



Nether Stowey CE VC Primary School

Special Education Needs Policy 2024- 25

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

Our school community is a safe, caring friendly place where everyone is welcome.

We give all children and staff the opportunity and encouragement to aim high and develop their strengths and interests.

We strive to understand, respect and value each other, our school, our community and the world we live in.

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

Introduction

Nether Stowey School aims to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. The new Code of Practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals who live and fulfil their lives
- Make a successful transition into adulthood, whether into employment, further education or training

We believe all children with Special Educational Needs (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put into place. At Nether Stowey we strive to deliver a fully inclusive curriculum to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove barriers to assessment and learning

This policy has been reviewed and re-written to reflect the current practice at our school in line with the statutory guidance in the Code of Practice (2015). The SEND Governor has quality assured this policy against the Code of Practice (2015). The policy was discussed with the senior leadership team before sharing with wider staff. Their feedback has been taken, and further developments made, before sharing with pupils and parents for their feedback.

Aims and objectives

The aims of this policy are to:

- Identify the role and responsibilities of staff and individuals in providing for pupils with SEND
- Consider what Special Educational Needs and Disabilities are
- To help create an environment, curriculum and ethos which caters for those needs in line with the Special Educational Needs and Disability Code of Practice (2015)
- Consider current provision in light of current government guidelines at both Local Authority and National level
- Ensure that pupils, parents and families are involved and informed of ongoing assessment and provision.

Staff roles and responsibilities

All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Class teachers are responsible for identifying the needs of the pupils in their care and ensuring their needs are suitably met through the provision they provide.

The Headteacher is Mrs Chloe Holt

The Headteacher works with the Special Educational Needs Co-ordinator (SENCo) to ensure appropriate provision is made for pupils identified as having special educational needs.

The SENCo is Mr Terry Luke

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Key responsibilities of the SENCo include:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions (baseline/exit data)
- Attending network meetings, updating staff and liaising with and advising staff
- Referrals to, and liaison with, outside agencies
- Line managing TAs with responsibility for SEND
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN
- Mapping provision throughout the school
- Maintaining links and sharing information with secondary schools
- Analysis of pupil tracking data and test results at pupil progress meetings
- Assessing progress against individual targets through discussion with pupils/parents

The SEN Governor is Mrs Ann Scourfield

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

Definition of Special Educational Needs

A child has special educational needs if he/she has learning difficulties which calls for special educational provision to be made. All children may have special educational needs at some time in their lives. 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 which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age
- Exhibit persistent social, emotional and behavioural needs which adversely affects his/her learning opportunities.

All staff are responsible for identifying and providing for children who may have special educational needs and early identification is considered a priority. For pupils whose needs have already been identified within their EHC Plan these are reviewed annually (or sooner if needed).

Code of Practice

At Nether Stowey Primary School provision for pupils with Special Educational Needs or Disabilities is the responsibility of all staff. All teachers are the teachers of pupils with Special Educational Needs. We are committed to the early identification of SEN which then helps us to identify what provision individual pupils need. This support is a graduated response as identified in the Special Educational Needs and Disability Code of Practice (2015) as follows:

Provision for all

The child is identified as having an additional need which requires different provision. This need can be provided for through a broad and balanced curriculum. This will be identified on planning and the school provision map.

SEN Support

When it becomes clear that a child is failing to make appropriate progress within Provision for All/Universal Provision, additional support will be provided. This can be in the form of Wave 2 (small group catch up programmes) or Wave 3 (focused 1:1) interventions. A child does not have to be identified as having SEN to access this additional support. Interventions will be implemented that are different to or additional to those provided in the classroom provision for all.

A child can be moved to **SEN Support** through concern that, despite differentiated teaching, pupils:

- Make little or no progress, despite targeted teaching of weakness;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are affected by behaviour management strategies;
- Have sensory/physical difficulties and despite the provision of specialist equipment make little progress;
- Experience language, communication and/or interaction difficulties and despite experiencing a differentiated curriculum makes little or no progress.

There are four broad areas of need as identified in the Code of Practice (2015) they are:

- Communication and Interaction (C&I)

- Cognition and Learning (C&L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or physical needs

Our whole school provision map accessible on the website demonstrates the provision we are able to provide in each of the areas of need.

Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool.

The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place.

You can learn more about the Somerset Graduated Response at: [Somerset's SEND Local Offer](#)

Graduated Response (Assess, Plan, Do, Review APDR)

The class teacher will discuss his/her concerns with the SENCo who with the class teacher will have already begun to build a profile of the child's strengths and weaknesses. This may be achieved using observational assessment, discussions, formal assessment etc. This is important to establish the exact nature of the special need.

The information acquired will then be used to plan appropriate provision and monitor progress. We will record, on an APDR sheet the strategies used to support the pupil. The APDR will detail a child or young person's strengths and difficulties, how they like to be supported and who can help them in addition to short term targets which are set for the child and the strategies to be used to support success. It will indicate the outcomes which are recorded at review as well as the date for when this review will take place. The pupils and parents support in completing the APDR.

If the APDR review, or liaison between class teacher and SENCo identify a need for support, advice will be sought from Somerset Support Services or other appropriate outside agencies.

High Needs Funding

Where a child or young person's needs are exceptional and meet the Local Authority's criteria for additional resources, the SENCo is responsible for making an application for additional resources ensuring the pupil's needs are met. The Annual Review meeting will be central in monitoring the progress and provisions as well as planning future targets and support. An application for High Needs funding will only be made if there has been limited progress despite receiving individual support under SEN Support and if there is evidence of significant need.

Statutory Assessment for an Education, Health and Care Plan (EHCP)

For pupils who have been identified with complex needs and require significant multi-agency involvement, the Local Authority, in conjunction with the school and other agencies, can carry out a statutory assessment of a pupil which may lead to them issuing an EHCP.

Statutory assessment will only be considered if the pupil has demonstrated significant cause for concern despite considerable support via High Needs Funding and significant multi-agency involvement.

Partnership with Parents, Children and Families

We work closely with parents and recognise that supporting pupils with SEND, needs to follow a collaborative approach. We encourage an active partnership through:

- An ongoing dialogue with parents
- Parents evening meetings are held twice a year. Parents of children with special educational needs maybe invited to meet with the SENCo as well as their child's class teacher to discuss their child's progress
- Parents are welcome to contact the class teacher if they have a concern regarding their child
- We encourage children to take responsibility and have a key role in their learning. This is part of the culture of our school and relates to children across the school
- Pupil targets and achievements are shared with parents and families at parent's evenings and discussed regularly

Our website also links to the [Somerset's Local Offer](#). The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them.

We also share a SEND parent information report on our website. This has been written in collaboration with parents and children and gives further information of SEND at Nether Stowey Primary School (Appendix A).

Transition arrangements

The staff work closely with other schools to ensure that pupils transferring at the end of Key Stage Two, or at any point during their primary school career are well supported and carefully considered to ensure their needs continue to be met. The SENCo will liaise with other schools and provide current and relevant information pertaining to each pupil with regards their level of learning; specific needs and requirements; achievements; strengths and areas of concern. At the end of Key Stage Two, additional visits to the new school are planned for, and supported by, staff from Nether Stowey Primary School to help reassure vulnerable pupils.

Review Date:

September 2024