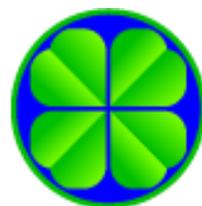


**Date written: December 2021**

**Next revision due: September 2022**

## **Tas Valley Federation:**



Preston C of E Primary School

**SEND Co-ordinator: Georgina Rich**  
**SEND Governor: Claire Crawshay**

### **We aim to:**

- **To support children with Special Educational Needs and/or Disabilities (SEND) at Preston Primary School and enable full access to education, making any reasonable adjustment necessary in order to do so.**
- **To place children at the centre of our planning and involve them and their families in discussions about the support they need; we value their knowledge and take note of their feedback.**
- **To work with professional colleagues and experts effectively to ensure provision for individuals is appropriate to their needs**

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

## **WHO HAS RESPONSIBILITY FOR CHILDREN WITH SEND?**

**SENDCO duties** are carried out by Miss Georgina Rich

They will:

- Work with the headteacher 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 SEND
- Provide guidance to colleagues and work with 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 headteacher 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

### **The SEN governor**

The SEN governor 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher 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

## The Local Offer for Preston CE VC Primary School

### DECISIONS ABOUT WHETHER A PUPIL HAS A SPECIAL EDUCATIONAL NEED

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

How do we define SEN? A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. **This would be different from, or additional to, the provision for other children in the class.**

At Preston Primary School children are identified as having SEND through a variety of ways including:

- liaison with nurseries/previous schools
- foundation stage assessment
- conversations with parents
- conversations with staff following concerns raised over: academic progress; lack of progress in personal, social or emotional development; observations of physical or sensory difficulties; patterns of behaviour or discrepancies between apparent potential and actual performance
- formal assessments - which are made at least every term and collated on an electronic system to track progress
- informal assessments - which take place within lessons and may cumulatively give rise to concerns
- liaison with external agencies
- health diagnosis by paediatrician

Before a Special Educational Need has been identified, the school may have made different or additional provision for a child in order to address possible temporary barriers, trial strategies and enable inclusion; children on the SEN register are those for whom more formal, routine and sustained provision must be made. When barriers are overcome, a child may be removed from the SEN register. If a parent thinks their child has a special educational need, their first step should be to talk to their child's class teacher. They could also discuss concerns with the SENDCo or headteacher.

How is the decision made about how much individual support pupils will receive?

- Individuals are identified for support following the process above.
- Decisions about the level of support to be provided are based on the identified barriers to learning.
- In all cases, Quality First Teaching is our main priority; we aim for children to be fully included in class work with appropriate modifications made to accommodate this. Such modifications may be necessary in terms of resources and equipment; learning materials; level of objectives; expectations of length of focus or amount of work produced; individual or small group support etc.
- When a specific barrier to learning is identified that could be reduced or removed by an intervention programme delivered by support staff outside of the classroom, plans are put into place for this to happen for a defined period of time.
- If a child's progress slows or they are not meeting age-related expectations, the class teacher, in discussion with the SENDCo/headteacher, decides whether additional support is needed for the individual and this is discussed with the parents
- Discussions about individual's progress are held with the class teacher/SENDCo/headteacher.
- Parents are consulted throughout the transition process if their child has been identified as having a special educational need prior to joining the school and therefore needs additional support.
- The school may seek guidance or advice about the type and level of support needed from other professionals or agencies.

## SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs?

- Support is overseen by the SENDCo.
- Support is provided on a Plan/ Do/ Assess/ Review cycle; this means that interventions are put into place for a defined time and decisions about whether they should continue or change are based on evidence of impact.
- Support Plans are written in consultation with the child, class teacher, SENDCo and parents. The forms are working documents that are easily accessible to staff and children at all times during school hours and are regularly reviewed and updated.
- Advice may be provided to parents about how they can support their child at home.
- As stated above, Quality First Teaching is our main priority; we aim for children to be fully included in class work with appropriate modifications made to accommodate this. Such modifications may be necessary in terms of resources and equipment; learning materials; level of objectives; expectations of length of focus or amount of work produced; individual or small group support, etc.
- Individual and small group support outside of the classroom will be provided by teaching assistants and monitored by the class teacher and SENDCo.
- Parents are invited to review Support Plans each term with the class teacher.
- Any adult working with the child (class teacher, teaching assistant, external agencies) will be aware of targets and report back to class teacher/SENDCo.
- When a child's support plan includes management of behaviour, details may be shared with all staff, including lunchtime staff, in order that our approach is consistent.
- When it is felt that a child's needs should be externally assessed, external professional support may be accessed.
- Governors consider general reports on special educational needs but do not receive details of individual cases. They are also involved through consideration of personnel, finance and standards reports.

