



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Here at Bentley CEVC Primary School and Copdock Primary School we aim to provide an environment inclusive to all children. We are committed to ensuring that all children are given the opportunities and support needed to achieve their full potential.

We acknowledge and respect that each child attending our setting is unique, and some children may require individual support due to their unique set of needs.

Aims

- To ensure we adhere to the DFE's Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.
- To safeguard children in line with Keeping Children Safe in Education 2024.
- To ensure every child within our provision is given the opportunity to become a confident learner and to achieve their individual potential.
- To ensure all children have access to a full range of activities and experiences and no child is excluded from these opportunities.
- To provide personalised support for children with Special Educational Needs and Disabilities (SEND) so they have full access to a broad and balanced curriculum, it will enable us to provide a personal curriculum that drives learning.
- To ensure children with SEND are included with their peers and supported within the classroom as much as possible.
- To identify the specific needs of children and meet those needs through a range of strategies and quality first teaching.
- To support a working partnership with parents/carers and other agencies to meet the individual needs of children.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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

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

Disability

Pupils are 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 daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Safeguarding

Children with Special Educational Needs and/or Disabilities are recognised as the most vulnerable group in respect of safeguarding their wellbeing. They may have physical, sensory and learning disabilities and difficulties. Severely disabled children often rely on parents and carers to meet most or all their needs. We put the following measures into place to promote a high standard of safeguarding practice and strengthen the capacity of children and families to help themselves:

- Early help for families using Common Assessment Framework (CAF) approach.
- Making it common practice to help children with a disability or SEN to make their wishes and feelings known in respect of their care and treatment through termly meetings with parents and SENDCo.
- Ensuring that children with SEND receive appropriate personal, health, and social education (including sex education).
- Making sure that all children with SEND know how to raise concerns and giving them access to a range of adults with whom they can communicate.
- Close contact and partnership with families, and a culture of openness.
- Guidelines and training for staff on good practice in intimate care; working with children of the opposite sex; handling difficult behaviour; consent to treatment.
- Anti-bullying strategies through School Council initiatives, safeguarding lessons and peer mentors.
- Weekly Monitoring of behaviour as set out in the Behaviour Policy to identify targeted behaviours towards vulnerable children.
- Where there are concerns about the welfare of a disabled child, they will be acted upon in the same way as with any other child. Expertise in both safeguarding and promoting the welfare of the child and their disability, has to be brought together to ensure children with SEND receive the same levels of protection from harm as other children.
- Staff receive statutory safeguarding training and have read and understood Part 1 of Keeping Children Safe in Education 2024.

Accessibility Plan for SEND

Under the Equality Act 2010 **all** schools are required to have an accessibility plan. We have a plan which outlines how we intend to increase access to the curriculum, improve the physical environment and increase access to information for children and families. This can be accessed on our website or as a paper copy if requested.

Premises

Where possible the furniture and environment will be accessible to accommodate all children's personal needs, this will be supported through discussions with multi-agency professionals, staff and parents/carers.

Roles and Responsibilities:

The designated Special Educational Needs and Disability Coordinator (SENDCo) for the federation is Alice North. We recognise that Special Educational Needs are the responsibility of all staff and aim to develop the skills of all staff members.

The role of the SENDCo

It is the role of the Special Educational Needs and Disability Coordinator to:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the schools.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

- Lead and support the SEND parent working party when appropriate.
- Work closely with parents/carers ensuring they are kept up-to-date about their child's progress and take an active role in supporting their child.
- Provide parents/carers with information, support and advice relating to their child's specific needs, i.e. literature and contact details of support groups. Every effort will be made to ensure that this information is available in a variety of formats including; in large fonts, Braille and translated documents.
- Liaise with fellow professionals, including being 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.
- Advise and support other practitioners in the setting, giving support to staff in the creation of Individual target cards, Individual Care Plans (ICP's), Individual Support Plans (ISP's), Pastoral Support Plan (PSP's) and Suffolk Pupil Support Framework (SPSF) plans.
- Take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs.
- To conduct annual reviews of pupils with statements / Education Health Care Plans (EHCP) in order to review progress and effectiveness of provision.
- Ensure that the school keeps the records of all pupils with SEN up to date and track their progress on a termly basis providing termly reports to the SEND link governor.
- Liaise with the SEND link governor. At our schools this is delegated to Luisa Brennan.
- To monitor the effectiveness of intervention provision for pupils with SEND.
- Ensure the SEND Offer is current and up to date.
- To support Common Assessment Framework (CAF) Referrals and Team Around the Child (TAC) meetings.
- Contribute to decisions on deployment of the school's delegated budget and other resources to meet pupils' needs effectively, gathering assessments and evidence to support funding applications.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body 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 governor to determine the strategic development of the SEND 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Training

