

# Special Educational Needs and Disability Policy



*Policy Approved: June 2022*

*Date of Review: June 2025*



## Rationale

At Stoke Holy Cross Primary School, we are committed to providing a full and effective education to all pupils and we embrace the concept of equal opportunities for all. This policy and our Information Report (published on our website) aims to provide information on the provision for pupils with Special Educational Needs and Disabilities (SEND). We hope that both documents also explain the roles and responsibilities of everyone involved in supporting our pupils with SEND.

At Stoke Holy Cross we feel strongly that every teacher is a teacher of SEND. As our latest Ofsted Report states “Pupils with special educational needs and/or disabilities (SEND) are well supported. They are making good progress from their individual starting points.” Pupils are treated with respect and dignity. We have high aspirations for all and as our school vision states, we are all ‘*Learning Together*’.

## Legislation and Guidance

This policy and the 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.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools’ responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCOs) and the SEND Information Report.

## Objective

To provide the structure for a learner-centred approach that engages the pupil, family, school, and other professionals in planning for and implementing high quality, needs led provision, that is consistent across the school. This is to ensure that our learners can access the same opportunities for learning and social development, achieving maximum progress and promoting their well-being.

## Aims

- Develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective strategies to support those with SEND. This supports our school vision of ‘*Learning Together*’.
- Employ a collaborative approach with learners with SEND, their families and other professionals as needed.
- Set appropriate individual targets that are based on prior achievement, high aspirations and the views of the learner and the family.
- Share expertise and good practice across the school and with other schools in the area.



- Make efficient and effective use of resources available.
- Have regard to the Code of Practice (2014) for the identification, assessment, support, and review of special educational needs.
- Plan for effective transitions.
- Adhere to the requirements of the Equality Act (2010) and the Children & Families Act (2014).
- Follow guidelines detailed by Norfolk County Council.

## 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, their peers.

## How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide quality first teaching (QFT) and learning opportunities that are appropriate for an individual's needs. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Please note, that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Where pupils continue to make inadequate progress despite support and QFT, the class teacher will work with the SENDCO and the parents/carers to identify the learning difficulties and set targets (often through a learning conversation). Together, they will use the 7 C's Assessment Tool, a strengths-based approach that aims to help define barriers to learning and inform future action.

If their learning difficulty, as stated above is significant and continues to impact on their school life, and there is a need for support that is additional to or different from their peers then the child will be added to the SEND record, with parent/carer permission. This will allow us to closely monitor the child's progress carefully, and in some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. For more details, see our 'step' approach, described later in this document.

## Areas of Special Educational Need

We welcome pupils with a range of needs as described by the following four categories:

### 1. Communication and Interaction

This can mean that a child has a speech, language, and communication need (SLCN) e.g., they have difficulty making themselves understood or in understanding the meaning of some or much of what they hear or read.



This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, forming friendships, change in routines...

## 2. Cognition and Learning

Children with these difficulties will learn at a slower pace than other children and may have difficulties developing English or Mathematical skills or understanding new concepts. Those with cognition and learning often have difficulties with their memory and benefit from pre-teaching and overlearning when faced with new concepts. Learning needs may be in addition to or because of other special educational needs. Children with a specific learning difficulty (SpLD) have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing). Self-esteem can become impacted with children that have these difficulties and as a result, this may be displayed through challenging behaviour.

## 3. Social, Emotional and Mental Health Difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn, isolated, or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder e.g. Attention Deficit Hyperactivity Disorder (ADHD).

## 4. Sensory and/or Physical Needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the Equality Act (2010). Others will require special educational provision; this is identified in the SEN Code of Practice.

For more information on the four broad areas of need, please see the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

## Graduated Approach

We follow the graduated approach and the four-part cycle of assess, plan, do, review. In our school we are using the 7 Cs Learning Assessment tool to help identify pupil strengths and barriers to learning. The 7 Cs Learning Tool provides a language of assessment that the whole school community can use. Based on this approach, discussion with the child, parent/carer and teacher (through a learning conversation) a learning plan with the following information will be created:

### Assess

In identifying a child as needing SEN support, the class teacher will carry out an analysis of the child's needs. This will draw on teacher assessment, previous attainment and progress, individual development compared to the child's peers and national data, as well as views and experiences of parents/carers and the child. Most importantly, children's strengths and interests will be captured at this stage.

