specific needs for specific children to enable them to access learning.
- **Wave 3, Specialist** – specialist and highly personalised adaptions and interventions.

Assess, Plan, Do, Review

Once a child has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. SEND Support is delivered and monitored through a successive, continuous 4-part cycle known as '**Assess, Plan, Do, Review**'.

1. **Assess**

   The pupil's class teacher and the SENDCo will carry out a clear analysis of the child's needs. The views of the child and their parents will be taken into account. Observations of the child will be used to inform this process, and the school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need.

2. **Plan**

   In consultation with the parents and the child, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

   All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

   Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

   The child's teacher(s) retain overall responsibility for their progress, even when the plan involves interventions away from the main class or teacher. Teachers will therefore work closely with all adults (teaching assistants, learning support assistants, sports coaches, learning mentors, SENDCo and other external professionals for example), to plan, direct, review and evaluate the impact of support and interventions, and how they can be linked to adaptions in classroom teaching.

   The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively, making the best use of all available resources.

4. **Review**

   The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date as a minimum expectation. *It is standard practice to continuously monitor and review provisions, and make adjustments when needed.* We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

   - The views of the parents and children
   - The level of progress the child has made towards their individual planned outcomes
   - The views of teaching staff who work with the child

   The teacher and the SENDCo will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

At Albrighton Primary School we use Individual Education Plans (IEPs) to underpin this process. Most children who are placed on the SEND Register will have an IEP, if their need presents them with a barrier to accessing the education provision in school. If a child's SEND does not prevent them from accessing the *education provision* in school, then an Individual Wellbeing Plan (IWP) may be used to support them with their Social, Emotional and Mental Health (SEMH) needs. If a child is placed on the SEND Register because they have a physical disability or medical condition, they may also have an Individual Care Plan (ICP) which may be issued by school or another medical professional (usually a GP or nurse).

Levels of support

- **School-based SEND provision –** these children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. School do not normally receive any additional funding for these children, provision for these children is funded through a portion of the main school's budget which has been allocated for SEND provision, referred to as the notional SEND budget. On the census these pupils will be marked with the code K.
- **Education, health and care (EHC) plan –** children who have more complex needs, and therefore need more support than is normally available through the school-based SEND provision, may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially through additional funding from Shropshire Local Authority (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEND provision

The school's success in meeting the Special Educational Needs of its children will be measured by:

- Carrying out the review stage of the graduated approach (at least termly)
- Gathering pupil voice
- Feedback and evidence gathered from teachers (including that from all adults working with the child)
- Tracking pupils' progress
- Feedback from families (children and their parents/carers) in surveys or during parent meetings
- Monitoring by SENDCo/SLT/Subject leaders
- Holding annual reviews for those children with EHCPs

Staff Training

All staff are required to keep up to date with developments in the area of Special Educational Needs through reading and attendance at appropriate courses/training. The SENDCo regularly attends SEND courses, network meetings and family SEND meetings, and disseminates all relevant information, updates and training during staff meetings and training days and bespoke meetings.

SEND training will regularly be provided to teaching and support staff, as part of the schools' programme of continuous professional development (CPD) throughout the school year. Where possible, training will aim to develop a whole-school approach that becomes increasingly inclusive, and only target specific and individual needs where this is not possible, or where specialised support is required. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

In addition to whole-school training, all teaching and support staff will be invited to complete additional training that is available to support specific areas of need, or areas of interest, in order to best prepare them to support the children of Albrighton Primary School.

The induction programme for new staff includes an overview of current practice and prior SEND training. All training materials are stored in the SEND online folders, and remain accessible to all for sharing, distributing and revisiting whenever required.

Examples of recent training include:

- Adaptive teaching strategies
- Creating an inclusive classroom environment
- De-escalation training
- IEPs, and setting SMART targets
- NASEN online modules
- Positive behaviour approaches
- Supporting children with Processing and Working memory difficulties
- Autism awareness
- Dyslexia and dyscalculia
- PACE
- Zones of Regulation
- Behaviour is communication
- Raising awareness of Tourettes
- Good Autism Practice

External Professional Agencies

School recognises that it won't be able to meet all the needs of every pupil, and works regularly with external support services such as:

- Learning support advisory teachers
- Specialist teachers or support services
- Speech and language therapists
- Educational psychologists
- Neurodiverse Practitioners
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- BeeU – Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers (EWOs)
- Social Services
- Behaviour specialists

Roles and Responsibilities

All teachers are teachers of children with Special Educational Needs, and have a responsibility to meet those needs. Furthermore, at Albrighton Primary School & Nursery, it is the responsibility of all adults (in all roles) in school to consider and plan for the needs of children with SEND, in order to remove any potential barriers and ensure they are able to participate fully in all aspects of school life.

The SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) at Albrighton Primary School & Nursery is Mr Darren Green, supported by assistant SENDCo's Miss Lauren Saunders and Mr Josh Sibley.

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of all resources available to school, used to meet children's needs effectively
- Inform parents that their child may have SEN, then liaise with them about their needs and any provision made
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body

The governing board, or delegated committee, is responsible for making sure the following duties are carried out:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN Information Report
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor is Chris Jones.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet child needs through a graduated approach
- The progress and development of every child in their class or phase
- Working closely with any teaching assistants, learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Directing and making the best use of all available resources, including teaching assistants and learning support assistants, under the advice and guidance of the SENDCo.
- Working with the SENDCo to review each child's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN Information Report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the child and the school
    - Listen to the parents' concerns and agree their aspirations for the child

The Child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The Child's Family

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Kept updated on the child's progress, during termly parents' meetings and the annual school report as a minimum.

The school will take into account the views of the parent or carer in any decisions made about the child.

Admission Arrangements

Please refer to the school's Admission Policy and the Admissions section of the school Website.

Accessibility

Please refer to the school's Equality and Diversity Policy for Accessibility. Accessibility will be reviewed annually, and reported on, as appropriate, in the SEND Information Report.

Bullying

We recognise that children with special educational needs may be more vulnerable to bullying due to their perceived differences from others. Please refer to the school's Anti-Bullying Policy and Behaviour Policy for more information.

Complaints

Please refer to the school's Complaints Policy for the procedure for raising and dealing with complaints.