College Road Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Rational

It is estimated that at any one time 20% of children have particular Special Educational Needs and/or Disability (SEND), but all pupils may experience difficulties in school at some stage. All pupils should receive the most appropriate and effective provision for their individual needs. This should ensure that they are able to take up their curriculum entitlement and enjoy school life to the full. All pupils will receive the most appropriate and effective provision for their individual needs within the limitations of available resources. The school has regard for the views, wishes and feelings of the child who has SEND and the child's parent/carer.

The school aims to freely admit children to its community regardless of educational need, unless it is considered that further provision or support than that to be found from resources already at hand is essential to meeting that child's need. This need would then be addressed with regard to procedures as set out in the SEND code of practice.

Terminology

SEND is an acronym for Special Educational Needs and/or Disabilities.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

SENDCO is an acronym for the Special Educational Needs and Disabilities Coordinator who is the leader within a school responsible for SEND provision. By law, the SENDCO must be a qualified teacher.

Education, Health and Care plan (EHC plan) details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability and has been awarded a 'statutory assessment'. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Early identification of SEND is a key principle of the SEND Code of Practice 2014. Schools should have systems and processes in place, in collaboration with their local area, to ensure that pupils who have SEND are identified as quickly as possible.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Inclusion is the principle that children with Special Educational Needs and/or a Disability have the right to be educated alongside other children from their community.

Annual review is the review of an EHC plan which the local authority must make as a minimum every 12 months. Early years provider is a provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Local Offer Local Authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Local Area is the term used for all the services that make up the local offer within a local authority. Therefore, the local area includes schools, health and care providers, charities and any service that works for the benefit of pupils who have SEND and their families.

***Local Authority** is a local government body that is officially responsible for all the public services and facilities in a particular area. For example, Devon County Council or Plymouth City Council.*

Purpose

Through the implementation of this policy we aim to: -

- provide for the full spectrum of the pupils needs, focusing specifically on those areas causing difficulties.

- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, as far as is reasonably practical and compatible with the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.

- ensure that teachers will be enabled to take responsibility for the achievement of all pupils in their classes.

- ensure that SEND remains an integral part of the school development plan.

- work within a whole school approach to teaching and learning which stresses the provision of appropriate and challenging resources and experiences for all individual pupils.

- utilise our resources (both human and practical) as efficiently and effectively as possible.

- develop a team approach in order to deliver our learning support and offer INSET and guidance.

- ensure parents and pupils receive their entitlement to maximum involvement in setting of provision, in line with statutory requirements.

- ensure progression for pupils with SEND into, through and beyond our school.

This document should be read in conjunction with the School SEND Offer, which can be viewed on the school website and the Local Authorities Local Offer which can be found at: Primary (5 to 11 years old) - Plymouth Online Directory

Basic SEND information

Name of SENDCo - ***Joanne Harvey***

The person responsible for co-ordination and day to day operation of this policy is *Joanne Harvey* - Special Needs Co-ordinator for College Road Primary School - referred to hereon as the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

Named Governors responsible for SEND - **Mrs Victoria Eccles**

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.
Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of Educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under five and fall within the definition above or would so do if special educational provision was not made for the child.

Special educational needs and disabilities (SEND) can affect the way your child learns.

It may affect their:

- ability to understand things
- behaviour or ability to socialise (for example they struggle to make friends)
- reading and writing (for example they may have dyslexia)
- concentration levels (for example they may have ADHD)
- physical ability

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification and support process (see also Appendix 2):

If a child is having difficulty learning, the class teacher will take steps to overcome the pupil's difficulties. This may include, but not limited to, over-learning concepts that have already been taught, pre-teaching work

that will be taught, scaffolding, ensuring the work is at an appropriate level, providing manipulatives or additional adult support. The teacher may use the Graduated Approach to Inclusion document to try and better understand the need of the child.

At this stage, in conjunction with the SENDCo, a teacher will identify the child's difficulties, and record concerns. A record of this will be stored centrally.

The child's progress will continue to be monitored within the classroom and reviewed as appropriate. The SENDCo will monitor the progress of children considered to have SEND to ensure their needs are being met. If necessary, the class teacher and SENDCo will continue to adapt the support for the child to obtain the greatest benefit for them.

