



Loving God and each other

We work together to be the best that we can be

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Review date: September 2025

Inclusion Manager: Laura Smith

Date: September 2024

Head Teacher: Michele Battersby

Date: September 2024

Nominated Governor: Patricia Knight

Date: September 2024

**Aims and objectives**

- At St Silas CE Primary Academy, we value all of our children equally.
- We are committed to meeting the special educational needs and disability requirements of all pupils to ensure they make progress.
- Children with SEND are given access to a curriculum which meets their needs and which is broad, balanced and relevant.
- We strive to ensure that our children with SEND have access to everything our school has to offer in terms of clubs, trips, visits and responsibilities. This is based on individual needs and opportunities are sought wherever possible.

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Ensure staff have access to continuous training and CPD covering a wide variety of SEND awareness and bespoke training from colleagues coming into school.
- Use carefully planned systems to identify any barriers to learning so we can intervene quickly and support where necessary.
- Work with our parents/carers to ensure joint work and expertise.
- Ensure that the curriculum which our school offers for SEND pupils is broad, balanced and adapted where needed so everyone can achieve. Review progress and attainment of children with SEND and review teaching and learning strategies appropriately
- Work effectively with external professionals and agencies.
- Ensure all of our staff are involved in planning and meeting the needs of SEND pupils.

## Vision and values

Values are important to us as a school and we aim to develop our pupils academically, spiritually, morally, socially, culturally and physically by providing a broad and balanced curriculum with faith values at the heart of everything we do.

At St Silas, our vision includes each and every one of our SEND children and we strive to ensure we provide all our SEND children with a broad and balanced curriculum which enables them to thrive at their own pace. We have high expectations for our SEND children and want every child to be able to reach their full potential.

Our environment is very inclusive and we work hard to make sure we adapt this, so that every child can learn and thrive.

## Legislation and guidance

All schools:

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

This is achieved by gaining a good understanding of the individual needs of each child and how best we can cater for these. We ensure that we make reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

## Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and responsibilities

The Inclusion Manager at our school is Laura Smith.

Contact details: [laura.smith@cidari.co.uk](mailto:laura.smith@cidari.co.uk)

Telephone number: 01254 698447

Laura Smith oversees the SEND provision at St Silas. This role comprises the following duties:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor- Patricia Knight- to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Support teaching staff to ensure all SEN children are catered for in and out of lessons. Plan continuous training for staff so that they have access to research based and high quality professional development.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, including the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The governing board**

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO/Inclusion Manager for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **The SEND link governor**

The SEND link governor is Patricia Knight who can be contacted via school.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the Inclusion Manager and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Manager has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Manager, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Inclusion Manager, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Manager and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Class teachers**

Teachers are expected to appropriately plan for the children in their class, including those children with SEND. This considers the 4 broad areas stated earlier in this policy. The Code of Practice (2015) makes it very clear about the role of teachers. "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. SEN provision is underpinned by high quality teaching and is compromised by anything less." Teachers are responsible for planning the curriculum for pupils with SEND, monitoring progress, adapting strategies and liaising with the Inclusion Manager as appropriate. Teachers, with



the support of the Inclusion Manager if required, will write Learning Plans when they are needed. If a child is given a SEN Support Plan (K), teachers will follow the guidance set in the expected classroom provision to overcome barriers to learning. Teachers will lead on the planning and assessment of all children with SEND in their classroom. Teachers will be required to provide information for any review of the child and to develop and sustain a positive and working relationship with the parents/carers, sharing information as needed. There are a number of Teaching Assistants across school, some are to specifically work on a 1:1 basis and some are to work within classrooms. Teaching assistants, under the direction of the class teacher, also have a role and responsibility to support the process laid out above.

- Teachers are expected to Communicate regularly with parents to:
  - Set clear targets in a child's learning plan and review progress towards them
  - Discuss the activities and support that will help achieve the set targets
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **Our approach to SEND support**

### **Identifying pupils with SEND and assessing their needs**

As your child starts school in EYFS, we carry out Baseline assessments and Wellcomm assessments to see what level they are at. In addition, the class teachers carry out lots of informal assessments and have discussions with your child.

We also use information from outside agencies and have good relationships with local nurseries and high school and information shared and used. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## The graduated approach to SEN support

The Code of Practice explains that a 'Graduated Response' is required once additional needs are identified. This response is in proportion to the child's additional needs to secure the best outcomes. A cycle of Assess, Plan, Do, Review will be used and it is through this cycle decisions and actions will be revisited, refined and revised with a growing understanding of the child's needs and of what supports the child requires to enable good progress and outcomes.

Quality First Teaching is provided to all children regardless of SEND need. Should a child begin to struggle, the teacher will focus on their needs and tailor teaching towards them to see if this helps.

Our class teachers deliver quality first teaching which comprises careful planning for starting points, good pastoral support, high expectations, quality strategies being used, including evidence-based teaching pedagogy and effective feedback to children is given. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. This high quality teaching is the first step in responding to pupils who have or may have SEND.

Children with SEND will only leave the classroom for interventions if absolutely essential in terms of closing a gap or teaching something vital which a child will struggle to move on without.

We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. It is expected that the teacher implements a range of inclusive quality first teaching strategies over a short period of time, typically 6 weeks, to overcome learning barriers. If a class teacher continues to

have concerns about a pupil's progress, they will fill in a Cause for Concern form which is passed on to our Inclusion Manager. Discussions with the child and parents/carers will be completed by the class teacher regarding the referral.

## Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. An EHC plan provides top up funding from the local authority when a school has used all possible resources in order to support the child.

On the census these pupils will be marked with the code E.

## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress during termly tracking meetings and through evaluating bespoke learning plans for each child.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires and pupil conferencing.
- Monitoring by the Inclusion Manager and teaching staff.
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## Expertise and training of staff

We devote a lot of time and resources to ensuring our staff are well trained in different areas of SEND. We have a service level agreement with Reachout ASC who deliver hands-on training each term and work with our staff to ensure the best possible provision is in place for SEND children with more complex needs. We use

SEND Support Service regularly who deliver high quality training on a range of different SEND needs and strategies.

The headteacher and the Inclusion Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- SEND Support Service advisory teacher service
- Educational psychologists
- Occupational therapists
- General practitioners and paediatricians
- School nursing team
- Mental Health Support such as ELCAS and MHIST
- Education welfare officers
- Children's Social Care.

## **Admission and accessibility arrangements**

Our admissions policy can be found on our school's website. The school will use the induction meetings to work closely with parents to decide whether a child has been identified as having SEND. This can then help to plan appropriate transition into school which will be flexible in order to meet individual needs. We have lifts to all floors and are a modern building with disabled toilets which means the school provides good access for disabled pupils and parents.

More information can be found in the school's accessibility plan.

## **Safeguarding:**

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse, neglect or exploitation. All our staff have training about the extra vulnerabilities of children with SEND and we ensure our SEND children know they are valued and listened to so that we can offer them the right support in school.

## **Complaints about SEND provision**

Any complaint regarding SEND must follow the school's complaint's policy, which can be found on the school's website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the Inclusion Manager and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level, then the formal complaints process should be followed.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## **Links with other policies and documents**

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy