



Holywell C of E Primary School

SEN Policy & Information Report

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Date: October 2023

Review date: October 2024

Flowing, Strengthening, Deepening

*'Like a tree firmly planted by streams of living water'
Psalms 1:3*

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1. Aims

Our SEN policy and information report aims to:

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

All children have an equal right to a full and rounded education which will enable them to make rapid and sustained progress. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health (SEMH)
- Sensory/ physical

Holywell is committed to:

- Creating an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities (including extra-curricular opportunities) alongside pupils who do not have special educational needs.
- Ensuring high levels of confidence and partnership by requesting, monitoring and responding to parents/ carers and-pupils' views
- Making clear the expectations of all partners in the process
- Ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Facilitating full inclusion in all school activities for pupils with medical conditions (where this impacts on SEN/disability) through consultation with health and social care professionals
- Identifying the roles and responsibilities of all staff in providing for children's special educational needs
- Enabling all children to have full access to all elements of the school curriculum by making reasonable adjustments
- Meeting the needs of vulnerable learners by working in cooperation with the Local Education Authority and other outside agencies to ensure there is a multi-professional approach

(Please note – behavioural needs are dealt with under the individual school's Behaviour Policies unless they are linked to 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

3. Definitions

A pupil has SEN 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 is Nicky Oliver

They will:

- Work with the head teacher and SEN governor 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 board 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 SEN governor

The SEN governor is Mike Leasure.

They will:

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

4.3 The head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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. SEN information report

5.1 The kinds of SEN 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 SEN and assessing their needs

Pupil progress is monitored daily by qualified class teachers who act quickly to identify and address gaps in or barriers to learning. Pupil progress data is collected and analysed at 3 key points throughout the year (usually at the end of term). Clear benchmarks are in place for pupils' attainment and a combination of evidence from pupils' work and data analysis alerts teachers and the SENCO to pupils who are 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 pupils' previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

The social, emotional and mental health (SEMH) of pupils is monitored through observations made throughout the school day and these observations may lead to the identification of special educational needs.

Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a child being recorded as such. However, they may be an indicator of a

range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

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. Class teachers and the SENCO will then work together to complete a Pupil Passport, which will set targets and interventions, monitor progress and create a record of provision to date.

Class teachers are encouraged to discuss any concerns with the SENCO at any point in the academic year, not just at key assessment points.

5.3 Consulting and involving pupils and parents

At Holywell, we believe that partnership plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. We value the information, knowledge and experience that parents contribute to gain an overall view of a child's needs. Parental concerns about a child's progress are taken seriously and dealt with sensitively. At all stages of the special educational needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and have regular meetings to share information and review progress. Decisions are made in partnership with parents and parents have access to the SENCO via email through the school office. Through fully involving parents at every stage we ensure that everyone is aware of the pupil's areas of strength and difficulty, everyone understands the agreed outcomes sought for the child and everyone is clear on what the next steps are.

Children are encouraged to share their voice with an adult who supports them in school as part of their pupil passport, which gives them an opportunity to share their own thoughts on feelings on how they would like to be supported.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having special educational needs, we take action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four part cycle through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. The four key elements to this approach are: Assess, Plan, Do Review.

Assess

A thorough assessment of the needs of an individual pupil is carried out drawing information from a wide range of sources including teaching staff and the views of parents.

Plan

Where it is decided to provide a pupil with additional support (following a thorough assessment) the parents, teacher, SENCO and any other agencies involved agree the adjustments, interventions and support to be put in place. A plan is written providing details of the expected impact on progress, development and behaviour and includes a clear date for review. The plan is shared with everyone working with the child and demonstrates good collaboration between home and school.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where interventions involve group or one to one teaching away from the main class, they still retain responsibility for the pupil. The class teacher works closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher with ongoing assessments of the pupils' strengths and weaknesses.

Review

The effectiveness of support and interventions and their impact on the pupils' progress is reviewed in line

with the agreed date. Reviews take place in collaboration with parents and the individual pupil and support in identifying next steps. As a minimum plans are reviewed and evaluated half termly but this may be more frequent where they are used to address shorter term targets.

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 secondary school

Transition at key points throughout the school is managed to minimise disruption and reduce anxiety. Communication between staff plays a critical role in ensuring that class teachers have a full and in depth understanding of a child's needs well before they enter a new class. Teachers will meet with each other before transition takes place, and where appropriate the SENCO will also attend. Resources such as transition books with photos of the new area or new timetables may also be used. When a child with special educational needs and disabilities makes a transition into another school (such as at the end of Key Stage 2) then this is carefully managed to ensure continuity of provision and maintain confidence of pupils and parents. We will liaise with the new school, aiming for children to have additional visits where appropriate and ensuring their inclusion team are aware of needs and support.

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

5.6 Our approach to teaching pupils with SEN

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching therefore, initially, the individual needs of an identified pupil are met through quality first teaching and in-class differentiation. It is the responsibility of the class teacher to tailor their provision in order to address areas of weakness that have been identified through the school's assessment procedures.

Class teachers will discuss identified pupils with the SENCO who will offer advice and support and where appropriate children will be provided with reasonable adjustments and interventions to help them make rapid progress. These interventions may include:

- Storytime Phonics
- Fine motor skills or handwriting
- Targeted Speech and Language, for example Talking Boxes
- Sensory Circuits
- ERT
- Nessy
- Lego Therapy
- Small group work, for example targeted groups in maths
- Attention Autism and Identiplay

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 specialist 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, reading instructions aloud, etc.
- Individual planning for pupils working outside the national curriculum.

5.8 Additional support for learning

We have 8 full time equivalent teaching assistants at Holywell who can work with children with SEN. Teaching assistants may support pupils on a 1:1 or small group basis. Pupils will work 1:1 with an adult where a specific gap in their learning or if they require significant support in an area of learning. Pupils will work on small groups when they may benefit from further scaffolding, pre-teaching or consolidation.

We also work with a range of external agencies to provide further support for pupils with SEN where needed. These include the Specialist Teaching Team, Educational Psychologists, the health service including Occupational Therapy and Speech and Language Therapists, the START team and other support groups and charities.

5.9 Expertise and training of staff

All teachers have a SENCO Surgery with the SENCO. The process makes clear how this policy should be implemented and where to access support. If the SENCO identifies teachers or teaching assistants who require additional support, in order to meet the requirements of this policy or identified children then individual specific training is provided. All members of personnel who come into contact with a child who has specific needs will receive relevant training; this includes office staff, catering staff and mid-day supervisors.

5.10 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 at key points.
- Using pupil voice questionnaires and discussions.
- Monitoring by the SENCO alongside the governor including observations in class and book & planning scrutiny, including pupil passports.
- Holding annual reviews for pupils with EHC plans

5.11 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 of our pupils including those with SEN. All pupils are encouraged to take part in school events including sports day, plays, art day, science day etc. If extra support is required to enable participation in these events it will be provided. Additional sports activities are held for pupils with SEN regularly.

5.12 Support for improving emotional and social development

Children are supported to improve their emotional and social development by:

- Being encouraged to take on roles in school, for example, school council, team captains and play leaders.
- Being encouraged to take part in structured games at play time and lunch time promoting teamwork and building social skills

- Interventions and 1:1 pastoral sessions are available for those children whom they are suitable for.
- A dedicated Emotional Well-Being Officer and Senior Mental Health Lead.

5.13 Working with other agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupils' area of need, the school will work with parents to complete an Early Help Assessment (EHA), identifying which outside agencies will be consulted. School may also consult with paediatricians, speech and language therapists or specialist teachers.

Where assessment indicates that support from specialist services is required we endeavor to ensure that children receive this as quickly as possible through the EHA and parents will be kept informed at all times throughout the referral process.

In some circumstances, a referral form to a single agency may be more appropriate, so this will be used instead.

5.14 Complaints about SEN provision

Complaints about SEN 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

5.15 Further support for parents of pupils with SEN

Parents of children with SEN may find the following publications useful:

Cambridgeshire County Council's Local Offer: <http://www.cambridgeshire.gov.uk/localoffer>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/Local_offer_jargon_buster.pdf?inline=true

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

5.16 Contact details for raising concerns

If you have any concerns, please do not hesitate to contact the SENCO, either by ringing the school office and making an appointment or emailing: office@holywell.cambs.sch.uk and marking your email for the attention of the SENCO.

5.17 The local authority local offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

The local offer will develop and improve over time in response to feedback and consultation with parents, carers, children and young people and partners.

Cambridgeshire's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality
- Supporting pupils with medical conditions