



Pontesbury CE Primary **School**

Special Educational Needs and **Disability Policy**

June 2024

Next review date: June 2025

2014 – Introduction of the New SEND Code of Practice

From September 2014, the Government brought in new legislation for Education, Health and Care Providers to follow, in relation to the support and provision that is provided for pupils who have Special Educational Needs and Disabilities (SEND).

The original document entitled, *Special Educational Needs and Disability Code of Practice: 0 to 25 years* can be found here, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Since September 2014 our SEND provision has transitioned from the previous Code of Practice to the new legislation. Pontesbury C.E. Primary School, led by the Headteacher Mr T Lowrie-Herz and Special Educational Needs Coordinator (SENCo) Miss L Owen, have adapted their previous practice and provision, and updated it, so that it is now in line with the Code of Practice and the more recent Supporting SEND Review, OFSTED 2021 and the SEND review green paper: right support, right place, right time (March 2022)

This SEND policy reflects the legislation and the practice and procedures that should be in place for supporting children with SEND. In addition, it considers recent research findings by OFSTED in terms of how needs are best identified and supported.

If you have any questions or queries about our school's provision for pupils with SEND, please contact either Mr Lowrie Herz or Miss Owen, using the contact details on the first page of the policy.

Miss L Owen, SENCO, Pontesbury CE Primary School

School Ethos

Pontesbury C.E. Primary School is proud of its strong and distinctive Christian ethos: *“Lift up my eyes to the mountains— where does my help come from? My help comes from the Lord.”* Psalm 121 which reminds us of God’s support and love as we strive to be the best we can be. This is reflected in our school vision: ‘Aim high, climb higher’.

Children should not be regarded as having SEND, purely if they are displaying behaviours that challenge. It may be that there is a reason behind this behaviour, and it is our responsibility as an education provider to identify what that need or difficulty might be.

Special educational provision is additional to, or otherwise **different from**, the educational provision made generally for children of the same age in schools maintained by the LA, other than special schools in the area.

At Pontesbury C.E. Primary school, we will make the appropriate provision for pupils with SEND to support their individual need and ensure that they can succeed alongside their peers.

Principles

The school’s Special Educational Needs and Disabilities (SEND) Policy is based on the following principles:

- a child with SEND should have their needs met
- all children, including those with SEND, should be given and equipped with, the tools and skills they need to succeed
- that all teachers are teachers of children with special needs and have a responsibility to meet those needs; they may seek the advice and support of the SENCo and external professionals where appropriate
- that all children are entitled to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage, and the National Curriculum through Key Stage 1 and Key Stage 2
- that pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school
- the views of the child should be actively sought and taken into account, when considering any provision to support their need or disability
- parents have a vital role to play in supporting their child’s education, and parents of pupils with SEND are key in providing information on the child as an individual.

Aims and Objectives

The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils’ diverse learning needs and overcoming potential barriers to learning. The setting of suitable challenges, response to needs and overcoming of barriers are set and discussed in conjunction with both the child and their family.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have SEND, and we aim to identify the need and provide the necessary support as quickly as is possible. As a school, we believe that early intervention is the most effective way to support and overcome barriers to learning experienced by our pupils.

The staff will ensure that pupils with SEND join in all areas of school life, together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary Special Educational Provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The responsible persons for Special Educational Provision at Pontesbyry C.E. Primary School are the Headteacher, SENCo, Chair of Governors and the SEN Governor.

Role	Name	Contact
Headteacher	Mr Lowrie Herz	head@ppce.co.uk
Special Educational Needs Coordinator (SENCo)	Miss L Owen	lisa.owen2@ppce.co.uk
Chair of Governors	Ann Thorne	admin@ppce.co.uk
SEND Governor	Mr Ewan Bent	admin@ppce.co.uk

All teachers are responsible for the education of children with SEND within their classes and have a responsibility to meet their differing needs.

The SENCo is responsible for:

- the day to day operation of the school's SEND policy, with the support of the Headteacher
- advice to class teachers at all stages of the assessment process
- together with the Head Teacher, managing the allocation of Teaching Assistants
- updating and over-seeing the record keeping related to SEN provision
- liaison with parents in conjunction with the Class Teacher/Headteacher
- liaison with external agencies and the Local Authority
- organising in-service training for staff on SEND issues
- Termly reviews of the current provision in place; this will involve both Class Teachers and also Teaching Assistants

Admission and Inclusion

The admission arrangements for those pupils with Special Educational Needs and Disabilities (SEND), but without an Education Health Care Plan (EHCP), is the same as for all pupils. Pupils who have an EHCP on entry into school, are placed by the LA. Every effort is made to comply with pupil and parental preferences.

All the teachers in school are teachers of children with SEND. As such Pontesbyry C.E. Primary School adopts a 'whole school approach' to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to this policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with SEND, who are afforded the same rights as all children. This includes children at all levels and stages of support, on the school's SEND register, including those with an EHCP and those without.

Access to the Curriculum and Classroom Practice

The National Curriculum is made available to all pupils. Where pupils have Special Educational Needs or Disabilities (SEND), a graduated response will be adopted. The school will make full use of classroom and school resources, and where necessary and possible access support for external services. Teachers adopt an adaptive approach to teaching. Adaptive teaching relates to the *adaptations* made to teaching to ensure it provides all learners with the opportunity to meet expectations. It encompasses the importance of effective planning prior to the lesson, as well as the *adjustments* made to teaching and learning throughout the lesson. The term is inclusive and recognises the distinct and separate needs of every pupil in the classroom. Pontesbury C.E. School believe it is not enough to be only inclusive – a pupil could be *included* in a classroom but may not access the same learning as their peers.

Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have high expectations for every pupil. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with *differing layers of support*, to help them make good progress and achieve well over time.

Before a decision to identify a pupil as having a special educational need and hence placing them on the SEND Support register, it may be deemed appropriate to draw up an **Evidence Gathering/Triage Support Plan** for the pupil, which will allow staff to gather evidence, make further classroom observations and complete cycles of 'Plan, Do, Review' which is often a requirement before a referral to an outside agency can be made.

Assess, Plan, Do, Review and the Pupil Support Plan (PSP)

The school operates an Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2014). This means that staff are constantly assessing both the child's needs and also the provision in place, to ensure that the provision is effective, and the child is making progress. The Class Teacher and SENCo will keep regular records of the pupils' progress, in consultation with parents, including the action taken and the outcomes achieved.

The school's arrangements for the identification of pupils with Special Educational Needs and Disabilities (SEND), has regard to the procedures in the SEND Code of Practice 2014.

The school offers an adaptive curriculum. A pupil is placed on the SEND Register when they fail to make progress and show signs of difficulty in one or more of the following areas, and interventions/ support has been put in place, but little progress has been made:

- cognition and learning
- social, emotional and mental health
- sensory and/or physical need
- social communication and interaction.

Any time a child is identified as having a SEND in one or more of the above areas, parents are contacted, and concerns are raised and discussed. A Pupil Support Plan (PSP) is put in place,

and parents kept in regular consultation as to progress made. Parents are expected to support the plan and provide support where necessary.

Support that is additional to, and different from the differentiated curriculum, will be provided through your child's specific Pupil Support Plan (PSP) and may be delivered through a range of ways. These may include:

- Classroom organisation and management -adaptations made to the environment and teaching approaches e.g., through simplifying language, providing specific writing frames and incorporating specialist equipment and resources and allowing for sensory breaks.
- In-class support by teacher/teaching assistant/ELSA
- Occasional withdrawal for individual/small group work
- Alternative teaching strategies e.g., pre-teaching.
- Use of outside agencies e.g. Speech and Language Therapy

Parents will be informed, and pupils will be involved in decisions taken throughout this stage.

If a pupil does not make progress despite the school and the agreed home support having been implemented, advice may be sought from the appropriate external support agencies. Targets will be amended accordingly, implementing the advice given, and a new time scale and programme of study will be agreed by all parties involved.

Pupils' progress will be under constant review which allows pupils to move on and off the register.

For a very small number of pupils, if progress is still not achieved despite the implementation of recommendations made from outside agencies through several Assess, Plan, Do, Review cycles, the school may feel that a pupil's needs are so significant and life-long in nature, that an application to the Local Authority for a statutory assessment (EHCNA) with a view to gaining an Education Health and Care Plan (EHCP) is appropriate

Identification of SEND will be undertaken by all staff, with support from the SENCo and the appropriate records will be maintained.

The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the Code of Practice (including the Assess, Plan, Do, Review cycle). Records will be developed as a result of standardised tests of educational achievement administered by the class teacher together with on-going baseline teacher assessment and end of Key Stage attainment tests.

Pupil targets will be reviewed at least termly. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation.

The class teacher is responsible for gathering information regarding the progress of children with SEND, and informing parents, the SENCo and the Headteacher.

The SENCo may provide help and advice but the responsibility for classroom provision and adaptive teaching in terms of curriculum and classroom environment remains with the class teacher.

Liaison

Parents will be informed at every stage and their permission sought before an external agency becomes involved with their child. Targets and/ or personal plans will be discussed and agreed with both the parent and the child.

Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following relevant external agencies for pupils on the SEND Register:

- SEN Support Services
- Behaviour Support Services
- Psychological Services
- Early help/targeted early help
- Social Services
- Speech & Language Therapist
- Occupational Therapy
- Sensory Inclusion Service, including Visually and Hearing Impaired Services
- Health Service
- Looked after children officer
- Parent Partnership Service

The school has links to other schools and liaison is maintained particularly with regard to transition.

Arrangements for the Treatment of Complaints

The procedure for managing complaints is as specified in the school's complaints policy.

Initial concerns or enquiries about a pupil with SEND or the SEND provision should be dealt with by the class teacher with support from the Headteacher and/or SENCo if required. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the school's complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. An investigation will proceed to the timescale outlined in the Complaints Policy.

Staff Development

In-service training needs related to SEND will be identified by the Headteacher and SENCo, in consultation with the staff and will be incorporated into the staff development plan.

Working with Parents

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 or

Disabilities (SEND) that the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the SEND 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. We recognise that parents can provide vital insight into their child, and this an invaluable resource when considering the whole child.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and their targets. Steps will be taken to involve pupils in decisions which are taken regarding their education and their individual needs.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the pupils and policy, by the achievements of agreed personal targets outlined, progress review meetings and/or Annual Review meetings in the case of pupils with an Education, Health and Care Plan. In addition, evidence will be gathered regarding:

- Success of targets on the SEND Action Plan
- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with SEND
- Improved behaviour of children, where this is appropriate, including the number of exclusions
- Pupil attendance
- Number of children supported by the funding allocation for children receiving targeted SEND support.
- Number of pupils moving on/ off the SEND Register
- Pupils' awareness of their targets and achievements
- Meeting the statutory requirements of the SEND Code of Practice 2014.

Additional Information

If you have any queries or questions regarding the provision in school for pupils with Special Educational Needs and Disabilities (SEND), please see your child's teacher or alternatively the school SENCo or Headteacher.

For further information, please see the School SEND Information Report, which can be found on the school website, or alternatively a paper copy can be given on request from the school office.