At this stage an Individual Education Plan (IEP) may be deemed necessary by the class teacher, where the child will be receiving a modified or differentiated programme of work to enable him/her to progress. The IEP will set achievable targets for the child and will set out how the child will achieve those targets and what support will be given. The child's I.E.P will be reviewed 3 times a year (once in the Autumn term, once in the Spring term and once in the Summer Term) or as appropriate and in consultation with the child and parent/carers, new targets may be set and success of meeting targets will be celebrated. This is called SEN Support.

Class teachers use a document called a provision map to monitor and track the progress of interventions for groups of children, including those with SEND. These are written termly (6 times a year).

We recognise that children communicate through their behaviour and children who present with challenging behaviour often have an unmet need. We endeavour to work with the child and their parents to help understand their difficulty and find reasonable adjustments to support them.

Specialist staff from outside the school e.g. Educational Psychologist, or Speech and Language Therapist (see Appendix 1), may be consulted to help the school support a child with more complex needs.

The SENDCo will monitor the provision for a student with severe and complex needs who is the subject of an Education, Health and Care Plan. Any changes in the child's circumstances will be brought to the notice of the SENDCo.

The school provides full integration into mainstream classes of those pupils identified as having SEND, by the procedures outlined above.

The school endeavours to meet and consult with parents at every stage of provision of SEND and offers as full an involvement as possible in an educational partnership.

The school aims for a multi-agency approach to addressing needs, when appropriate. Liaison and sharing of pertinent information will be co-ordinated by the SENDCo.

Staff training

The Special Needs and Disabilities Co-ordinator has a Masters degree in Education (Special Educational Needs) and will continue to update her knowledge of a range of special needs, by regularly attending day courses and self-study.

The school's team of Teachers and Teaching Assistants are skilled in a range of SEND areas and receive regular training both internally and externally.

Concerns and complaints

Concerns about Special Educational Needs provision from within the school should be addressed in the first instance to the SENDCo, following that to the Headteacher and then to the named governor for SEND.

This policy should be seen as a dynamic and flexible working document, which is able to respond to development and change.

By this policy, we formally recognise that planning for and meeting Special Educational Needs is a responsibility shared by all.

Reviewed February 2025 by Joanne Harvey

Related Policies:

- Able and Talented Pupils
- Behaviour
- Child Protection
- Multi-cultural
- Accessibility plan

Appendix 1

Outside agencies used to support children with SEND:

- MAST team including: Learning Mentors, Counsellors, Family Support Workers, Play Therapists, Art Therapists, Drama Therapists,
- Educational Psychologist (EP),
- Education Welfare Officer (EWO),
- Speech Therapist,
- Social Services Advisory Service,
- Hearing Impaired Services,
- Child Development Centre.
- Plymouth Information Advice and Support for SEND (PIAS)
- CAMHS
- Occupational Therapy
- Physiotherapy
- Communication Interaction Team (CIT)

Appendix 2

SCHOOL-BASED STAGES of S.E.N PROVISION:

Initial concern is expressed by teacher, parent, health or social services professional

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Teacher informs SEND co-ordinator, and records child's special educational needs.

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Teacher gathers information, makes an initial assessment in conjunction with SENDCO and informs parents.
An Individual Education Plan – I.E.P. may be written at this stage and registered as – *SEND Support*.

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I.E.P. reviewed at termly intervals (or as appropriate)

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At this stage the child may be removed from the schools SEND list, having met all targets set.
The child may remain on the SEND list and be given further targets to maintain progress.

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If progress has been limited, further help can be sought from outside agencies. If this is applicable, an Early SEND request for involvement will be made and a Multi-Agency Team Around the Child may be formed.

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The I.E.P. will be re-written in the light of this advice, and the appropriate support provided. – *a SEND support plan may be written at the stage.*

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If progress is still limited, *Statutory Assessment for an Education, Health and Care plan* will be considered.
This will be discussed with parents/class teacher/Head Teacher and SENDCo.
If this is deemed appropriate, the appropriate records are gathered and the *SENDCo will request an Education, Health and Care assessment.*

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LA proceeds with formal assessment.
SENDCo collates and submits details.

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***Education Health and Care Plan* not issued**.
Class teacher, with support from the SENCo, revises targets and draws up further I.E.P. with appropriate personnel.
Child remains at *SEND Support.*

***Education Health and Care Plan* issued.**
SENCO co-ordinates and monitors implementation of *Education, Health and Care plan* recommendations.
SENCO conducts annual Education, Health and Care Plan reviews.