### Plan

Where it is decided to provide a child with SEN support, the class teacher and SENDCO, in consultation with parents/carers, will agree what adjustments, support and intervention will be put in place. This will include expected impact on progress and development, with a clear date for review. All teaching staff and teaching assistants working with the child will be made aware of their needs, the outcome sought, the support provided, and any teaching strategies required. The support and intervention provided will be planned to meet the needs of the children and be provided by staff with sufficient skills and knowledge.

### Do



The class teacher will remain responsible for working with the child daily. Where the intervention involves a group or one to one support away from the classroom, the class teacher will retain responsibility for the pupil. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of the intervention and how to incorporate this into the classroom. The SENDCO will support the class teaching in further assessments and advising on the effective implementation of support.

### Review

The effectiveness of support and intervention and the impact on pupil's progress will be reviewed termly. The impact and quality of support will be evaluated along with the views of parents/carers and pupils. The class teacher, in discussion with the SENDCO will revise support in view of the child's progress and decide on any change to the support and outcomes in consultation with the parents/carers and the pupil. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist. The school will consult with parents/carers before involving a specialist.

## Types of SEN and the 'step' approach

**SEN Support** – children that require support that is additional to and different from their peers.

**EHCP (Education and Health Care Plan)** – children that have a significantly higher level of SEND. An EHCP is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

Stoke Holy Cross Primary School uses a 'stepped' approach to identifying and planning for special educational needs (please see Appendix 1 for a flowchart):

### STEP 1 – Scaffolded work during their school life

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. This will require scaffolded work prepared for them by their class teacher and delivered in conjunction with the support staff, which will be additional to and different from the curriculum available for most children of their age. As with all pupils, progress at this stage will be tracked three times per year by the schools tracking systems (including Progress Meetings) and parents/carers kept fully informed.

### STEP 2 - Interventions through tracking and discussions

The SENDCO and Headteacher, in collaboration with class teachers, will arrange for specific interventions to be undertaken. These will support delay in the areas as outlined in the Code of Practice (2014). Early identification of need is key and so it is to be expected that there will be more interventions in the earlier years, which should then be reduced later. Where appropriate, pupils will be assessed at the start and end of an intervention and progress and impact monitored. Teachers will meet regularly with the teaching assistants (TAs) delivering the intervention to discuss areas for development and progress, if unable to meet, TAs to inform teachers of successes and next steps using the TA Feedback sheet. Any interventions, as a result of whole class feedback sheets should be addressed as close to the lesson as possible. Parents/carers will be informed by class teachers if their child is receiving additional support. If these short-term interventions and adjustments fail to have significant impact on narrowing the gap for children, then a pupil's needs will be recorded on the SEN record with parent/carer consent.

### STEP 3 – Identification of SEND

Once a potential special educational need is identified, four types of action will be taken to put effective support in place using the graduated approach and 7 Cs Assessment as seen earlier.

Specialist Services and teachers with additional specialist qualifications may be called upon to assess children and to provide specific programmes to be followed by all adults coming into active learning situations with the child. We



use EPSS Educational Psychologists, ASD Outreach and Communicate SALT as common sources of external support. Where a pupil is receiving SEN Support, school will contact parents/carers at least termly to set goals using the 7 Cs Learning Assessment tool and discuss the activities and support that will help achieve them, review progress, and identify the responsibilities of the parent/carers, pupil and the school. The SENDCO and class teacher will meet termly (or as often as required) during pupil progress meetings to discuss the impact of strategies and support.

#### STEP 4 – Formal assessment

Should children still not be making appropriate progress at an acceptable level after at least two graduated cycles, the formal assessment procedures for an Education Health and Care Plan could be considered if appropriate by the SENDCO in conjunction with the parents/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority: [Norfolk County Council SEND Local Offer](#). This would be if a child had significant and complex needs.

### Broad and Balanced Curriculum

All pupils have equal access to the curriculum and are included within the school as a whole. We consider the classroom as the most appropriate place for children with SEND to be. There may be times that pupils may be withdrawn to a quiet space for specific teaching. This will be for short periods only. Integration needs are monitored closely between the class teacher and the SENDCO.

