


New Swannington Primary School



SEND Policy

Approved by Governors: 24/03/26
Issue Date: 24/03/26

Next Review Date	Actual Review Date	Reviewed By	Changes made to Policy	Date & Minute No.	Chair of Governors Signature
24/03/26	24/03/26	Board	SENCo – Sam Fuller SEND Governor – Andrea Cave	24/03/26 6 - 7	
24/03/27					

This policy relates to Special Educational Needs and Disabilities at New Swannington Primary School.

This policy and information is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and 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.

Aims

The aims of New Swannington Primary School are based on the values derived from the Statement of Principles adopted by the Local Education Authority and guided by the Code of Practice for Special Educational Needs and Disabilities.

The school provides a broad and balanced curriculum for all our pupils, including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. The school recognises that some children have barriers to learning that mean they have special needs and require particular action by the school. We recognise that children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND, takes account of the type and extent of the difficulty experienced by the child. To support these aims the following structures, systems and procedures are in place.

Admission Arrangements

Admission arrangements for maintained schools are determined by the Local Education Authority and for voluntary aided schools by the Governing Body.

Schools cannot refuse admission to pupils with Special Educational Needs or disabilities, without support plans, within their catchment area, nor discriminate against pupils out of catchment on the basis of their Special Educational Needs and disabilities. For pupils with an EHCP the LA determines admission, having regard to parental preference and in consultation with governing bodies.

Identification and Assessment of Pupils with Special Educational Needs and disabilities

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Pupils with Special Educational Needs and disabilities are identified as early as possible and plans put into place to support them.

A multistage process for identification, assessment and provision, in accordance with the Code of Practice, is established. This includes initial concerns which is monitored by the SLT and SENDCo.

Initial Concerns

'Initial concerns' is the first stage of the identification process. Children who are identified as needing extra provision are monitored by the class teacher and evidence is collated. A meeting between the class teacher and the SENDCo is arranged and parents are informed at this stage to contribute to the review of progress. If a child is identified as needing further provision, they will be placed on the school SEND

Record. This is always done in agreement with parents. Parents can also raise initial concerns by talking to their child's class teacher.

School Support

If our assessments show that a child may have a difficulty, we use a range of strategies that make full use of all available classroom and school resources. This identification process will enable the class teacher and SENDCo to decide whether a child will need further support. Appropriate provision will then be made to support the child's needs. If more support/advice is needed, we will consult parents/carers prior to any support being actioned. This may lead to discussion with the SENDCo about further outside agencies becoming involved and the child moving to a higher level of support. Each child on the SEN register will have a Pupil Passport detailing individual targets and support needed. These are reviewed at least termly and new targets will be set in collaboration with parents.

EHCP and Inclusion funding

The class teacher and the Special Needs Co-ordinator are supported by agencies from outside the school to provide diagnostic assessments, advice and support.

Statutory Assessment - The Local Authority considers the need for a statutory assessment and, if appropriate, makes an interdisciplinary assessment. The Local Authority next considers the need for an assessment of Special Educational Needs and Disabilities and, if appropriate, produces an EHCP and arranges monitors and reviews provision. EHCPs are reviewed annually in collaboration with parents, pupil, class teacher, SENDCO and any outside agencies.

All pupils are welcomed and valued at New Swannington Primary School however, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multiprofessional and parental agreement a move to specialist provision is necessary to meet their needs.

Record Keeping

A clear common system of record keeping, and communication is established with our Primary schools and High schools to ensure that pupils' Special Educational Needs and Disabilities are known to us at transfer and are known to schools to which they will transfer. Regular meetings are held between SENDCos in the Development Group and between SENDCos to aid smooth transition between Key Stages.

Staffing

Our Special Needs Co-ordinator is Ms Sam Fuller.

Her responsibilities are:

- the day-to-day operation of the school's Special Needs and Disabilities Policy;
- supporting and advising class teachers and support staff;
- taking the lead in managing and evaluating provision for pupils with Special Educational Needs and reporting this to the Governing Body;
- working with parents of pupils with SEND;
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical, social services and voluntary bodies.

Special Needs issues are regularly discussed at staff meetings and Governing Body meetings.

All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between them and specialist staff are established.

Organisation of Support

We make every effort to achieve maximum integration of pupils with SEND and their peers, while meeting pupils' individual needs. Teachers provide learning opportunities for all children within this environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with Special Educational Needs and Disabilities) have full access to the National Curriculum.

The structures and systems in place

- Differentiated provision in lessons and differentiation of resources.
- Small group tuition to raise attainment (which include but are not limited to, Motor skills groups, Speech and Language groups, Precision teaching).
- Additional classroom support to increase curriculum access and pupil achievement.
- Support for Physical disabilities during Physical Education.
- Small ICT groups using specific programmes to support children with literacy and numeracy difficulties.
- Support with personal needs e.g. self-help or toileting.
- Life skills groups to develop skills for independence and adulthood.
- Targeted work with the Family Link Worker or Family Support Worker.

Resources for Special Educational Needs

Classroom assistants are deployed to work with pupils, to meet the pupils' targets and work alongside classroom teachers to discuss next steps and provision.

The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore takes account of individual needs. Resources include a wide range of books, materials and tasks to suit pupils of differing abilities, an appropriately stocked Special Needs resource base and library provision which reflects the needs of pupils with Special Educational Needs and Disabilities.

The school building provides easy access for all pupils.

Disability Equality Scheme

The school has a Disability Equality Scheme which follows the 6 general duties set out by the 2006 Disability and Discrimination Act. This ensures that pupils have equal access to all areas of the curriculum and that provision is made to include them fully in school life.

SEN Budget

The delegated SEN budget is used to provide learning support, designated management time for SENDCo, training for staff, help and advice from external agencies which includes specialist assessments of children and teaching resources. The school budget supplements this allocation to ensure pupils' needs are met.

External Support

The school has a school nurse within the District Health Authority to whom referrals are made in accordance with the Procedure for assessment. We also work with the following services:

- an Educational Psychologist;
- Specialist Teaching Service - staff specialising in supporting pupils with hearing impairment, visual impairment, autism, learning difficulties, specific learning difficulties and physical impairment;
- Special Educational Needs Assessment Service;
- Speech Therapy;
- Physiotherapy; • Occupational Therapy;
- Medical professionals.

Governing Body

The Governing Body will use its best efforts to ensure the best possible provision for Special Educational Needs and Disabilities in this school. All governors are aware of their responsibilities for SEND. They are kept fully informed and discuss Special Needs issues regularly. The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND. The Head Teacher reports information and updates about SEND to the Governing Body in her termly report.

The nominated governor for Special Educational Needs is Mrs Andrea Cave. The Governing Body evaluates the success of the education we provide using the following criteria.

- The existence of accurate up to date record keeping.
- The number of review meetings held at regular intervals.
- The number of parents attending review meetings.
- Parental requests for the school to be named on the pupils Statement of Special Educational Needs and Disabilities.
- Number of pupils remaining at a stage of assessment or reverting to the previous one.
- Number of pupils for whom a plan is no longer necessary.
- Budget allocated to pupils without plans.
- Special Educational Needs and Disabilities policy review.
- OFSTED inspection reports and the LA review process.
- Inclusion of Special Educational Needs issues in development planning.
- Time allocated to planning for pupils with Special Educational Needs and Disabilities.

Pupil Involvement

In our school, we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates to children of all ages. Teaching staff discuss progress and individual targets with individual pupils regularly. Each child takes part in the review cycle through pupil interviews. At these interviews pupils are encouraged to identify their strengths and weaknesses and also areas of improvement and enjoyment. We recognise success here as we do in any other aspect of school life.

Parental Involvement

The school works closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents' views are sought at parent evenings and are considered when passports are prepared and targets are set. Targets are shared with parents and staff are available to advise on how parents can support their child at home. Parents are also involved in the reviewing of targets and are invited to join in meetings for feedback of diagnostic assessment or observations.

The school's annual report contains a report of any amendments made or proposed to our Special Educational Needs policy. Parents are invited to offer their views on Special Educational Needs and Disabilities provision during parent's evenings as well as through regular parental questionnaires.

Complaints Procedure

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most difficulties can be resolved in this way but if this does not happen, parents may raise concerns with the head teacher. If necessary, parents may then take their complaint to the Governing Body. See Complaints policy.