What mechanisms are in place for supporting pupils' overall wellbeing?

- The school values knowledge of individual children and children benefit from learning in a setting with an inclusive family ethos.
- Staff are aware of the particular safeguarding vulnerabilities of children with SEND
- All staff are aware of the particular need to monitor the self-esteem, confidence and general wellbeing of those with SEND
- Staff have been trained in identifying and making provision for those with emotional needs; they have worked with, and have access to, the Wellbeing Toolkit published by the Nurture Network; this informs our work and provides guidance on involvement of other agencies and signposts to other resources.
- Support staff are experienced and committed to offering high-quality pastoral care
- The culture of information sharing is well established
- Staff are trained in First Aid and in administering any necessary medicines as individual cases arise e.g. insulin; our policies make clear our duties to make provision for those with medical conditions.
- The school has a clear policy for behaviour and discipline, which is shared with parents and all pupils and which results in very good conduct and a good standard of behaviour for the majority of the time.
- Attendance is good; non-attendance is followed up and attendance registers checked regularly.
- Each year group has a spokesperson on our school council to take account of all children's views.
- The school may engage the services of other professionals or refer on to other agencies if a child's mental health and wellbeing is a cause for concern and not sufficiently receptive to in-school support.

**PROGRESS, PLANNING AND KEEPING PARENTS INFORMED**

How will parents know how their child is doing?	<ul style="list-style-type: none"><li>• Parents are offered at least two formal parent/teacher consultations each year as standard practice</li><li>• Parent/teacher meetings will detail where the child sits within the national average and what progress they are making.</li><li>• Additional meetings may be arranged to discuss Support Plans – at the points of planning and of review and at any other time if there are concerns about impact.</li><li>• The SENCo will hold end of year reviews for parents in July and is available for catch-up meetings on request.</li><li>• Meetings are arranged to discuss any external assessment or intervention</li><li>• If further meetings are required for more specific needs, these can be accommodated.</li><li>• Annual school reports of attainment and progress give information about each child's attainment in comparison with the national average and about the child's individual progress</li><li>• Parents are welcome to make an appointment to see the class teacher if they have concerns.</li></ul>
How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?	<ul style="list-style-type: none"><li>• Parents are involved as much as possible in planning their child's education; this is particularly important during transition times (at induction/ yearly transition of classes/ key stage changes/ preparation for transition to secondary school).</li><li>• Parents can share concerns with the child's class teacher or book an appointment with the SENCO/ Headteacher.</li><li>• Views of the child, parent/carer and class teacher are collated and recorded on a Support Plan to collaboratively identify the child's strengths, interests and next steps.</li><li>• SMART targets are discussed and shared with parents along with the additional provision and strategies planned to support these targets. The children are asked to reflect on each SMART target using a scaled solutions focused approach.</li><li>• Once all views have been recorded and taken into account, the Support Plan is signed by the child, parent/carer, class teacher and SENCo to acknowledge ownership.</li><li>• When reviewing the Learning Support Plan, children and parents/carers are given the opportunity to reflect on progress made towards the SMART targets and contribute their views.</li><li>• Support staff regularly seek the views of those children they work with and ensure these are known to other colleagues involved.</li><li>• Children's views of school generally can be shared through class and school council.</li></ul>

**PROVISIONS, RESOURCES & SERVICES**

How is learning and development provision matched to individual pupils' needs?	<ul style="list-style-type: none"><li>• Differentiation is a key part of all lessons across the school and is monitored by the headteacher.</li><li>• This helps individual children to access the curriculum at their level and make progress.</li><li>• Children with Support Plans have more specialised targets and are given support both within lessons and outside of lessons to achieve these.</li></ul>
How are the school's resources allocated and matched to pupils' SEN?	<ul style="list-style-type: none"><li>• The headteacher is responsible for the SEND budget, which is allocated for resources, training and support based on information from the SENCo.</li><li>• Human resources; training; equipment; published programmes of intervention; access to EPSS services additional to the cluster contract and individual resources are all taken from this budget.</li><li>• When a child is referred to and accepted by a Special Resource Base (SRB), the resulting costs of this are provided from the SEND budget.</li><li>• The cluster holds money delegated by the local authority to meet the cost of provision for children with high level needs where those costs exceed funds available in our SEND budget. Funding is via an application process and is subject to a robust level of monitoring.</li></ul>

