



**Sandhill Primary School**  
**Special Educational Needs and Disability Policy (SEND)**

**Our Mission**

‘At Sandhill Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.’

**Our Aims:**

- Each child will be given the opportunity to achieve their personal best and to become a confident learner.
- To provide a broad, balanced and enriched curriculum.
- All children in Foundation Stage and Key Stage one can access a full range of activities through which they can develop and learn through play.
- To identify pupils with special educational needs and ensure that their needs are met.
- Children with SEND are recognised as individuals and their individual needs are met.
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- Parents are informed of children’s special needs and involved in planning and reviewing their provision.
- There is effective and frequent communication between parents and school.
- Parents are fully informed about decisions for their child and will be involved in decisions about their learning.
- All staff are fully informed about all the ways we provide for children with special needs.
- We promote effective partnership and involvement with outside agencies when appropriate.

The Acting Special Educational Needs and Disability Co-ordinator (SENDCo) is Mr James Haywood. Reports are sent to the Interim Executive Board via Headteacher’s reports and SEND updates.

The Governing Body has agreed with the LA admissions criteria in accordance with the Disability Discrimination Act which do not discriminate against pupils with SEND or disabilities, and its admissions policy has due regard for the guidance in the Code of Practise.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

### **The role of the Special Educational Needs Co-ordinator (SENDCo).**

The Acting SENDCo, Mr James Haywood, is responsible for co-ordinating provision, and works in close collaboration with class teachers, teaching assistants, and the Parent Support Adviser. Teaching assistants under the guidance of the SENDCo and class teachers, provide support for pupils with SEND in small groups or on a one to one basis, to meet the specific needs as detailed in their Support Plan. Pupils with more complex needs will have additional provision allocated determined on individual needs.

The SENDCo and teaching staff seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils achievements and by setting targets for improvement. The SENDCo collaborates with staff so that the learning of all children is given equal priority and available resources are used to maximum effect. Regular assessments require the staff to analyse the schools provision of intervention groups and the children being targeted by these groups using staff expertise to maximum effect.

The key responsibilities of the SENDCo include:

- Early identification of children with SEND
- Liaising with parents and carers
- Liaising with and supporting colleagues
- Liaising with outside agencies including the LAs support and educational psychology services, health and social services
- Co-ordinating provision for children with SEND
- Reviewing the Support Plans for each child on the SEND register at least once every term.
- Ensuring that appropriate records are kept for children with SEND Support and with Education, Health and Care plans (EHCPs)

### **Identification and Assessment of pupils with SEND**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015.

Children's needs are identified through:

- Parental discussion and concerns
- Concerns from pre-school settings
- Concerns from staff members
- Academic assessments
- Year One Phonic Screening
- Routine health screening

## **The Graduated Approach to identifying SEND**

1. A child will be identified using an initial cause for concern form.
2. The SENDCo will then support the teacher with choosing an appropriate intervention. The level and time period of intervention will be agreed between the class teacher and SENDCo, which will be appropriate for the individual child. This will be identified on the school's provision map.
3. If still no progress/change the SENDCo will discuss with other adults (who work with the child) as to whether another intervention would be suitable. This will also be identified on the school's provision map.
4. If progress is still limited or it is decided intervention work should continue, a Support Plan, for the child, will be put into place. This will constitute the child as being on the SEND register, following parental consent.
5. Where deemed necessary the appropriate agency will be contacted, again following parent/carer consent. Staff will act upon the advice given.
6. If still no improvement after agencies being involved or if the child's needs continue to exceed those which can be met under SEN support, the SENDCo will request an education, health and care needs assessment.

*\* At Sandhill primary school we realise a child can have both SEND and be in receipt of Pupil Premium, therefore a child with an initial concern will be placed on a list and monitored through the Provision Map, which identifies Pupil Premium children (additional information can also be found in the school's Pupil Premium Policy).*

If the range of evidence collected suggests that the learner is not making the expected progress the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. There is no need for pupil to be registered as having SEN unless the school is taking additional or different action. Pupils with disabilities but no special needs will be recorded on the school's medical register. Once a need has been identified, the relevant agencies will carry out the necessary diagnostic assessments.

## **Access to the curriculum**

We are following the national guidelines of inclusion for all children. In whole class work teachers will involve and support all pupils by differentiated questioning, by demonstrating skill in action and by reinforcing key points. All staff are fully aware that children need to be taught in a visually, kinaesthetically and auditory manner to address all learners. Some children will require pre-tutoring or may work in a small group at their level and pace.

Provision/action that is additional to or different from that available to all will be recorded on a Support Plan. This will be written by the class teacher in consultation with other staff, parents, pupils and carers where appropriate. It may also contain advice from external agencies.

The Support Plan will set targets for pupils and will detail:

- The short-term SMART targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- The review date for the plan
- Resources needed.

The school focused plan will be reviewed at most termly. Parent and carers will be invited to participate in the target setting and reviewing process. Parents will be kept fully informed about the involvement of external agencies and proposed interventions.

For pupils who have Education, Health and Care Plans (EHCPs), their progress will be reviewed annually and a report provided for the LA. The SENDCo will liaise with the SENDCo in transition schools to ensure that effective arrangements are in place to support pupils at the time of transition.

### **Complaints procedures**

If parents are concerned about the provision for their child they should discuss it with appropriate members of staff. The head teacher or SENDCo will record all complaints and respond appropriately.

### **Annual Report to Governors.**

The IEB will liaise with the SENDCo over provision and development of SEND. The following information will be collected annually and reported back to governors:

- The number of pupils identified with SEND
- Resources and provision
- Any significant developments
- Number and nature of any complaints.

Reviewed March 2021

James Haywood – Acting SENDCo