Suckley School

SEND Policy

Responsible Person: H Walker & H Field

Date Written: September 2020

Last reviewed: October 2025

Review Schedule: Annually

1. Aims

Our SEND (special educational needs and disabilities) policy 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

We at Suckley School are committed to meeting the special educational needs of pupils and ensuring that they make progress.

In line with our mission statement we aim to:

- Develop each child's confidence and competence to apply a range of skills in English and Maths
- Enable them to use and apply these skills in a range of contexts
- Provide opportunities for challenge, creativity and collaboration, alongside a natural curiosity within the curriculum
- Provide an exciting curriculum enriched with 'real life' contexts for learning
- Develop key life skills according to the Suckley skills and attributes
- Cover a broad range of curriculum subjects, whist achieving a balance between knowledge and skills
- Provide regular opportunities for play and outdoor learning to encourage a wonder and appreciation of the world around them
- Nurture all children as individuals to ensure that we discover their unique gifts, talents and interests
- Provide a safe and supportive environment and develop a strong understanding of how to keep themselves and others safe
- Develop an understanding of local, national and wider world cultures
- Work closely with children, staff, parents, governors and the wider community; putting the school at the heart of the community that it serves

At Suckley School the emphasis is on a whole school approach. All staff accept the responsibility to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self esteem
- Build pupil confidence
- Develop pupil independence
- Set realistic learning goals and work which is suitably presented
- Provide access to a relevant tailored curriculum

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provided in the SEND code of Practice, June 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

- To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

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 SEND 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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 SENDCO

The SENDCO is Mr H Walker

They will:

- Work with the headteacher and SEND 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 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 SEND up to date

4.2 The SEND governor

The SEND governor is Christelle Avery-Earl

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

- Communication and Interaction- these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD),

including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning- children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and Mental Health- children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Sensory and/or Physical Needs- some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

6.Identification, Assessment and Implementation

The main responsibility for the assessment of children remains with the class teacher. However, the views of others who work alongside the child may be sought when a teacher is reviewing the provision for an individual child. These indications may come from parents who express concerns related to their child's academic progress, from medical reports gained from a local GP, or opinions on a child's progress sought from either the Headteacher or the school's SENDCo. It is, however, the class teacher's responsibility to collate the information received and either create a differentiated curriculum for the child in question or refer the child's need to the SENDCo for possible inclusion on the SEND register.
A range of formal and informal assessment exists to support a teacher assessment:

<u>On admission</u>

- Consultation with parents at a home visit prior to the child attending school
- Child's previous history including pre-school education
- Baseline Assessment and parent interviews
- Medical reports within first year of entry
- Teacher observations and records
- End of year report by class teacher and the start of the Individual pupil profile that will record a child's progress through both Key Stages

<u>Subsequent</u>

- SAT results at both Key Stage 1 and Key Stage 2
- Use of non-statutory SATs at Years 3, 4 & 5
- Assessment of progress using the attainment level descriptors from the National Curriculum
- Ongoing teacher assessment alongside the development of pupil profiles

- End of year reports to parents and the resultant parents' consultation evening
- Advisory discussion with outside agencies and support services for formal referrals.

On Transfer

- On transfer the school will access records from the previous school which should contain all the information stated above.

6.1 Governor's Monitoring Role

Governors will monitor the policy through access to two major sources of information. They should monitor the tracking procedures of the school and thereby ensure that children on the SEND register are making appropriate progress. They should also have access to the numbers of children on the various stages of the SEND register and should monitor and track major trends within these.

All policies written by the school take due care and attention to the needs of the SEND children and parents within the school community

6.2 Parental Concerns

The school has an "open door" policy to parents and it is the expectation that most issues will be dealt with by the class teacher. Where parents remain concerned about their child's progress they should engage the SENDCo and the Head of School. If they still feel the issue needs further resolution, then they should inform the governing body through the SEND Governor and the Chair of Governors. If the issue remains unresolved at this level then the parents should pursue this as a complaint against the school and should use the general complaints procedure.

7. A Graduated Approach to SEND Support

7.1 How the school decides whether to make special educational provision

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Team (LST)
- Speech and Language Therapy Service
- Behaviour Support Team (BST)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Officer
- Worcestershire Children's Services- Children, Families and Communities
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Services (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is

different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support**.** The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An individual provision map may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions.



7.2 The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENDCo will put together a Learning Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

The SEND Graduated Response | Worcestershire County Council

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Parental SEND meetings are planned throughout the year. Targets are shared with pupils and successes are celebrated.

