



Special Educational Needs Policy

Reviewed January 2024
Next review due February 2025

Preston Primary Academy Trust Special Educational Needs Policy

This policy has been written with the underlying principles of our Church of England school status, which applies to Preston C of E Primary School and North Cadbury C of E Primary School.

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Preston Primary Academy Trust.

Rationale

At Preston Primary Academy Trust we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential.

Definition of Special Educational Needs:

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 or health condition which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.
- has educational provision that is additional to or different from that made generally for other children of the same age by mainstream settings.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (Special Education Needs Code of Practice January 2014, updated April 2020)

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs are recognised and that the provision made will enable these pupils to make good progress and to have access to all aspects of school life.

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of SEND pupils by their teachers will help to ensure that they are able to reach their full potential.
- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored

and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to promote effective partnership and communication with parents, pupils and outside agencies ensuring that
 - learners express their views and are fully involved in decisions which affect their education.
 - parents are informed of their child's special needs, working with them to gain a better understanding of their child, and involving them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress.
 - there is co-operation and productive partnerships with the Local Education Authority and other outside agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learner.
 - the environment created meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

2. Responsible Persons

2.1 The person responsible for the management of SEND provision is the Headteacher and the person responsible for co-ordinating the day-to-day provision is the SENDCo.

Trust School	Headteacher	SENDCo
Preston C of E Primary School	Mrs Claire Hodgson	Kerri Tucker
Kingfisher Primary School	Mr Dan Glentworth	Ellie Booth
Countess Gytha Primary School	Mr Dave Gordon	Ellie Booth
Manor Court Community Primary School	Mr Luke Talmage	Alan Clode
North Cadbury C of E Primary School	Mrs Lisa Thompson	Ellie Booth Lisa Thompson
Huish Episcopi Primary School	Mrs Tiffany Doughty Davis	Claire Monk
Hambridge Primary School	Mrs Leanne Hall	Kerri Tucker
Middlezoy Primary School	Mrs Lindsay Hayward	Ellie Booth
Othery Village School	Mrs Lindsay Hayward	Ellie Booth

2.2 A member of the Board of Directors and of the Local Governing Bodies take a special interest in SEND, although the Board of Directors as a whole is responsible for making provision for pupils with special educational needs.

Trust School	SEND Governance Link
Preston Primary Academy Trust	Peter Levey (SEND Director)
Preston C of E Primary School	Lynn O'Dwyer
Kingfisher Primary School	Stacey Parsons
Countess Gytha Primary School	Helen Cullen
Manor Court Community Primary School	Sue Wakeman
North Cadbury C of E Primary School	Kate Fear
Huish Episcopi Primary School	Julia Gadd
Hambridge Primary School	Michelle Hamm
Middlezoy Primary School	Nicola Mannion
Othery Village School	Nicola Mannion

- 2.3 The Local Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The Board of Directors and the Local Governing Body, having regard to the new Code of Practice and Children and Families Act 2014 and its updates:

- Ensure appropriate provision is made for any child with SEND (Special Educational Needs and/or Disabilities).
- Ensure all children including those with SEND have access to a broad, balanced and appropriately adapted curriculum.
- Appoints a representative of the Board and the Local Governing Body to oversee SEND provision.
- Ensure discussions are taking place with parents regarding SEND matters at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEND Policy.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for educational needs.
- Keeping the Local Governing Body informed of all developments about SEND.
- Informing parents of the fact that SEN provision has been made for their child.

The SENDCo has a role which involves:

- Overseeing provision for children with SEND (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with and advising teachers whenever necessary.
- Interpreting legal requirements for staff, parents, and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Individual Learning Plan (and review) process for all SEN pupils.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.
- 3.2 The school operates an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with education, health, and care plans (EHCPs) and those with SEND Support.

- 3.3 The Local Governing Bodies have agreed admissions criteria which do not discriminate against pupils with special education needs or disabilities, and their admissions policies has due regard for the SEND Code of Practice and guidance which accompanies the SEN and Disability Regulations 2014 and the Children and Families Act 2014.
- 3.4 Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility plan is available on the website or on request in hard copy.

4. Provision and Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational need, a Graduated Response will be adopted following Somerset's Framework. Please click on the link: [Somerset's Graduated Response Tool](#)
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group, or whole class contexts.
- 4.4 The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible approaches will reflect this approach.
- 4.5 The schools offer an adapted curriculum. When a pupil fails to make progress and shows signs of difficulty in some areas, the schools will place the pupil on the SEND register at "SEND Support" level and support, that is additional to and different from the adapted curriculum, will be provided through an Individual Learning Plan (ILP) IEPs – Individual Education Plans or Pupil Passports in a range of ways including:
- Classroom organisation and management
 - In-class support by teacher/teaching assistant
 - Time to practise specific tasks for short periods on a regular basis.
 - Withdrawal for individual/small group work (outside of core learning input)
 - Behaviour support programmes
 - Use of specialist equipment / resources
 - Alternative teaching strategies including the use of ICT.
- 4.6 ILPs (Individual Learning Plans, IEPs – Individual Education Plans or Pupil Passports) may be written by the SENCo or class teacher, but should always be in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The ILP/IEP/ Pupil Passport will set targets for the pupil and will detail:

- the views of the pupil
- the short-term targets set in discussion with the pupil.

- the teaching strategies to be used.
 - the provision to be put in place
 - end of year goals
 - parent/carers' views
- 4.7 The ILP/IEP/Pupil Passport will be reviewed every term and the outcomes will be recorded. Pupils should participate in the review process where possible. It is good practice for the parents/carers to be invited to participate in the target-setting and review process.
- 4.8 If a pupil does not make progress despite the school providing significant support and intervention, he/she will be discussed at a Pupil Focus Meeting and advice sought from the appropriate support services referred to in Section 7. This will always be with the consent of parents/carers. The ILP will be amended accordingly, and it may be necessary for an application to be made for an EHC Plan and High Needs funding.
- 4.9 The child may be assessed bearing in mind the Local Authority criteria with a view to initiating a statutory assessment of special educational needs under the 2011 Education Act, known as an Education and Health Care Plan.

5. Identification

- 5.1 The Trust adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014, 2015 and updated in 2020, also Somerset's Graduated Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENDCo to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand, and can do, as well as to identify any learning difficulties.
- 5.2 SEND Support -Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:
- Assess
 - Plan
 - Do
 - Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as

the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health, and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: [Somerset's SEND Local Offer](#) and Somerset Special Educational Needs and Disability Information Advice and Support Service ([SENDIAS](#))

- 5.3 Evaluating the success of provision. The progress of children with special educational needs and/or disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. The progress of children at SEND Support or with a Statement of Special Educational Needs (EHC Plan) will be reviewed annually.

To make consistent continuous progress in relation to SEND provision the schools encourage feedback from staff, parents and pupils throughout the year. This is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENDCo in liaison with teaching staff. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated regularly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

- 5.4 Detailed records will be kept of the pupils receiving extra teaching support. These may include:
- Foundation Stage Profile
 - SATs and Optional SATs results
 - Year 1 phonics Screening Check
 - Helen Arkell Spelling Test (HAST)
 - Salford Sentence Reading Test
 - Phonic checklists
 - High Frequency word checklists (reading and spelling)
 - Detailed records of work
 - Results of standardised and diagnostic tests
 - Behaviour/ABCC charts
 - ELSA social skills assessments and Talkabout social and communication skills assessments
 - Learn to Move co-ordination skills assessments.
 - Observations made by teacher / teaching assistant / other members of staff.
 - Pupil Voice
 - THRIVE assessments (not used in all Trust schools)

- 5.5 All discussions between the school staff and other agencies about pupils with SEND will only take place with parental consent.

6. Partnership with Parents

- 6.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.
- 6.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS).
- 6.3 As mentioned in 'Section 4' above, parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

7. External Support Services

- 7.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or abilities.
- 7.2 Parents will always be informed before an external agency becomes involved with their child.
- 7.3 Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies for pupils with SEND Support or Higher Needs funding and pupils with EHC Plans:

- Somerset Virtual School
- Access to Inclusion (previously known as the Learning Support Team and the Autism and Communication Team)
- Children's Autism Outreach Team (CAOT)
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health
- Physiotherapy
- Advisory Team for Hearing Impaired
- Advisory Team for Visually Impaired
- Physical Impairment and Medical Support Team
- Access and Assistive Technology Team (previously PIMS and SENATAS)
- School Nurse
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)
- Fiveways Outreach support, Fairmead Outreach support, The Mendip School Outreach support and The Bungalow (Somerset Partnership School).

- 7.4 The school has links to other schools and liaison is maintained particularly about Transition issues.

8. Arrangements for the Treatment of Complaints

- 8.1 The schools' complaint procedures are set out in the school prospectus. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Concerns or enquires about a pupil with special education needs and/or disabilities or SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion. If these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy available on the school website. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

9. Staff Development

- 9.1. In-service training needs related to special educational needs will be identified by the SENDCo or Headteacher in consultation with the staff and consider school priorities as well as personal professional development. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.