### Funding Intervention and Support

The amount of money allocated to Stoke Holy Cross Primary School for SEND differs each year. The money is spent providing classroom support and resources. The top up funding system is managed by the Virtual School. There is a further allocation from the Local Authority which can be distributed as a top up fund when there are children who require additional help exceeding the funds available to the school. Generally, this would be in cases where communication needs are exceptionally high, or behaviours are likely to result in harm to self or others. This is accessed via a banding system for children with an EHCP or application for those without. The funding is extremely limited and difficult decisions must be taken as the demand on the fund is high.

### Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We endeavour to make sure these periods of change are managed in a sensitive way to provide continuity of quality provision and reassurance to our pupils and families.

During the last term of each academic year, transition planning meetings will take place for all children changing class within the same school. Current teachers will meet new teachers. These meetings are to discuss the child's strengths, interests, and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where the child will be starting a new school, wherever possible, the SENDCO and teacher(s) at the child's school will meet with the new school. Information will be shared with the new school at transition planning meetings and passed to the new school when the child transfers to inform future decisions about how best to support and develop the child's wellbeing, skills, and learning.

If the child has an EHCP, the SENDCO and teacher from their new school will be invited to the annual meeting. This will be held before the child transfers to their new school.



## Starting School

Before a child starts in Reception, staff from school may arrange to visit a child in their pre-school setting, at home or both. Home visits provide the opportunity for staff to meet the child in an environment where they are most comfortable and for parents/carers to ask any questions they may have about the transfer. Visits to the pre-school setting allow the child's new teacher to see how he or she interacts with other children. Additionally, the child is likely to be invited to attend sessions in their new school. This will provide an opportunity to meet their new friends and teachers, and to find out about things that are important to them.

## Changing Year Groups

During the summer term, all children moving to a new class within the same school will meet their new teacher, in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

## Information for Parents/Carers and the Child

Children may be given a selection of photographs to take home and share with parents/carers. These are likely to be of the adults the child will meet regularly and places around the school or classroom that the child will need to know about.

## Support for Parents/Carers

We are keen to provide support for parents/carers who may be anxious at this time. If parents/carers would like additional information, meetings, or support to visit new schools please speak to the SENDCO. An impartial support service is also available to parents/carers of children with identified special educational needs or disability from the Norfolk SEND Partnership Service - [Norfolk SENDIASS](#)

## Roles and Responsibilities

The SENDCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those with EHCPs. Regular meetings are held between the SENDCO and Headteacher to review provision and allocate support. Termly reports are sent to the Governors, giving information about SEND within the school.

## Expertise and training of staff

Our school SENDCO has successfully completed the National Award for SEN Coordination within three years of coming into post. The school SENDCO regularly attends Inset training and Network sessions that are appropriate to the school needs and their own professional development.

We have a team of teaching assistants and teachers who are trained to deliver SEN provision.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school offers a range of training opportunities including more recent ones such as:

- o Medical needs/health awareness training for all staff e.g. diabetes, epilepsy, asthma, allergies, etc.
- o Makaton training



- Working with children who have physical difficulties
- Working with Pupils with Visual Impairment
- SENCo training
- Autism training
- ADHD training
- 7 C's Assessment
- Lego Therapy
- Speech and language training
- Regular training for TA's who deliver interventions e.g. Neli, Talk Boost...

## Admissions

We have an 'inclusive approach'. Any child who has been identified as having SEND, prior to admission would be registered as such. A file would be opened to monitor his/her progress and to manage the graduated approach. No pupil will be refused admission to school because of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. We will empower parents/carers to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

## Complaints Procedure

If any parent/carer feels dissatisfied with the arrangements for or the treatment of their child who has SEND, they should first contact the class teacher. If parents/carers still have concerns, please make an appointment to discuss this with the SENDCO. If the matter is unresolved, they should make an appointment to see the Headteacher. If they are still unhappy, they can ask for a copy of the complaints procedure which explains how to make a formal complaint.

## Monitoring and Review

This policy and information report will be reviewed by the SENDCO annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## Links with other policies and documents

This policy links to the following documents:

SEND Information Report

Accessibility plan

Anti-Bullying Policy

Assessment Policy

Attendance Policy

Behaviour policy



Behaviour for Learning Policy

Equality information and objectives

Intimate Care Policy

Safeguarding Policy

Supporting pupils with medical conditions policy



Appendix 1: External Support/SEN Flowchart:

