



**Shepeau Stow & Gedney
Hill Church of England
Primary Federation**

Special Educational Needs and Disabilities Policy

Respect Responsibility Wisdom Service Perseverance

Our vision is to foster a community of lifelong learners who are confident, resilient, and equipped with the necessary skills to thrive in an ever-changing world. We believe in the importance of inclusivity, respect, and mutual understanding, ensuring that our community feels a sense of belonging. We link this closely to the NASEN vision for the SEND pupils within our school.

NASEN vision is for the educational experience for learners with SEND to consistently be as good as it is for learners without SEND (equity of educational experience for all learners).
(*National Association for Special Educational Needs)

1. Introduction

1.1 This policy outlines the nature and management of Special Educational Needs at Shepeau Stow & Gedney Hill C of E Primary Federation.

1.2 The implementation of this policy is the responsibility of the Headteacher and all teaching and classroom support staff.

2. Objectives

2.1 The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.

2.2 Our federation seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

2.3 Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

2.4 The Special Educational Needs and Disabilities Code of Practice states that a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special education 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 difference 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 or post-16 institutions

2.5 Our policy aims to meet these difficulties by:

- Identifying pupils with SEN
- Involving pupils in their own target setting and review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles
- Working closely with parents and outside agencies
- Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom

3. The School's Provision for Special Educational Needs

3.1 The Special Educational Needs Co-ordinator (SENCO) is **Mrs Alison Buddle**.

3.2 The **SENCO** is responsible for:

- Writing and reviewing the SEN policy
- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN register
- Maintaining all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with SEN
- Monitoring in-class support and intervention programmes (e.g. wave 2 and wave 3 support)
- Ensuring the review of Individual Education Plans/ Active Learning Mats (IEPs/ALMs) happens in a timely manner
- Completing annual reviews of Educational Health Care Plans.
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Managing and contributing to professional development of colleagues in areas of SEND support, including NQTs and students
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising staff on pertinent SEND issues
- Liaising regularly with the SEND Governor
- Applying for statutory assessment
- Liaise with outside agencies, providing a link with agencies, class teachers and parents.

- Liaising regularly with the *Governing Body*, through the Curriculum Committee

3.3 *Class teachers* are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for support (also part of the monitoring role of subject leaders)
- Completing a SEND Initial Concerns Form if they have concerns about a particular child
- Keeping their SEND class information up to date
- Assessing all pupils in reading, writing and maths every term as part of 'data in' collection
- Differentiating activities for all pupils, including more or less able children
- Writing and reviewing and implementing IEPs/ALMs with parents, asking for support/advice where needed from the SENCo Meetings should be planned at least every 8 teaching weeks by the class teacher.
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

3.4 *Teaching assistants* will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve targets on ALMs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCO, giving feedback and suggesting development
- Working with individual or groups of pupils
- Carrying out specific intervention teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

3.5 The *Governing Body* will ensure that:

- The success of the implementation of SEN policy and quality of SEN provision is monitored through regular planning with SEN governor and Standards Committee
- They have regard to the requirements of the SEN Code of Practice (2015)
- The governor with responsibility for SEN is appointed. This is currently **Mrs Jenny Beale**

3.6 SEND Pupils are taught in mixed ability and mixed aged classes. Their progress, along with all other pupils, is tracked every term.

Pupils are taught in mixed ability/year groups of up to 30 children. Early action is encouraged for pupils who need further consolidation or support prior to placement on the SEN 'register'. These programmes are managed through the termly provision map and discussed at termly pupil progress meetings.

3.7 The SEND Register is updated at least three times per year.

3.8 Pupils on the SEN 'register' may receive extra support from a teaching assistant, in a group or as an individual. If an individual pupil receives enhanced support through Educational Health Care Plans provision, there may be occasions when that child is helped through group support as part of his/her learning programme.

3.9 Where a pupil's needs require more than the normal differentiation planned and delivered in class, an ALM may be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

3.10 Pupils who are on the SEND register may have an ALM, all of which are reviewed at least three times per year.

3.11 ALMs work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success.

3.12 Arrangements are made for pupils with SEND who qualify for support when taking statutory tests. These may include a reader, extra time and help with recording, in line with national arrangements.

3.13 Once pupils have been identified as having SEND, the Graduated Response (Assess, Plan, Do, Review), as set out in the Code of Practice (2015), is put in place.

3.14 There is a SEN base in the school and pupil records are stored there.

3.15 When children leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.

3.16 The SEN register is updated each long term (12 weeks) by the SENCO, after discussion with class teachers, and distributed to all teachers and teaching assistants. Parents are invited in before children are placed on the SEN register to give their permission. In most instances this will be during the same period as parent consultations.