An invitation will be sent to the parents of pupils with an EHC Plan to attend their child's annual review

8.SEND Provision

SEND support can take many forms. This could include:

- an individual provision map
- interventions- small group/one to one
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- screening (e.g. Dynamo Maths, Dyslexic Portfolio)

9. Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Learning Plans are reviewed three times across an academic year.
Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.
The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- identifying and planning the provision they are making for pupils with SEND
- supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

Special Needs Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

The SENDCo is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

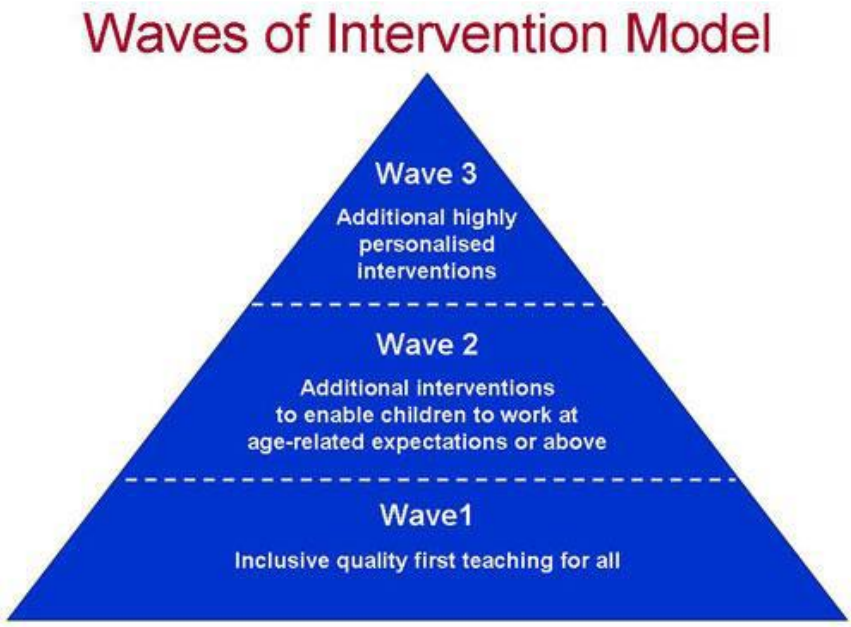
9.1 Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is 9
maintained.

10. Waves of Support:

A Graduated approach to SEND Support:

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and learning support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEN Code of Practice 2014. There are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very specific and/or long-term needs.



WAVE 1: Quality First Teaching

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

WAVE 2: SEN Support/Small group intervention/more personalised learning

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

WAVE 3:

Wave 3 is about intervention for children for whom Quality First Teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

It is recognised that these stages are not necessarily consecutive and the needs of the pupil will be accurately assessed to ascertain appropriate provision.
There is an expectation that pupils receiving extra support will make progress in line with their peers or which is accelerated.
It is also noted that pupils do not need to remain on the SEND register if they have made adequate progress and no longer meet the criteria for identification. Likewise, pupils do not need to be on the SEND register to receive Wave 1 or 2 provisions. It is likely however for pupils receiving Wave 3 provision.

11. Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.
SEND school provision and Education Health Care Plans (EHCP) | Worcestershire County Council

Statements
The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Worcestershire's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENDCo.

12. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their child's education.
We will always tell parents when their child is receiving help for their Special Educational Needs and Disability and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents will receive a copy of their child's individual IPM and have the opportunity to feedback on the targets set. Parental consultation appointments will be offered with the SENDCo throughout the year. The SENDCo is also available to make appointments as and when needed.
Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents from the child's class teacher.
Parents of any pupil identified with SEND may contact the SENDIASS team.

13. Pupil participation

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views (if appropriate).

14. Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

- The Special Educational Needs Coordinator engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.
- We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into School Improvement Plan.
- The school has a commitment to staff development in the area of SEND, to ensure that all staff effectively meet the needs of pupils.
- In-house or external training is arranged as priorities in the School Improvement Plan.

15. Monitoring Arrangements

The SEND policy is reviewed annually by the governing body.
Date of next review: October 2025

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Suckley School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.
If concerns are still unresolved parents may wish to contact the SENDIASS team.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:
Equality Act 2010: advice for schools DfE 2014
School SEN Information Report
The National Curriculum in England Key Stage 1/2 framework document Dec 2014
School Safeguarding Policy
School Accessibility Plan
Teachers Standards

APPENDIX 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting pupils at school with medical conditions
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

SEND Local Offer | Worcestershire County Council

https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer

Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council

https://www.worcestershire.gov.uk/sendiass