

Introduction

At Edmund de Moundeford Primary School, we aim to provide a broad and balanced curriculum for all children. The National Curriculum (or EYFS framework for Reception children) is our starting point for planning how to meet the specific needs of individuals and groups. Teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning and require particular action by the school. They may need additional or different help from that given to other children of the same age, hence the term Special Educational Needs and Disabilities (SEND).

The Children and Families Act 2014 states that:

A child or young person has SEN 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 a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These requirements might arise from a health issue, for example problems with hearing, or as a consequence of a child having special educational needs, such as dyslexia. The term SEND also includes children whose behaviour acts as a barrier to successful learning and those identified as having ADHD etc. This policy does not include Gifted and Most Able children.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced.

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed, and provided for.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education, through cooperation between staff and parents/guardians.

Educational Inclusion

All pupils shall be given equal opportunities irrespective of race, religion or belief, culture, gender, academic ability, disability, family circumstances, socioeconomic background, gender reassignment, pregnancy, maternity, or class. Where appropriate, the curriculum will be modified to ensure equal access for all pupils. (See the Equal Opportunities policy for more information.)

Through appropriate curricular provision, we respect that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate, and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Types of SEND Support for Children

Pupil Passports (PPs)

Pupils on the school's SEN register will be given a **Pupil Passport (PP)**. This records a child's strengths, areas of need, any additional resources required, and their targets.

Examples of reasons for issuing a PP include:

- The child continues to make little or no progress in the targeted areas and/or continues to work substantially below the expected standard for children of a similar age.
- The child has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the rest of the class.
- The child has sensory or physical problems—such as a hearing impairment and requires significant changes to the learning environment such as a hearing loop system in order to access learning.
- The child has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum and additional interventions.

The class teacher must discuss with the **SENDCO** if a child is being considered for a pupil passport (pp) . The SENDCO will inform parents, invite them to a meeting with the class teacher to help write the PP, and include a teaching assistant if appropriate.

The full co-operation of the parents/guardians is important for the smooth running of the process.

There is a school format for writing the PP. It will record only provision that is in addition to, or different from, the differentiated curriculum in place as part of normal provision. The PP will also set targets. These targets should be:

- Specific
- Measurable
- Achievable
- Relevant
- Time-based

Parents/guardians should be advised as to how they can help to support their child and the teacher must explain how the school is supporting their child. The child or young person will also be involved in the writing of the PP.

PPs will be updated and shared with parents at least once per term.

Education Health and Care Plans (EHCPs)

Occasionally, if a child with a Pupil Passport continues to experience significant difficulties despite receiving support through the assess, plan, do, and review cycle, the school, parents, and other professionals (e.g., educational psychologists) may consider requesting that the local educational authority (LEA) conduct a statutory assessment of the child's special educational needs. Based on this assessment, the LEA may determine that the child requires an Education and Health Care Plan (EHCP) if the level of the learning difficulty and the provision needed to meet the child's needs justify it.

All EHCPs must be reviewed at least annually. Parents/guardians, the child, the LEA, the school, and any involved professionals are invited to these reviews to consider whether any changes are required to the description of the child's needs or to the special educational provision specified. The annual review should highlight the child's achievements as well as address any ongoing difficulties that need to be resolved.

Record of Concern

Children may be placed on the **record of concern** register if staff notice they are beginning to fall behind or have social/emotional needs. These children are below the threshold for the SEND register but may require additional support.

Some examples include:

- Children in Early Years adjusting to school.
- Children transferring from other schools who initially appear to have additional needs.
- Children undergoing temporary home life challenges.
- Children slightly behind academically but making sufficient progress with extra support.

Roles of Different Partners for Children with SEND

Intervention and SEND Teaching Assistants

Support children through:

- Specific interventions, 1:1 or small group, as recommended by the class teacher.
- In-class support for a specific purpose or lesson.
- Liaison with class teachers and the SENDCO to monitor progress and impact of interventions.

Teaching Staff

Teachers support children by:

- Providing additional resources and support.
- Planning multisensory activities.
- Ensuring full participation in learning and physical/practical activities.
- Helping children manage behaviour and emotions.
- Managing TAs and SEND teaching assistants in the classroom.

SENDCO

The SENDCO manages the day-to-day operation of the policy by:

- Supporting and advising colleagues.
- Overseeing records and paperwork for children with SEND.
- Monitoring and evaluating SEND provision and reporting to governors.
- Contributing to staff professional development.
- Observing pupils and recommending classroom support/interventions.
- Managing screenings and assessments; advising parents on seeking professional diagnoses.
- Ensuring timely communication with parents.
- Acting as link with parents and external agencies.
- Organising and monitoring interventions.

Headteacher

The Headteacher leads the day-to-day operation of this policy and the school's local offer through:

- Managing the time and resources that the SENDCO needs.
- Monitoring that SEND provision is as good as it can be through data analysis and lesson observations.

- Offering advice to the SENDCO for how to support individual pupils and ensuring that advice from outside agencies has been acted upon by the SENDCO.
- Leading pupil progress meeting to plan intervention provision

Governing Body

The governing body:

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- does its best to secure the necessary provision for any pupil identified as having special educational needs. Appoints a governor with specific oversight of SEND provision.
- has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- The SEND governor ensures that all governors are aware of the school's SEND provision through arranging meetings with the SENDCO.

Parents/Guardians

All parents should be treated as partners, regardless of whether their child has SEND or not. At Edmund De Moundeford Primary School, parents are supported to be able and empowered to:

- Make their views known about how their child is educated.
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Assessments

Children with a PP or EHCP should have their reading, spelling, and maths assessed at least once per term. Additional assessments may monitor progress against specific targets, including screenings for dyslexia and the need for coloured overlays.

Behaviour

The school has high behaviour expectations of all pupils including pupils with SEN. However we acknowledge that some children will need a lot more support than other children to understand their emotions and to control them. They may have unmet needs, which they may communicate through their behaviour in order to gain attention. When a pupil is identified as having SEND which is impacting upon their behaviour (or for children who are not SEND but who have recurrent behaviour issues) we will assess, plan, deliver and then review the impact of the support being provided.

Support for these children might well be through preventative measures, group or one to one SEMH (Social, Emotional and Mental Health) interventions, by talking them through an incident in more detail, and through, when they are clearly dysregulated, stepping in to help them before they make a poor choice. Preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil who has severe sensory needs
- training for staff in understanding conditions such as autism.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Some children will benefit from an individual behaviour plan. This will show their individual rewards and sanctions.

Resources

The school offers a range of intervention programs and additional classroom resources. We work closely with external agencies to implement their recommendations. (See the SEN Information Report for details.)

SEND Budget

The SEND notional budget for **2024-2025 is £55,398**, used to support pupils with identified SEND needs. It is not ring-fenced for individual children. Previous funding supported external professional services, staff training, SEND resources, and teaching assistants.