

East Somerset Federation



Bruton
Primary School



Upton Noble
C of E VC Primary

Special Educational Needs and Disability Policy

**Approved by the Governing Body of
The East Somerset Federation**

Signed: 

Date: September 2024

Date for Review: September 2025

The East Somerset Federation (Bruton Primary School, Upton Noble C of E Primary School and Ditcheat Primary School) has a named SENCO, Mrs Beverley Partridge (Bruton and Upton Noble) and Dawn Knight (Ditcheat) and a named Governor responsible for SEND – Mr Brian Lippitt. They ensure that the East Somerset Federation Special Educational Needs and Disability Policy works within the guidelines of the Special Needs Code of Practice (2015), the Local Authority's Offer and other policies current within the school.

This policy has been written by members of our school staff community, our Governing Body and a working party of parents.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age. Health care provision or social care provision is to be treated as special educational provision. (Special Needs Code of Practice 2015)

There are four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and develop self-esteem
- to request and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to ensure staff are equipped to meet a pupils' needs, through well targeted continuing professional development
- to ensure pupils with medical conditions are fully included in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to work in cooperation with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

How we identify, assess and provide for pupils with SEND

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

When any concern is initially noticed (by parents or school staff) it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of up to 6-12 weeks.

This is known as the Assess, Plan, Do, Review approach.

- **Assess:** Class teachers use assessment processes to identify any learning difficulties. We refer to the SEN identification criteria - please see our website.
- **Plan:** Teachers (with guidance from the SENCO) plan personalised interventions to address an identified difficulty.
- **Do:** Teachers or Learning Support Assistants (with guidance from the SENCO) carry out the learning with the child.
- **Review:** Class teachers ensure on-going observation and assessments that provide regular feedback about the child's achievements. This forms the basis for planning the next steps of the child's learning.

If no progress is noted after this time the child may be added to the school SEND register.

Children on our SEN register also have Individual Learning Plans, which identify small steps of progress. These are reviewed termly or sooner, where appropriate.

Children that make good progress over time may exit from the Special Educational Needs Register after consulting with parents and staff. The SEN identification criteria would be applied in this instance - please see our website.

The identification and assessment of the Special Educational Needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from Special Educational Needs. The school may approach the Ethnic Minority Achievement Support Service where appropriate.

Teachers (with guidance from the SENCO) respond to individual children's needs by:

- using a range of strategies to meet children's special educational needs
- having clear learning objectives and differentiating work appropriately
- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences

- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour/emotions and to take part in learning effectively and safely
- identifying any specialist equipment or resources that may enhance learning.

The Role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Ensuring that our schools follow our SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising Teachers and Learning Support Assistants.
- Overseeing the records of all children with SEND and complying with GDPR regulations
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Supporting teachers and Learning Support Assistants to ensure that classrooms are supporting the differing needs of the pupils
- Advising on appropriate resources that may enhance a pupil's learning.

Partnership with families

- All families of children with SEND will be treated as equal partners and given support to play an active and valued role in their child's education. Parents hold key information and have knowledge and experience to contribute to the provision that supports a child's needs. Parents that have concerns about their child's progress or difficulties are encouraged to share these with the school.
- Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. Children in our schools have an active role in writing their pupil profiles.
- At all stages of the special needs process, the school likes to keep families fully informed and involved. We take into account the wishes, feelings and knowledge of relatives at all stages. We have an open door policy which enables parents to liaise with the class teacher and SENCO, who are available to support parents as necessary.

The use of outside agencies

These services may become involved if:

- a child continues to make little or no progress despite considerable provision put in place, over a monitored period of time
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Has a medical need requiring professional advice, equipment and strategies.

They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. They will recommend strategies for supporting the child's progress in school and at home.

The role of the Governing Body

The Governing Body supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

The Governing Body reviews this policy annually and considers any amendments in light of the annual audit findings.

The SENCO and the named governor with responsibility for special needs also hold regular termly monitoring meetings to review and develop SEND provision.