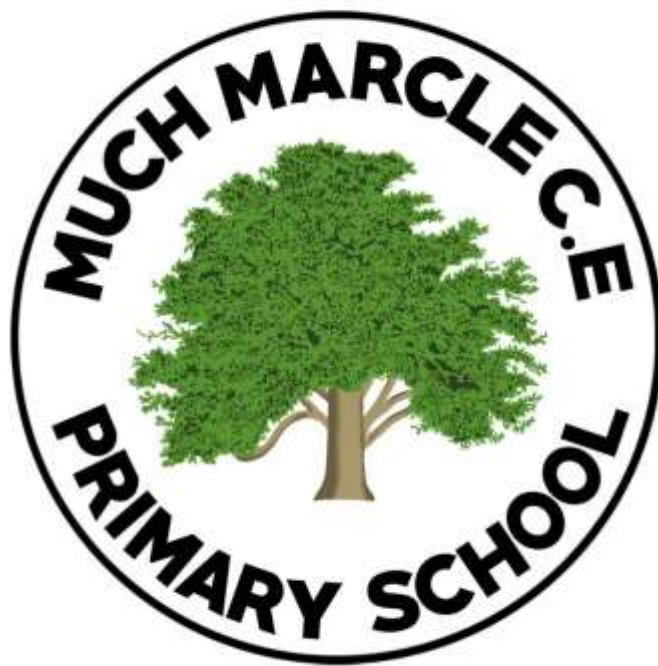


SEND Policy and Information Report



Date Reviewed	Reviewed By	Next Review
September 2023	Laura Davies	September 2024

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1. Aims

At Much & Marcle C of E Primary we believe that every child is entitled to the very best provision to ensure they meet their potential regardless of any special educational need or disability. is entitled to the very best provision to ensure they meet their potential regardless of any special educational needs or disabilities.

Our SEN policy and information report aims to:

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

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
- 'Keeping Children Safe in Education' September 2016

3. Definitions

A pupil has SEND 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 **Laura Davies** will:

- Work 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 head teacher and governing body 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 SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the head teacher and SENCO to support the strategic development of the SEN policy and provision in the school

4.3 The head Teacher

The head teacher will:

- 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. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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, or whether something different or additional is needed.

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
- Advice from external support services, if relevant

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 preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Face to face meetings will be held between school and the head of Year 7 at our feeder school John Masfield high school in the summer term, prior to them starting in September. This meeting will provide an opportunity to discuss any children who may require further support at High School.

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 in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Read Write Inc. One to One Phonics
- Read Write Inc. Fresh Start
- Power of 1 and 2 Mathematics
- Toe by Toe Reading
- Pre-teaching in Mathematics and English
- Fine and gross motor development
- Speech and language games
- Social interventions

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.
- Adapting 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 and concepts, reading instructions aloud, etc.

5.8 Additional support for learning .

We have four teaching assistants who are trained to deliver interventions such as Read Write Inc. Phonics and Fresh Start.

Teaching assistants will support pupils on a 1:1 basis when the needs of the child are best met with this type of support.

Teaching assistants will support pupils in small groups when interventions are best delivered with a group of peers where social interaction and discussion can improve on the quality of the intervention.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapist
- Physiotherapy
- Occupational Therapy
- Learning Support
- Pediatricians
- School Nursing Service
- Play Therapist

5.9 Expertise and training of staff

Our SENCO has six years experience in this role.

They are allocated additional time when required to manage SEN provision.

We have a team of four full time teaching assistants, who are extremely experienced in working with children with a variety of needs.

In the last academic year (2017-18)(2017-18) staff have been trained in Read Write Inc. Phonics interventions, dyslexia support, social and interaction difficulties and fine and motor development. This training is ongoing This training is ongoing.

We use specialist staff for those children with English as an Additional Language alongside SEND.

5.10 Securing equipment and facilities

School takes advice from outside agencies when specialist equipment is needed

5.11 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 after 6 weeks
- Using pupil discussions
- Monitoring by the SENCO through staff meeting discussions, attainment, book trawls and learning walks
- Using Raising Attainment Plans to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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.

All year 6 year 6 pupils are encouraged to go on our residential trip to London.

All pupils are encouraged to take part in sports day, church services and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council if they wish to
- Pupils with SEN are encouraged to be part of House events throughout the academic year We

have a zero tolerance approach to bullying.

5.14 Working with other agencies

When the school feels it is appropriate parental permission is obtained before the SENCO completes the relevant referral forms for outside agencies.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

SENDIAS: Herefordshire Special Educational Needs and/or Disability Information, Advice and Support (SENDIAS) service provides an impartial and confidential support service for parents and carers of children, and young people up to the age of 25, with special educational needs and disabilities (SEND) Contact: 01432 260955

Herefordshire Careers Support: A registered charity providing practical support and advice to the carers community in Herefordshire.

Contact: 01432 356068 Email: HELP@HEREFORDSHIRECARERSSUPPORT>ORG

Contact a Family: UK-wide charity providing advice, information and support to the parents of disabled children, no matter what their disability or health condition.

Contact: Free national helpline: 0808 808 3555 Regional telephone: 0121 415 4624 Email: westmids.office@cafamily.org.uk

For further information and support networks please visit:

www.wisherefordshire.org/children-and-families/

5.17 Contact details for raising concerns

If you have any concerns about SEND please arrange a meeting with your child's class teacher and SENCO.

5.18 The local authority local offer

Our local authority's local offer is published here: www.herefordshire.gov.uk/info/200228/local_offer

6. Monitoring arrangements

This policy and information report will be reviewed by **Laura Davies Head teacher** annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body annually.

7. Links with other policies and documents

This policy links to our policies on:

- Safeguarding
- Accessibility plan
- Behaviour
- Equality information and objectives
- Intimate Care
- Touch
- Sex Education and Relationships
- Peer on Peer Abuse