3.17 Any child causing concerns that do not require further intervention at the time is placed on the pre-SEN list on the register ("Children causing concern"). This also lists children who were formerly on the SEN register, and those receiving booster support but not on the SEN register.

4. Identification and Assessment

4.1 Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison will be made with the appropriate agencies.

4.2 If a teacher refers a child to go onto the SEN register, an individual target will be drawn up on an ALM or through provision mapping depending on pupil need.

4.3 Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets.

4.4 When School Support is put in place pupils are monitored carefully and differentiated work and/or ALMs are put in place. All support at this stage involves parents, the SENCO, relevant teachers and Teaching Assistants.

4.6 ALMs are reviewed in accordance with the SEN Code of Practice with teachers, teaching assistants, parents and - where appropriate - the child.

4.7 Our federation is committed to partnership working when providing for children with Special Educational Needs. The school will communicate and agree policies and protocols that ensure that there is a 'seamless' service between different agencies. The school will work supportively and in partnership with parents and their children to ensure that everyone involved understands the nature of specific learning difficulties thus leading to a better quality of provision. Our partners include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Emotional and Behavioural Support - BOSS - Rachel Fannin
- Sensory Impaired Service - K. Hamilton
- Social Services/Child Protection - R. Fox
- School Medical Service
- Child and Adolescent Mental Health Service (CAMHS)
- Family GPs - See children's forms
- Autism Outreach - Gosberton House
- Dyslexic Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer - Deb Claydon
- EMAS - C. Daye-Gratton
- STT - Sally Macnamara

There may be some changes to the named people within this list over the course of this policy.

4.8 If a child is recommended for statutory assessment as a result of a School Support review meeting, the SENCO completes the Educational Health Care (EHC) plan documentation and submits it through the SEN portal. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Disciplinary Assessment (MDA) takes place in line with current legislation.

4.9 A pupil with an EHC for SEN usually has enhanced support, with outside agency and parental involvement as before. Funding for this comes from the LA and is put into the main school budget to be used to supplement existing support (not to replace it). Other SEN funding comes from "Standards Funding".

4.10 Pupils are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with statements/Educational Health Care Plans are invited to attend their annual reviews.

11. Triggers for SEN concerns may include:

- Aggression
- Attendance problems
- Attention seeking behaviour
- Behavioural problems
- Child protection issues
- Clumsiness/lack of co-ordination
- Communication problems
- Delayed physical development
- Difficulties with following instructions, or sequencing events or tasks
- Family problems - family break ups, bereavement
- Lack of progress in acquiring literacy or numeracy skills
- Lethargy
- Low self esteem
- Marked high ability in numeracy, literacy or reasoning
- Neglected appearance
- Obsessive behaviour/nervous tics/habits
- Poor gross or fine motor control
- Poor listening and attention skills
- Poor short term memory
- Short concentration and high level of distractibility
- Speech and language difficulties
- Toileting problems
- Visual or hearing problems
- Withdrawn or isolated behaviour/Over-anxiety

4.12 Contact is made with the school nursing team or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by school or the child's GP to the Child and Adolescent Mental Health Service (CAMHS).

4.13 Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is ramped and has disabled toilet facilities. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long term targets to ensure full provision for all pupils, regardless of SEN and/or disability.

4.14 The SENCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

4.15 Regular updates on SEN are given to the Curriculum Committee of the Governing Body.

4.16 Discussions on concerns about SEN pupils are regularly on the agendas for teaching assistants' and lunchtime supervisors' meetings.

4.17 When pupils leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support.

4.18 Our federation is aware that any child admitted to the reception class might have unidentified special educational needs. The same applies to children who transfer from one school to another during the primary phase. **All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.** At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is recognised that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means we look carefully at classroom organisation, teaching materials, teaching style and differentiation so that each child is enabled to learn effectively.

5. Admission Arrangements

Shepeau Stow & Gedney Hill C of E Primary Federation will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs, but without an EHC plan, will be treated as fairly as all other applicants for admission. Such children will be considered as part of the normal admissions procedures.

6. Complaints

Any complaints with regards to the provision of Special Educational Needs will be dealt with through the School Complaints Procedure. See Complaints Procedure Policy.

7. Review

The head teacher and teaching staff will review this policy annually. Any amendments will be presented to the Governing Body for approval.

Name: A Buddle
 SENCO

 J. Barmby
 Chair of Governors

November 2025