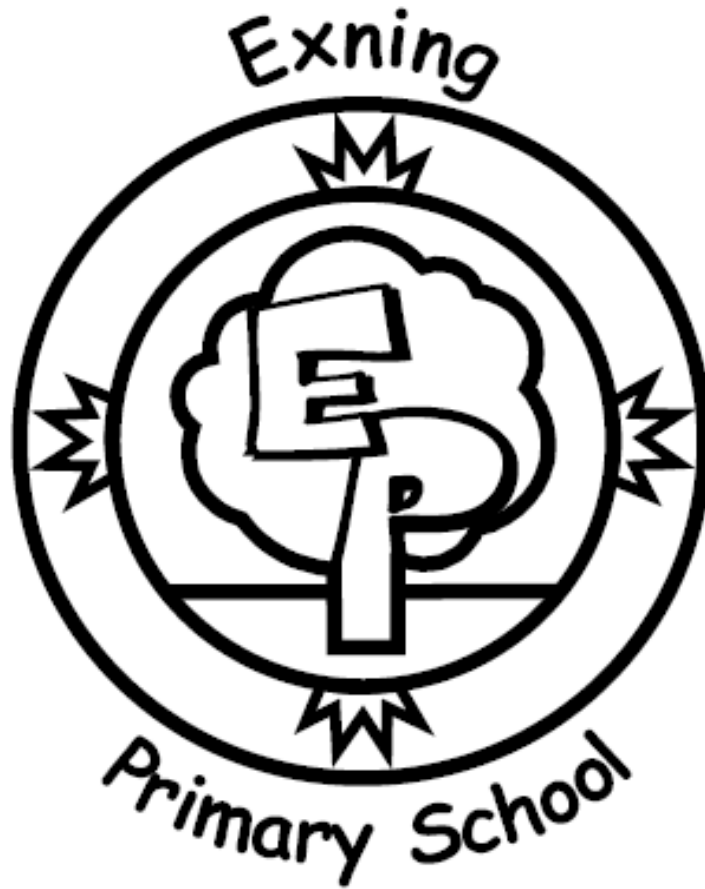


Exning Primary School



Special Educational Needs Policy

This policy has been discussed and considered for equality giving consideration to the protected characteristics- gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and any other recognised area of discrimination.

Approved by:	Full Governing Body	Date: 11.09.2024
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Last reviewed on:	12/11/2023
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Next review due by:	Autumn 2025
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Exning Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Section 1 – School Arrangements

Definition

Some pupils will, permanently or from time-to-time, have a significantly greater difficulty to access the curriculum than the majority of children their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The governing board members' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, regardless of special educational needs including disability (SEND), must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities as well as taking on responsibilities within the school.

Aims and Objectives of SEND provision across the school

- To meet the educational needs of all pupils and encourage each one to reach their full potential.
- To give all pupils individual consideration, providing special provision where necessary, with support from other agencies.
- To facilitate full participation in the National Curriculum and all school activities, giving equal access to a broad and balanced curriculum as far as they are able.
- To encourage pupils to be independent and take responsibility within the school.
- To use regular assessment to aid the identification of and planning for children with SEND.
- To regularly track the progress of pupils with SEND to ensure pupils make at least the expected progress.

Roles and Responsibilities

The class teacher:

Identifies that the pupil has special educational needs and plans for and teaches pupils at all stages. They set appropriate targets for the child and review these at least once a term. The class teacher is also responsible for supervising any teaching assistant/other adults present in the class, involved in the teaching and learning of their pupils and assessing and recording whether learning has occurred.

The Hive Specialist Teacher:

Is responsible for the planning and assessment of the children in the specialist unit. The specialist teacher is also responsible for supervising any teaching assistant/other adults present in The Hive, involved in the teaching and learning of their pupils and assessing and recording whether learning has occurred.

The Special Educational Needs Co-ordinator (SENCo):

Oversees the school's Special Educational Needs policy and provision. They offer support for teachers when planning learning objectives and individual targets. The SENCo maintains the school SEN register and oversees the records kept by the class teacher on all pupils with SEND including Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs). The SENCo liaises and works in partnership with parents of children with SEND and external agencies involved. The SENCo tracks progress throughout the school based on both hard and soft data and the analysis of IEP targets set and achieved. The SENCo oversees provision being made by the SEND specific TA.

The SEND Specific TA: uses teachers' plans and own strategies to implement small group and one-to-one withdrawal sessions to support children with a range of SEND. The TA reports back to class teachers and meets with SENCo to discuss progress of children receiving support, and to monitor the effectiveness of interventions. The SEND Specific TA also trains other TAs and staff members on interventions that have been successful.

The Headteacher:

Has overall responsibility for the management of the policy and is responsible for keeping governing board members informed. They receive initial complaints and are the named 'responsible person'. The Headteacher is informed by the Local Authority (LA) when they conclude that a pupil has SEND and ensures that all appropriate people know about the pupils' needs.

Governing Board:

Fulfil their statutory duties to pupils with SEND; by maintaining a policy in line with the Code of Practice

regarding the identification and assessment of SEND and participate in appropriate training. The member with the responsibility for SEND meets with the SENCo to discuss data and provision.

Admission Arrangements

Exning Primary School is a fully inclusive school and all pupils are welcome, including those with SEND. Children with SEND, have priority in admissions to their catchment school. The aim of the school is to meet the needs of the child of any parent/carer who wishes to register at the school, in accordance with SEND Code Of Practice (2014), unless it is incompatible with the effective education of other children in the school and there are no reasonable steps that can be taken to prevent the incompatibility.

Admissions to The Hive are through the Suffolk Specialist Provision panel, usually requiring an EHCP and led by the SENCo in the child's current setting. Parents are welcome to come and look around the school and unit, but we cannot directly offer places to children. Please see [here](#) for further information.

Special Facilities - The main school has three accessible toilets and either handrails by steps or alternative access into classrooms. The Hive unit has an accessible toilet, changing facilities, sensory room and specific teaching accommodation for 15 children.

Section 2 – Identification, Assessment and Provision

Allocation of Resources

The school's SEND budget is made up from a basic allocation for each child and High Needs Funding. SEND funding will come from this budget. Allocation of the budget will be decided by the governing body when the budget is set annually.

Identification, Assessment, Provision and Review

The school adopts the Graduated Response Procedures for the identification of, and provision for, pupils with SEND. The advice of specialists is sought at appropriate times. Children identified as having SEND are supported with school's resources in the early stages. The LA deals with requests for EHC plans and the issuing of EHC plans. At every stage, the responsibility for planning learning objectives, delivering the teaching programme, setting targets and assessing outcomes are the responsibility of the class teacher, with support from the SENCo, and other agencies, when appropriate. Authority-wide screening procedures will be used as appropriate in addition to the National Curriculum attainments, ongoing assessment, analysis of pupil work, pupil interviews, information from parents, standardised and diagnostic tests etc for pupils with SEND.

THE GRADUATED RESPONSE APPROACH IN OUR SCHOOL

1) Normal differentiation: responsibility of the pupil's class teacher to:

Identify that a pupil has a special educational need including disability and differentiate work for the child to ensure maximum access to the curriculum.

2) Targeted support: involvement of the Special Educational Needs Co-ordinator

When a class teacher identifies that a pupil has SEND which require interventions additional to or different from those provided as part of the school's usual differentiated curriculum, they will inform the SENCo. The SENCo and/or class teacher meets with parents and pupils to discuss the SEND and then the SENCo registers the pupil's special educational needs. The pupil will then be placed on the SEND register under the category SEN Support. The class teacher ensures that an IEP is drawn up, in consultation with the parents and child, reviewed at least three times a year (more frequently if required) and tracks the pupil's progress. The SENCo advises and liaises with the class teacher, who remains responsible for planning, teaching and recording and assists in developing an IEP. In all cases, the parents/ carers will be invited to the termly reviews (more frequently if required).

3) Individual Support: involvement of outside agencies where necessary

The SENCo and class teacher, in consultation with the parents/ carers, ask for help from external agencies, who should provide additional or different strategies from those already used by the school.

4) Education Health and Care Plan

If the needs of the child are significant, and/or parents request an EHCP, the SENCo will consider whether

the pupil meets the criteria justifying application for EHCP assessment and then co-ordinate the application process to the LA for an EHC plan. The LA considers the need for an EHCP and, if appropriate, drafts and arranges, monitors and reviews provision and/or implements an Education Health and Care Plan. The SENCo will coordinate an annual review meeting once a year for pupils with an EHCP

Regular planning meetings will be held to plan and review pupils with SEND; involving, if applicable, pupil services, educational psychologist, advisory teachers, community nurses and other relevant agencies. The SENCo will work closely with health visitors, the Under 5's team, the Social Services Department involved with the pre-school and feeder schools as well as other agencies, in making decisions about the most appropriate provision for pupils with SEND.

Any expression of concern, for example from parents, Health Authority or the pupil, will be considered when identifying pupils with SEND.

This policy has been created and reviewed in consultation with parents.

Evaluation

The SEND policy and provision will be reviewed through the use of the School SEND Monitoring and regular reviews by the SENCo.

Complaints

In line with all the school activities, complaints are dealt with by the Headteacher in the first instance. The governing body has adopted DfE complaints procedures and copies of this are available from the office on request.

Section 3 – Partnership with and beyond the school

Staff Development and Performance Management

Training will be provided for all staff and governing board members where possible. This is to be met from the professional development (INSET) budget and details will be given at governing boards' meetings as appropriate. The SENCo will assist in providing training, sharing with other school and LA where possible. Use is made of Inclusion Support team, School Nursing Service and Educational Psychologist in providing in-service training for staff as necessary and the SENCo attends conferences, meetings/training and other SEND training as necessary, disseminating information to staff. Individual staff attend training as identified through Performance Management, the School Development Plan or as deemed appropriate by the Continued Professional Development (CPD) co-ordinator.

Links with Education Department Support Services and Other Agencies and Organisations

The school works in partnership with the LA drawing on advice from Family Services Team, Educational Psychologists and Specialist Education Service as necessary under the service level agreement, which we maintain. The school also liaises with Social Care Services and voluntary organisations.

Parental Involvement

Parents/carers will be involved at all stages of assessments. No decision will be made about assessment and/or provision without seeking the views of the parents/carers and, if appropriate, the pupil. Records of such actions will be signed by the relevant teacher and the parent/carer. In some cases this may involve adults in more than one household and every effort will be made to involve those directly responsible for the child's day-to-day well-being. Parents/ carers will be encouraged to support the school's actions by working with their child at home and, where possible, at school. It is recognised that positive results can only be achieved by school and home working in partnership. Parents will also be involved in setting targets for their child within school. Parents of children with SEND are also invited to a termly Parent Forum meeting where they can discuss the provision across the school and any other issues/concerns pertaining to SEND with the SENCo and Deputy Heads.

Pupil Participation

The views and feelings of pupils at all stages are considered to be important. According to age, maturity and capability, attention and importance will be given to matters affecting them. All pupils will be encouraged to participate in the decision-making processes that occur in education as appropriate.

Links with Other Schools/Transfer Arrangements

Children in Early Years Foundation Stage (EYFS) who are identified as being SEN Support or who have an EHCP are identified and discussed, with targets and strategies also discussed with the EYFS teacher. The SENCo and Reception Class teacher liaise with any pre-school setting that a child who is due to attend the Reception class at Exning in the Autumn term. In year six (or at any other point of transition), the SENCo will meet with the SENCo from the relevant new school and pass on any important information regarding the pupil, including suggestions for provision. Any pupil transferring from our school to a special school or SEND unit will have visits arranged at the new school prior to leaving. Liaison between teachers/SENCo at both schools takes place where possible. Once a child has been officially offered a place in The Hive unit, transition arrangements will begin immediately and may include, but are not limited to, visits from the SENCo and/or Unit Lead Teacher to the current setting, Home visits, taster visits for the children before joining and part-time timetables on admission.

Updated by Mrs R. Clifford-Turner (SENCo) and Mrs Katrina White (Co-SENCo) in consultation with the Headteacher and staff, September 2024.