

Special Educational Needs and Disabilities (SEND) Policy and Information Report



Sowe Valley Primary School

Approved by:	Full Governors	Date: September 2024
Last reviewed on:	September 2024	
Next review due by:	September 2025	

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEND policy and information report aims to:

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

At Sowe Valley we are committed to offering and providing an inclusive and supportive environment and curriculum to promote progress and enjoyment of learning for all children with their individual needs and abilities. We do this by ensuring all staff have appropriate skills and training to provide the most appropriate environment and raising expectations and aspirations. We have high expectations for all children and strive to engage, enable and challenge each individual learner. Our aim is for all children to achieve well and lead happy and fulfilled lives.

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, SEND co-ordinators (SENDCoS) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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 SENDCo

The SENDCo is Miss Claire Nicholson.

They will:

- Work with the headteacher and SEN governor 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND 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 (LA) and its support services
- Liaise with potential next providers of education 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 SEND up to date

4.2 The SEND governor

The Governing Body will identify a governor with a special interest in SEND to take the role of the SEND governor. The SEND governor will:

- Help to raise awareness of SEND 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within 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:

- Identify pupils experiencing difficulties
- Discuss pupils with SEND with the SENDCo and parents/carers
- The progress and development of every pupil in their class which includes reviewing targets and identifying the appropriate next steps
- 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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 adulthood

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.

The SENDCo and Year Six staff will liaise with secondary schools to arrange meetings to discuss pupil's individual needs and organise opportunities for induction sessions. We also draw upon the expertise of external services to support our Year Six pupils each summer term to prepare the children for the transition from primary to secondary school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Targeted individual education plans to identify, plan, cater for and review individual needs
- Pre-Teaching where appropriate
- Quick closing of gaps, catch up and keeping up
- Wellcomm language screening
- As well as the advised resources and strategies from external reports and recommendations.

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 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.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions and provide support for children.

Teaching assistants will support pupils within class, in small groups or on a 1:1 basis working on identified targets set.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- Complex Communication Team
- Social, Emotional, mental health and learning
- Speech and language therapists
- Physiotherapists

5.9 Expertise and training of staff

Our SENDCo is also our Deputy Headteacher. She has many years of teaching experience and covered the role whilst the previous SENDCo was on maternity leave. She is completing the National Award for SEND Coordination,

They are allocated 1½ days per week to manage SEND provision.

5.10 Securing equipment and facilities

In addition to EHC Plans, the school provides through its own budget and funding. This includes:

- Classroom resources, such as: overlays, sit fit cushions, writing slopes, pencil grips, sensory resources.
- ICT equipment.
- Buying in hours for external services, including: EP, CCT and SEMHL.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their individual education plan targets each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Plas Dol-y-Moch.

All pupils are encouraged to take part in sports day, school plays and performances and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For further information, please refer to the school's Accessibility Plan which can be accessed on our website:

<https://sowevalleyprimary.co.uk/wp-content/uploads/2023/02/Accessibility-policy-2023-26.pdf>

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of friendship skills groups to promote teamwork and building friendships and social skills.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If your child has been identified as having additional needs, the school will act in accordance with the Local Authority guidance.

If the school feels that they need more expert advice in order to best support your child, referrals to outside agencies can be made. During the referral process, the school will work with you to collect evidence to support the need for referral.

Before a referral is made to an outside agency, you will be invited in to speak to your child's teacher or the SENDCo to discuss the process. At this meeting, the reasons for the referral will be explained and there will be a space on the referral form for you to add your comments.

Once you have given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact you at home with details of their involvement. They might send you dates and appointments that you will need to attend with your child. School will also be sent a copy of these dates so that we can track the support that your child is getting.

Additional services and expertise:

- Educational psychiatrist
- Early years support team
- Complex Communication Team (CCT)
- Social, emotional, mental health and learning (SEMHL)
- Family support worker
- Hearing impairment support team
- Vision support team
- Speech and Language therapy
- Occupational therapy
- Community paediatricians
- School nurse

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo 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

5.16 Contact details of support services for parents of pupils with SEND

Coventry's SEND Information Advice and Support Service (SENDIASS) offers impartial and confidential Special Educational Needs and Disability information, advice and support for parents/carers, children (0-15yrs) and young people (16-25yrs).

You can access a wide amount of information and find out about the range of services on offer through their dedicated websites.

<https://www.coventry.gov.uk/send-information-advice-support-service-iass>

5.17 Contact details for raising concerns

If pupils or parents have any concerns, they should contact:

SENDCo/Inclusion Leader – Miss Claire Nicholson

Head Teacher – Miss Emma White

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer/school-education-children-special-education-needs-disabilities/7>

Our local authority's local offer is published here: <https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Maria McDonald 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 board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy