

# Sexton's Manor Community Primary School

## Special Educational Needs & Disability (SEND) Policy

**Think, Believe, Achieve**

<b>Initial policy adopted:</b> October 2021	
<b>This policy was last reviewed in:</b>  October 2025	<b>Signed:</b>  Richard Selby
<b>Date Approved by Governing Body:</b>	
<b>NEXT REVIEW DUE:</b> September 2026	

### **1. Introduction**

This policy adheres to the *Department for Education: Special Educational Needs and Disability Code of Practice [SENDCoP] (2014)*. Bury Partnership Schools are committed to giving all pupils the opportunity to achieve high standards. The policy is in keeping with the school's aims; its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having special educational needs and/or disabilities [SEND]. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

We offer a curriculum which ensures the best possible progress for all our pupils, regardless of their needs or abilities. Not all pupils with disabilities have special education needs and not all pupils with special educational needs meet the definition of disability, however, this policy covers all of these pupils.

#### **1.1 Definitions**

**Annual Review:** the review of an EHC plan which the Local Authority must make within a 12-month period.

**Core Offer:** The provision that we, the school, make available to SEND pupils.

**Education, Health and Care Plan (EHC Plan):** An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has significant SEN or a disability. It is drawn up by the Local Authority after an EHC Needs Assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.

**Graduated Approach:** A model of 'Assess-Plan-Do-Review' [A-P-D-R] at settings, schools and colleges to help children and young people who have Special Educational Needs make progress. This approach recognises that there is a continuum of Special Educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Local Offer:** Local Authorities in England are required to set out their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are disabled, including those who do not have EHC Plans. Local Authorities must consult locally on what provision the Local Offer should contain.

**Early Years Foundation Stage:** This sets out clear, full and statutory entitlement to learning for children up to the age of five, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**National Curriculum:** This sets out clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Parent:** Under Section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.

**School Support:** Status for a pupil receiving provision due to SEND. This means that are on the 'SEND Register'.

**Special Educational Needs and Disability Coordinator (SENDCo):** A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision.

**Special Educational Provision:** Special educational provision is provision that is different from or additional to that normally available to pupils of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.

## **1.2 What is SEND?**

A child or young person has Special Educational Needs and/or a Disability [SEND] if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age. Or
- have 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 or mainstream post-16 institutions.

Special educational provision will be matched to the child's identified Special Educational Need and/or Disability.

Children who have SEND are generally described in the following four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

### **1.3 Principles and Objectives**

The principle objectives of our SEND policy are as follows:

- To ensure that all pupils with special educational needs and disabilities are identified at an early stage so that their needs are met.
- To ensure that high-quality teaching is embedded into class pedagogy and that teachers are held accountable for the progress and attainment of all pupils, whether or not they have additional needs.
- To ensure that all pupils access the cultural capital within a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.
- To encourage an effective parent partnership to ensure that parents know about the support their child receives and communication between parents and school is effective.
- To enable all staff to have a role in identifying pupils with SEND and to take responsibility for recognising and addressing their individual needs.
- To ensure that all pupils with SEND are able to participate in all activities of the school (*Equalities Act; Disability Discrimination Act, 2010*).
- To promote effective partnership and to involve external agencies where appropriate.
- To encourage the whole school community to demonstrate an inclusive attitude towards SEND.

## **2. Roles and Responsibilities**

At this school, a pupil has SEND where their learning difficulty and/or disability calls for special educational provision, namely provision that is different from, or additional to, that normally required by pupils of the same age. Providing high-quality teaching to the whole class reduces the number of pupils who require such support. The school will assess each pupil's skills and levels of attainment on entry, building on information from previous settings and parents where appropriate. We will consider evidence that a pupil may have a disability under the *Equality Act (2010)* and what reasonable adjustments may need to be made for them.

All teachers are responsible and accountable for the progress and development of pupils, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. High-quality teaching is the first step in responding to pupils who have or may have SEND.

Special Educational Needs and Disability Coordinator (SENDCo):

The SENDCo in our school is Mrs L. Orchard, a qualified teacher who holds the National Award for SEN Coordination. The SENDCo has responsibility for co-ordinating SEND provision and will be involved in strategic development of the SEND policy. The SENDCo is responsible for the day-to-day operation of the policy: oversight and promotion of the school's Core Offer; monitoring and reporting upon progress of pupils with SEND; additional provision for pupils with an EHC Plan and working closely with staff, parents and other agencies. They attend relevant SLT meetings for the SEND perspective upon whole-school strategic development.

Headteacher:

Mrs K Steele has overall responsibility for the strategic development of the SEND policy and provision and management of staff and resources. She will keep the Governing Body informed and works closely with the school's SENDCo.

Safeguarding, Pupil Premium and Children in Care (CIC):

The member of staff with responsibility for Child Protection is Mr J Murray. The alternate members of staff are Mr J. Murray, Mrs K. Steele and Mrs. D. Ballam. The Governor with responsibility is Mr R. Selby.

SEND Governance:

All Governors have a responsibility to promote inclusion and ensure appropriate provision is made for pupils with SEND by the school (*Governance Handbook, 2019*). The Governor with particular responsibility for SEND is Mrs. A. Wainwright. The governor with responsibility for SEND will liaise regularly with the SENDCo about developments in SEND, undertake monitoring to ensure that statutory requirements for pupils with SEND are being met and report information back to the Governing Body.