We recognise that staff members at our schools need specific knowledge to effectively support children with Special Educational Needs and Disabilities. We are committed to giving our staff members the opportunity to access such training and facilitate an environment where expertise and knowledge is shared.

- The SENDCo provides specific SEND training for staff and governors to update their knowledge.
- We hold regular in-house training for staff members relevant to inclusive practice.
- Alice North has completed the National SENDCo Award related to Special Educational Needs.
- We acknowledge that the role of SENDCo can be challenging and time consuming so we provide support and designated time for the SENDCo to fulfil their role.

Early Identification

At our schools we acknowledge the importance of the early identification of Special Educational Needs, as outlined in the *SEND Code of Practice*.

- In the autumn term that the pupils enter Early Years Foundation Stage, we identify any possible language difficulties by administering Language / Speech Link screening which is a measure of speech, communication and understanding. Following identified weaknesses, speech and language provision will be put into place and may consist of individual or small group support followed by referral to services.
- Children who are experiencing difficulties are identified through discussion with parents/carers, observations and discussions with colleagues.
- When a child is identified with SEND and receiving interventions that are *additional* or *different* from those provided as part of the usual adapted curriculum and quality first teaching, they will be placed on SEND Support. Where a pupil is identified as having special educational needs, the SEND Code of Practice is clear that school should take action to remove any barriers to learning and put effective special educational provision in place – this is called **SEN support**.

This support should take the form of a four-part “Assess, Plan, Do, Review” cycle; where actions are tried, reviewed and revised as necessary in line with the pupil's needs. This is known as the graduated approach and in Suffolk, the process to support this approach called the graduated response.

Graduated Response

Stage 1: Initiate Assess, Plan, Do, Review (APDR)

A whole setting approach to identifying need and removing barriers to learning

Assess

- Discussion with key staff in the educational setting to build profile of need using VSEND (Valuing SEND). VSEND helps develop a single, rounded picture of the needs of pupils and uses this as the foundation for planning and early identification of need.

- Capture the child's and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and adaptation
- Use the VSEND to help inform planning and the Essential Toolkit which focuses on the functions of learning support & overcoming or (where possible) removing barriers to learning.

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review.

Review

- Review the quality, effectiveness and impact of the provision, involving the child and their parent/carers.

The APDR cycle then starts again with the updated information.

Stage 2: The child is making less than expected progress despite evidence-based support and intervention

- The SENDCo will seek support from the Specialist Education Services (SES) for an Inclusion Service Meeting or a referral made to the specific SES team.
- Seek support for child and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or involvement from the P&TS e.g. Inclusion Facilitation support or an EP Analysis of Additional Needs (AANT).
- Explore the traded services at SCC.
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care).
- Consider High Tariff Need Funding (HTN)

The APDR cycle then starts again with the updated information.

Stage 3: The child needs a higher level of support and intervention

- Review the impact of interventions, continuing the cycle of APDR and involving the child and their parent/carers.
- Review the impact of the SEND funding in place.
- Consider a request for an Education, Health and Care Needs Assessment (EHCNA).

Assessment

At our schools we recognise the impact of assessment to inform planning and provision for children with SEND.

- Throughout the identification and assessment process, parents/carers are kept informed.

- Through termly tracking meetings, we closely observe the progress that all children achieve and support any child we believe may be experiencing difficulties – including those children who need emotional and behavioural support.
- We ensure that children with additional needs are appropriately involved at all stages taking into account their levels of ability and understanding.
- To monitor the impact of interventions and support in place to ensure that pupils are closing the gap within their learning.
- Pupils are actively encouraged to be part of the assessment process and reflect on their achievements at termly reviews with their parents as well as evaluating their individual targets.