<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p>Members of support staff are very experienced and have specific training in:</p> <ul style="list-style-type: none"> <li>• De-escalation and safe handling- staff completed Norfolk Steps training in July 2019.</li> <li>• Supporting dyslexia within the classroom (provided by Dyslexia outreach service) October 2019</li> <li>• Sensory circuits - sensory integration</li> <li>• Signalong</li> <li>• Mental health</li> <li>• Emotional needs</li> <li>• Understanding Autism</li> <li>• ELKLAN – Speech and Language qualification</li> <li>• ELKLAN - strategies to support language in the classroom</li> <li>• Sound Discovery – PHONIC intervention</li> <li>• Supporting children through bereavement</li> <li>• Pathological Demand Avoidance and School</li> <li>• Speech, Language and Communication</li> <li>• Adverse Childhood Experiences (ACEs) – How ACEs can impact on brain development and a person’s life course. Exploring protective factors and building resilience.</li> <li>• SIBs training (supporting children whose siblings have SEND)</li> </ul> <p><b>Currently, SEN provision has been identified as a prime area within the school development plan.</b> Focus points include:</p> <ul style="list-style-type: none"> <li>- Further development of provision for the screening of speech and language.</li> <li>- Further development of speech and language interventions</li> <li>- Further training and provision for nurture.</li> </ul> <ul style="list-style-type: none"> <li>• Staff at our partnership school, Saxlingham CE VC Primary School, are able to offer further experience and expertise including Forest School (Level 3 training completed in July 2021).</li> <li>• The school has access to Educational Psychology Support Services, supported by a cluster contract; additional services may be purchased from the school budget</li> <li>• Through the cluster, the school has access to a range of tests, interventions and other packages.</li> </ul>
<p>How accessible is the school / academy environment? (every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> <li>• The building is on one level and fully accessible for wheelchairs.</li> <li>• There is a fully accessible disabled toilet.</li> <li>• A shower is available.</li> <li>• The school has access to Local Authority support for communicating with parents whose first language is not English.</li> <li>• A parking bay for people with disability is located adjacent to the school building.</li> </ul>

<p>How are pupils included in activities outside the classroom including trips? (the DDA Reasonable Adjustments legislation expects schools to be anticipatory in respect of school activities and trips)</p>	<ul style="list-style-type: none"> <li>• We are an inclusive school and endeavour to ensure that all children have access to the whole curriculum.</li> <li>• We aim to ensure that all children take part in a full range of activities, including school trips.</li> <li>• Risk assessments take place to ensure the correct level of support is in place.</li> <li>• Meetings with parents may be convened to discuss necessary adjustments and consider best options for inclusion</li> </ul>
<p><b>TRANSITIONS</b></p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<ul style="list-style-type: none"> <li>• School liaises with pre-school settings and parents before pupils start school.</li> <li>• Where appropriate, the school engages in support meeting with external agencies and professionals before a child with SEND joins the school; this might include attendance at FSP meetings.</li> <li>• Visits are arranged before starting school.</li> <li>• Parents and children due to start school are invited to attend sessions in the second half of the summer term</li> <li>• A structured programme of PSHE includes work on transition to high school for all pupils.</li> <li>• There is liaison with high schools (including headteacher, head of Key Stage 3, SENDCo).</li> <li>• Additional visits to the high school are arranged as required.</li> <li>• Discussions with parents take place regarding high school in Year 5 and as required.</li> <li>• The school requests pupil's files and, where appropriate, SEND information from previous schools.</li> <li>• SEN records are passed on to transition schools in a timely fashion.</li> <li>• Particularly at the point of transition to high school, the child's wishes are sought and fully considered in the transition process.</li> </ul>
<p><b>FURTHER INFORMATION</b></p>	
<p>Who can parents contact for further information?</p>	<ul style="list-style-type: none"> <li>• The first point of contact if a parent wishes to discuss their child is the child's class teacher.</li> <li>• The school office can be contacted with any general enquiries</li> <li>• Appointments can be made with the SENCo/headteacher</li> <li>• Complaints about the school should be addressed to the headteacher.</li> <li>• Complaints about the headteacher should be addressed to the Chair of Governors.</li> <li>• The Norfolk SEND Partnership (<a href="http://www.norfolkparentpartnership.org.uk/">http://www.norfolkparentpartnership.org.uk/</a>) supports parents and carers of children with special educational needs.</li> </ul>

At Preston CE VC Primary School, our SEN register consists of the following:

<b>Broad Area of Need</b>	<b>Percentage of children in the school</b>
<b>Communication and interaction</b>	19.04% <b>3.28%</b>
<b>Cognition and learning</b>	42.86% <b>7.38%</b>
<b>Social, emotional and mental health</b>	33.33% <b>5.74%</b>
<b>Sensory and/or physical needs</b>	4.76% <b>0.82%</b>
<b>EHCP</b>	<b>2.46%</b>

Some children may have needs in more than one category; for those children, the main need is represented above.

**The overall percentage of children in the school with a special educational need is 17.21%**