The Governing Body is responsible for ensuring that the school fulfils its statutory duties and will review this policy having regard to the SEND Code of Practice. It will ensure that governors receive appropriate training to fulfil their roles. It will review this policy having regard to the SENDCoP (2014). It will hold the Headteacher to account for the provision and outcomes of children with SEND.

### **3. Processes**

#### **3.1 Admissions**

This school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parent's views will be considered carefully by local authority staff. Parents who wish to see if this school is suitable for their child can find details of our local offer and the Bury Schools Partnership Offer for pupils with SEND on our website ([www.sextonsmanorschool.com](http://www.sextonsmanorschool.com)) or request a copy of the SEND Information Report from the School Office.

#### **3.2 Graduated Approach**

The school is committed to early identification of SEND and adopts a graduated approach in line with the SENDCoP (2014). A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCo and parents (as appropriate) in order to decide whether additional and/or different provision is necessary. Triggers for school support are used for the identification of SEND. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action to that of a class teacher's differentiated lesson and normal support plan. If a pupil previously identified as having SEND has made progress and no longer requires additional provision, they will continue to be monitored each term to review whether this continues to be appropriate.

Provision and/or action that is additional to, or different from, that available to all pupils will be recorded in the Pupil Passport. This will be written by the class teacher in consultation with the pupils, parents and carers and, where appropriate, the SENDCo. It may also involve consultation and advice from external agencies. Provision may take many forms in order to meet individual needs and may include: 1:1 provision (usually children with an EHC plan), general classroom support and small group work with Learning Support Assistants or teachers (under the class teacher's guidance).

The Individual Learning Plan will set targets/interventions for the pupil and will detail:

- The area of SEND need
- Targets/interventions/resources required to meet the needs
- Who will deliver interventions and the frequency of these
- The review/impact of the targets/interventions

The Learning Plan will be reviewed on a termly basis and the outcomes as part of the Graduated Response.

#### **3.3 English as an Additional Language**

A child must not be regarded as having a learning difficulty solely because the language in the home is not English. Where children with English as an Additional Language (EAL) are considered to have special needs, further action takes place using the aforementioned process.

### **3.4 Provision and Funding**

Universal: High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Targeted: Additional programmes of support, in groups or individually, will be provided to pupils according to their needs.

Specialist: External advice and/or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources as part of its Core Offer to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for high needs funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources.

**All teachers are teachers of children with SEND.** A number of support staff have received training in specific SEND provision and the Headteacher will deploy staff appropriately. As part of ongoing professional development, the Headteacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

### **3.5 EHC Plans**

A referral to the Local Authority for an Educational Health and Care Needs Assessment may be requested by the child's parents, the SENDCo or Headteacher or by other professionals acting in the interests of the child. A referral from the school will be made when a child's progress continues to give cause for concern, with evidence that strategies and intervention programmes have been in place for a reasonable period of time, e.g. two 'cycles' of A-P-D-R, without success. This should be done with the knowledge and agreement of the Parent/Carer. The referral will be as laid down in the SEND Code of Practice 2014 and will be subject to an Annual Review.

### **3.6 Complaints Procedure**

The Governing Body will ensure that anyone who wishes to make a complaint in relation to SEND, whether they have an EHC Plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school complaints procedure. In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint, they should contact the Headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, they could ask the Department for Education's School Complaints Unit to take up the matter.

### **3.7 Partnership with Parents and Stakeholders**

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Speech and Language Therapists [SaLT];
- Occupational Therapists and Physiotherapists;
- Paediatricians and Child Development Centre;
- Medical Specialists;
- School Nurse;
- Specialist Education Services;
- Educational Psychologists;
- Child and Adolescent Mental Health Services (CAMHS);
- Primary Mental Health Worker;
- Pupil Referral Unit Outreach;
- Others as appropriate.

### **3.8 Transition Procedures**

The SENDCo and Early Years staff will liaise with pre-school settings to arrange Transition Plans for pupils with statements / EHC plans (and other pupils with SEND who may benefit from a personalised transition plan). The SENDCo and class teachers will liaise with staff from receiving schools on transfer when leaving Sexton's Manor. There will be an enhanced transition to secondary school coordinated by the receiving school. This will take place in the summer term before transfer takes place or as soon as we have been informed that the child has moved to a new school if it is not at the 'usual' transfer time.

We will engage in regular liaison to share information and familiarise pupils with the new school environment which will include visits by pupils and meetings between staff and parents as appropriate. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education [Pupil Information] Regulations (2000).

### **3.9 Criteria for Evaluating the Success of the SEND Policy**

Regular meetings are held between the SENDCo, Headteacher and all staff to evaluate the effectiveness of both policy and practice. The School Self-Evaluation of Special Educational Needs Provision document will reflect the policy and provision.

## **4. Contacts**

Special Educational Needs and Disability Coordinators: Mr J Murray and Mrs M Barrow

Head of School: Mr J Murray

Governor with responsibility for SEND: Mrs. A. Wainwright

Chair of Governors: Mr R Selby

Local Authority: Suffolk County Council

SuffolkLocalOffer:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=B67B8447DF7F5077C20EB4BED8634C92?localofferchannelnew=0>

This policy has been written in conjunction with the Bury Schools Partnership ([www.buryschoolspartnership.co.uk](http://www.buryschoolspartnership.co.uk))