Identification of Children with SEND in Early Years

In recognition of the Early Years Foundation Stage Curriculum, pupils will be given the autumn term in Year 1 to make the transition to the National Curriculum. If pupils do not reach the National Attainment by the end of this term, we will then use 'the engagement model' which is an assessment tool to help schools support pupils who are working below the level of the national curriculum and further assessment will be considered.

Monitoring Support

Pupils who are below age related expectations will be identified through school assessment and tracking. Provision and support will be identified on a Raising Attainment Plan as appropriate for monitoring. Children who are receiving intervention support above quality first teaching will be monitored under Monitoring Support. This support and provision will be discussed and agreed by the class teacher and SENDCo and reviewed each half term or term as appropriate.

SEND Support

If pupils' needs are unable to be met through additional intervention, a request of help from external support services is likely to follow. This decision will be taken by the SENDCo and colleagues, in consultation with parents, at a meeting to review the child's learning and individual targets. This will ensure that effective provision is in place, designed to prevent the development of more significant needs.

Statement /Education Health Care Plans

For a very few pupils the help given by schools through SEND Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultations with the parents / carers and any external agencies involved, to consider the initiation of a statutory assessment. An Education Health Care Plan is a legal document that will outline targets set and strategies to meet these targets.

Provision of Support and Resources

- SEND targets will be reviewed and evaluated according to individual needs as and when appropriate.
- We provide resources, both human and financial; to implement our Special Educational Needs policy.
- We have a specific budget for SEND resources and training, including High Tariff Needs Funding and Pupil Premium Funding.
- We have a range of resources in the setting which meet different learning needs.
- When required we can obtain additional specialist equipment or materials to assist children with additional needs, i.e. standing frames.

Record Keeping

- We use a system for keeping records of the assessment, planning, provision and review for children with additional needs.
- Individual target cards and developmental records are confidential although parents/carers have access to these records upon request and they are shared termly. Parents / carers and staff work together in developing target bookmarks for pupils to support achievable targets.
- Records including past and present targets and developmental reports are passed onto the child's next class or to other settings if a child leaves the school.
- We ensure the effectiveness of our provision for children with SEND by collecting information from a range of sources e.g. target reviews, team and management meetings, parental and external agency guidance, inspections and complaints. This information is collated, evaluated and reviewed.

Partnerships with Parents/Carers

- We work in partnership with parents/carers throughout all stages of assessment and identification. We acknowledge value and respect the contributions from parents/carers relating to their unique knowledge and understanding of their child's needs.
- We work in partnership with parents/carers to produce and regularly review individual targets for children with additional needs.
- We ensure that parents/carers are kept informed at all stages of the assessment, planning, provision and review of their children's care and education.
- Policies and procedures are reviewed by our parent SEND working party.
- Parents/carers are invited to termly meetings with the SENDCo to discuss, review and reflect on progress and next steps for their child.

External Support Agencies

We aim to access and provide a range and level of services appropriate to those children's needs and identified by the Threshold Guidance for Children with a Disability.

We recognise the importance of effective joint working with external support agencies. Liaison is ensured between our schools and these agencies using a variety of methods including; meetings, telephone conversations and written correspondence.

- Our schools continually liaise with external agencies and professionals in order to access advice and support. These agencies include: Family Support, Speech and Language Therapists and Child Health Services etc.

SEND Offer

Our SEND Report is published on our website under the [School Information](#) tab. It outlines provision and support that pupils and families can expect from our schools. Our offer links to the Local Authority Offer which provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. The local offer of Suffolk County Council can be found on our website (page link above), as a hyperlink by clicking on the Introduction.

SEND Complaints Procedure

In case of complaint, parents/carers of children with Special Educational Needs and Disabilities are advised to discuss concerns with the child's class teacher and/or the school's SENDCo. They will then be referred to our Complaints Policy on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Monitoring and Review of this policy

- The effectiveness of this policy is monitored by Alice North in consultations with the Headteacher, Joanne Austin, the Governing Body and SEND parent working group.
- All staff members will receive a copy of this policy and have the opportunity to discuss and ask questions to ensure their agreement and understanding.
- This policy will be reviewed annually.

Date Reviewed:	September 2024
Agreed by Governing Board	4.12.24
Next Review	September 2025

Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- SEND Information Report
- Mental Health Policy
- Behaviour Policy
- Equality information and objectives
- Supporting Pupils with Medical Needs Policy
- Child Protection and Safeguarding Policy
- Complaints Policy