



# Special Educational Needs and Disabilities (SEND) Policy March 2025

Signature of Headteacher:	<i>C Wood</i>
Adopted by the Governing Body:	March 2025
Next Review Date:	March 2026

## **Legislative Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (July 2014), and has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Ofsted Section 5 Inspection Framework (April 2014)
- Ofsted SEN Review 2010 ‘A Statement is not enough’
- Children and Families Act (2014)

At Southill Primary School, we are committed to upholding the principles of the Equality Act 2010 to ensure an inclusive learning environment for all pupils. The Act protects individuals from discrimination based on protected characteristics, including disability. We recognise our duty to make reasonable adjustments to remove barriers and provide equal access to education and school activities for pupils with special educational needs and disabilities (SEND). Our approach includes reviewing and adapting policies, practices and facilities to support the diverse needs of our pupils, ensuring they can participate fully in school life. We strive to foster an environment of respect and equality, where all students are valued and have the opportunity to achieve their full potential.

## **School Information**

The Headteacher has overall responsibility for Special Educational Needs and Disabilities in our school.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for coordinating SEND provision across the school and they can be contacted via The Office.

The school governor with oversight of the arrangements for SEND is Jacqui Pateman-Jones.

*Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.*

## **Philosophy and Values**

*“All children are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood.” (SEND Code of Practice)*

Southill Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best and that they become

confident individuals living fulfilling lives. We aim to provide every child with equity of opportunity and encourage each individual to realise their full potential. High quality teaching that is carefully scaffolded will meet the needs of the majority of children but some children will need educational provision that is additional to or different from this.

*“A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.” (SEND Code of Practice)*

*“A child of compulsory school age or a young person 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*
- *Have 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.”*

### **Aims at our school**

- To create a learning environment that meets the needs of each child.
- To ensure that the SEND children are identified and provided for.
- To enable all children to have full access to all elements of the school curriculum and wider school life
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's needs and that there is effective communication between parents and school.
- To provide quality training for staff that enables staff to support children with special educational needs or disabilities.
- To provide support and guidance to parents to ensure a consistent and child focused approach in and out of school
- To ensure that learners can express their views and are fully involved in decision making.

### **Roles and Responsibilities**

The governing board will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that information pertinent to the SEND policy is published.

Responsibility for co-ordinating the day-to-day SEND provision for children at our school is held by the SENDCo, Mrs Sarah Hughes - who holds a NASENCo Masters -2019. She works closely with Senior Leaders, Governors, Staff, parents and external agencies.

Roles of the SENDCo include:

- Maintaining the school's SEND Register.
- Ensuring that appropriate support is in place.
- Facilitating liaison with parents and other professionals.
- Advising and supporting other practitioners in the setting.
- Ensuring relevant information about individual children with SEND is collected, recorded and reported

- Referring into outside agencies where appropriate, to support diagnoses/further support for SEND children.
- Monitoring SEND levels through the school's graduated response and applying for EHCPNA where needed.
- Completing statutory reviews and statutory paperwork in an efficient and timely manner.

### **Admissions Arrangements**

Children with SEND will be admitted in line with the local authority's admission policy and guidelines.

### **Facilities for those with Additional Needs or Disability**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools (May 2014)'. We comply with the requirement to support children with disabilities as defined by the Act.

The school has a range of specialist SEND facilities in place:

- Physical environments (lifts, wheelchair access,)
- Assistive technology (disabled toilets – 1 in each unit, adjustable hand basin available)

### **SEND information and The Local Offer**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

The Local Offer can be found here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorset-s-local-offer>

### **Identification and Assessment**

The SEND Code of Practice: 0-25 (2014) identifies SEND under four broad areas of need:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, emotional and mental health difficulties
- IV. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that a child's Learning Plan supports the most pertinent barrier at that current time.

### **1.Universal high quality teaching for all children**

High quality teaching, scaffolded correctly for individuals, is the first step in responding to children who have or may have learning needs. Children may also need to access adjustments that are 'ordinarily available.' This is part of the graduated response. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative responses to learning. Class teachers will ensure that additional support is put in place for each child. Where it is clear that additional adjustments are not resulting in progress it is possible that a child may have SEND and they will be monitored.

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional or different from this. This is special educational provision under section 21 of the Children and Families Act 2014.”*

*“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (Code Of Practice)*

### **2. Additional/ enhanced support for some children**

Prior to a child being placed on the SEND register (at SEND support), the class teacher and the parents will have discussed their concerns and the process of information gathering will have begun (SEND Concern raised). At this stage the teacher will:

- Discuss their concern with the SENDCo and review the universal strategies already being used.
- Consult the child's parents and the child for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor and review the child's progress.

Where a child is identified as having an additional need, the school adopts a process of “Assess-Plan-Do-Review”. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that additional needs for all children are addressed appropriately, effectively and with good outcomes.

Teachers who identify a child working with additional needs will:

- Inform the SENDCo - raise a SEND concern formally
- Review their initial concerns.
- If the child's need is significant and sustained, they are placed on the SEND Register and a Learning Plan will be created to detail any extra provision that is required.
- The class teacher, parents and SENDCo will monitor the impact of provision put in place.

Children showing signs of making progress after a period of support/intervention may be taken off the SEND Register.

Good progress can be defined as progress which:

- Closes the gap between the child and their peers.
- Prevents the gap growing wider.
- Matches or betters the child's previous rate of progress.
- Ensures access to the curriculum.
- Demonstrates improvement in social/personal skills.

### **3. Personalised and targeted support for a few children**

If the provision put in place has not enabled the child to make satisfactory progress, the SENDCo may need to seek advice and support from specialists/outside agencies. Relevant evidence of the child's additional needs will be included in professional visits and parents will be involved.

### **Statutory Assessment of Special Educational Needs**

SEND support should be adapted or changed depending on how effective it has been in achieving the agreed outcomes. If a child is still making little or no progress when all of the Ordinarily Available provision and targeted provision has been tried, then it may be that their need is considered great enough to request an Education, Health and Care needs assessment (EHCNA). A request for an EHCPNA can be made by the child's parents or brought to the attention of the Local Authority by the school or by another agency or professional. However, it is worth noting that a graduated response will need to be evidenced, so it's always prudent to talk to the School's SENDCo to ascertain where your child currently is on that cycle.

The local authority will immediately request evidence from the school. When a request is made to the LA they require evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time and that ALL school -level support has been accessed with no significant progress change. A picture will be built up using information including school provision, progress plans and reviews, levels of attainment, advice from specialist support teachers from outside agencies, views of parents and the child and of staff working with the child.

The decision will then be made by a panel of experts, as to whether an assessment for an EHCP is suitable. This request will not necessarily lead to an EHC plan being issued and may conclude that the child's needs can be met at the level of School SEND support. Following a request for an EHC needs assessment the LA must make a decision and communicate the decision to the child's parent within 6 weeks of receiving the request.

When an EHC plan is issued it will outline the outcomes for the child as well as support and provision, methods of monitoring progress, strengths and areas to develop. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no longer than 20 weeks (subject to exemptions set out in the SEND Code Of Practice).

All EHC plans will be reviewed annually. All parties involved with the child will be asked to contribute to a 'Person Centred Review' at a meeting where outcomes will form the basis of the discussion.

### **Record Keeping and Monitoring**

The class teacher is responsible for maintaining and updating all provision/intervention maps and learning plans for those children in their class and liaises regularly with the SENDCo. The class teacher is also responsible for keeping our school tracking system updated (School Insight Tracker).

Appropriate SEND records are kept in class SEND files as well as copies of all documents in the SEND filing cabinet.

Reports from assessments and outside agencies are stored centrally on School Insight Tracker and a hard copy is kept in the SEND filing cabinet.

Class teachers keep a log of actions under notes on School Insight Tracker.

### **Partnership with Parents**

We recognise that an effective partnership with parents plays a key role in ensuring that children with SEND achieve their full potential. Parents hold key information to contribute to the shared view of the child's needs. As a school we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Recognise the personal and emotional investment of parents.
- Ensure that parents understand SEND procedures and are aware of how to access support.

SEND concerns and Learning Plans are discussed with parents at Parent's evenings. Other meetings are usually called and ideas for supporting the child at home will be discussed and parents' views noted.

### **Resources**

The SENDCo supports the school's Senior Leadership Team in the operational management of the specified agreed resourcing for SEND provision within the school, including provision for children with EHCPs. The delegated funding is used to ensure:

- Effective levels of classroom support for all children with SEND.
- Up-to-date knowledge and expertise of all staff through Continuous Professional Development (CPD) opportunities in SEND.
- Appropriate resources purchased.
- The SENDCo has termly planning meetings with an Educational Psychologist, Speech and Language team, The Mental Health Support Team and SENSS teachers.

### **SEND Information**

Southill SEND information is presented and accessed in three ways:

- I. The SEND Information Report - on the school website [www.southill.dorset.sch.uk](http://www.southill.dorset.sch.uk)
- II. Link to the local authority's Local Offer website - on the school website.
- III. Information contained in this policy, which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.