



STOTTESDON C OF E  
PRIMARY SCHOOL

# SEN policy and information report

Last reviewed on: 19/10/21

Next review due by: 20/10/22

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Below is our policy and practice which informs our SEND information report on our website.

### 1. Aims

Stottesdon is an inclusive school and nursery which encourages all pupils to achieve their potential through support, challenge and personalised intervention programmes (additional support planned to help a child's needs). We make every effort to ensure that children are fully integrated into the life of our school. We are supported by the Local Authority to meet the needs of pupils with Special Educational Needs in a mainstream setting, wherever possible and where families want this to happen.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. 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 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Tracy King.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. Our Practice**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties, autistic spectrum disorder

- Cognition and learning, for example, dyslexia, dyspraxia, processing difficulties
- Social, emotional and mental health difficulties, for example, attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments
- Mild and moderate learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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 through the following graduated support pathway:

### Wave 1 Provision: Class teacher provision also known as High Quality Teaching (offer for all pupils).

For a child this would mean:

- That the teacher has the highest possible expectations for a child and all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that a child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support a child to learn.

All children in school should be getting this as a part of excellent classroom practice.

### Wave 2 provision:

This means the class teacher has identified a child as needing some extra support in school. This is often referred to as an intervention.

- He/ She will engage in 1:1 or group sessions (run in the classroom or outside of the classroom) with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher (who has had training) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

### Wave 3 provision: It is at this point that a child will be put on the school's SEND Support Record (SSR)

This means the class teacher and SENCo have identified a child who requires more intensive support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone. This support may be informed by Specialist Advice such as:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

### Provision:

- More specialist input instead of or in addition to quality first teaching and intervention groups.
- Termly parental meeting to discuss child's progress and help plan possible ways forward. This includes taking into account parental and pupil views.

- The school will act on the advice and recommendations of specialist professionals as appropriate, which may include:
  - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
  - Support on specific targets which may include interventions and sessions with the specialist

#### **Wave 4 provision:**

This type of support is available for children whose learning needs are complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by the class teacher, SENCO, Specialist Teacher and the Local Authority EHCP Panel as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

#### **Provision:**

- The EHCP will outline the type of provision a child should receive and how the support should be used and what strategies must be put in place. It will also have long term goals/outcomes for the child. Additional financial support for the school is provided to enable this.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (when developmentally appropriate)
- Assessment and advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and classes**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If a child is moving to our/another school at Year 6 OR at other times:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child.
- We will make sure that all records about the child are passed on as soon as possible.
- Where possible, we will invite the Secondary SENCo to attend reviews in the year before the child moves. This will give everyone an opportunity to liaise well in advance.
- If the child needs additional familiarisation visits before they move we will support this being arranged. Where possible the child will visit their new school on several occasions and, in some cases, staff from the new school will visit the child in this school.
- At Year 6 all children do focused learning about aspects of transition to support their understanding of the changes ahead. If a child needs additional support in this area, this can be arranged.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- If the child needs additional familiarisation with the new class before they move this can be arranged.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step (Wave 1) in responding to pupils who have SEN. This will be differentiated for individual pupils. Our graduated support pathway then follows if required. When pupils are on the SEN Support Record a provision map details the targets, support and interventions. This may be within the class; in a group or on a 1:1.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Making reasonable adaptations/adjustments to our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, overlearning opportunities etc.

### **5.8 Expertise and training of staff**

- We have an experienced SENCo who supports the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training and individual training. Current expertise includes:
  - Speech, Language and Communication
  - Occupational Therapy.
  - Attachment
  - Hearing Impairment
  - Visual impairment
  - Dyslexia/Dyscalculia

Our school is committed to training staff to meet needs of children as they arise.

### **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Talking to pupils (when developmentally appropriate)

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Meeting termly with parents

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs where we would make reasonable adjustments to ensure fair access.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Please see our Accessibility Plan for further details.

### **5.13 Support for improving emotional and social development**

It is important to us that children with SEND are supported socially and emotionally throughout the school day. We have an inclusive school ethos that values children and celebrates all kinds of achievement. The following practices support us in achieving this:

- Behaviour and Anti Bullying Practice and Policy
- Contact with specific outside agencies such as Barnardos
- Liaison with the School Nurse
- Liaison with Sure Start Centres
- Outside professional agencies for social and emotional mental health
- Sign posting to drop in centres e.g. Beam
- Personal, Health, Social and Emotional Curriculum
- Peer buddies
- Quiet areas

### **5.14 Working with other agencies**

If following assessment and review, it is identified that external advice is needed to help us meet the needs of the child we may engage services as appropriate. Parents are always liaised with and permissions sought. When appropriate, parents will be invited to meet any specialist agency at the school to discuss their child's needs. Following the advice, we may purchase or borrow resources as necessary. Agencies we engage with include the following:

- Speech and Language Therapy
- Independent Specialist Teachers
- Educational Psychology Service
- Learning Support Advisory Teachers
- School Nurse
- Occupational Therapy
- Physiotherapy
- Sensory Inclusion Services
- Tuition Medical Behaviour Support Service

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. The classteacher will then liaise with the SENCo/Headteacher as appropriate. If concerns/complaints are not resolved they will then be referred to the school's complaints policy.

### **5.16 Contact details of support services for parents of pupils with SEN**

**Shropshire IASS (Shropshire Information, Advice and Support Service) provides free, confidential and impartial information, advice and support around SEND.**

[iass@cabshropshire.org.uk](mailto:iass@cabshropshire.org.uk)

**Tel 01743 280 019**

### **5.17 Contact details in school**

School office: [admin@stottesdon-school.co.uk](mailto:admin@stottesdon-school.co.uk) (classteacher emails are available on request)  
Tracy King (Senco): [tracy.king@stottesdon-school.co.uk](mailto:tracy.king@stottesdon-school.co.uk)

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.shropshire.gov.uk/local-offer](http://www.shropshire.gov.uk/local-offer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the **SENCo every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions