Swanton Morley VC Primary School
"Love your neighbour as yourself."

Reviewed	February 2024
Signed	*R Robinson*

Policy for Special Educational Needs and Disabilities 2023/24

School SENCo – **Cecilia King**
School Headteacher – **Matt Richards**

Swanton Morley VC Primary School Special Educational Needs and Disability Policy is based on the revised Code of Practice for Special Educational Needs and Disability (commencing Sept 2014). It aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on early identification of needs.

Swanton Morley VC Primary is an inclusive school. We are keen to ensure that all pupils are given the opportunity to reach their full potential whatever their starting point or learning needs. Some students have difficulties with learning from time to time, but we do not see this as a barrier to their aspirations and achievement and endeavour to provide them with the support they need to make progress.

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the class teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation.

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives. All staff have the highest expectations of all pupils and recognise that some children require additional and/or different support to reach their full potential.

Identifying Special Educational Needs

Swanton Morley VC School follows the SEN Code of Practice in defining special educational needs: The SEN Code of Practice (June 2014) states, 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'
The school will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 between a child and his/her peers.

It can include progress in areas other than attainment, such as social development.

There are four broad areas of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Swanton Morley we identify the needs of pupils by considering the needs of the whole child.

Broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD (Autistic Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEN Support.

High Quality Teaching

As part of high quality teaching all teachers constantly assess every child's attainment and progress. If a child is making less than expected progress, then the teacher will adapt their teaching to target the areas of weakness. This may include modifying teaching, use of apparatus or in-class support. The majority of the pupils' needs will be met through high quality teaching.

Where progress continues to be less than expected, the class teacher /SENCO will consider the following:

- Talking to the child about what they are finding difficult and ways to help them.
- Talking to the parents/carers about their child's areas of strength and difficulty; any particular concerns and the agreed outcomes sought for the child and the next steps.
- Making further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.
- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

If it is decided that the child may have special educational needs, then targeted provision will begin.

Targeted Provision

SEN support will take the form of a four-part cycle known as the graduated approach.

Assess

The initial assessments will be reviewed regularly. This will help to ensure that support and intervention are matched to need and barriers to learning are identified and overcome. The programme of intervention is recorded so that the impact can be evaluated. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SENCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. They will also set a date for review.
All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the child's **Pupil Passport**.

Do

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, class teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and decide how interventions can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly.
The school may also draw on more specialist expertise to help achieve the best outcomes. The SENCO will make these referrals with the agreement of parents/carers and liaise with external agencies.

If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

Criteria for exiting the SEND record.

If a child is making progress and has reached broad national attainment without further need of additional provision, then they may be removed from the SEN record. The consultation process will seek the views of the child, parents, staff in school and any relevant outside agencies.

Supporting Pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the School Nursing Team and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils' needs and the school's care arrangements will be recorded on a Health Care Plan.

Partnership with Parents/Carers

The school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents' views are sought at all stages and are recorded at review meetings.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENCO via the school office.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the schools SEND information report, both of which can be found on the school's website.

Responsibility
Overall responsibility for SEND lies with the Headteacher (Mr Matt Richards)
Day-to-day responsibility for the management of SEND lies with the SENCO (Mrs Cecilia King).
It is the responsibility of class teachers and subject leaders to ensure that relevant, appropriate and differentiated teaching methods and resources are in place to support students with SEN&D.

Responsibilities of the SENCo

- To manage and oversee the Provision Map which evidences the needs of pupils with SEND.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Support teachers setting targets for children with SEND.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and contribute to in-service training for staff within the school.
- Liaise with parents/carers in conjunction with the class/subject teacher.
- Coordinate the Reviews for pupils with Education Health and Care plans.
- Monitor Individual Learning Plans and Pupil Passports.
- Liaise and provide termly reports to the Governors.
- Attend meetings or training appropriate to specific to the role of SENCo.
- Liaise with visiting professionals.

Responsibilities of class teachers in relation to learners with SEND
The Class or subject teacher will in consultation with the SENCO:

- Agree which pupils are vulnerable learners.
- Identify pupils who are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify pupils who require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

Monitoring and Evaluation
The SENCo monitors the movement and progress of children within the SEN system in school and monitors and evaluates the impact of support and interventions.

Resources
Staff are deployed to maximise the support for children with Education Health Care Plans and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students.