



Policy for the Inclusion of and Provision for Children with Special Educational Needs and Disabilities (SEND)

Introduction

The staff at Mattishall Primary School are committed to providing a welcoming, caring and stimulating environment to support the needs and develop the learning of all children and families in the community to ensure the inclusion of all pupils socially, physically, academically and emotionally.

Every child and family in our community is valued and diversity is celebrated. Our school staff are qualified, highly professional teachers and teaching assistants who believe that all children deserve opportunities to thrive and succeed. The school provides a broad and balanced curriculum within a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive, and teaching is tailored towards individual learning and providing appropriate challenge and support for all children. We encourage everyone to achieve, make progress and experience success in a range of forms. Our staff provide a positive ethos, which enables the children at Mattishall Primary School to work towards the development of 'life skills' and instil life-long learning aspirations for all.

Aims and Objectives of this Policy

To ensure that families of children with SEND feel welcome and reassured that the schools are committed to supporting them and their child in their journey through school, and that it helps to set firm foundations for the future.

- To effectively share relevant information and support with parents and carers
- To ensure the early identification and appropriate support for all pupils with SEND
- To meet individual needs through a wide range of provision
- To share a common vision and understanding with all stakeholders
- To ensure that all provision is appropriate to a child's individual needs and is monitored and evaluated to ensure it is effective and improves outcomes for that child
- To ensure that all children have appropriate physical access to the school building and all areas within the school
- To encourage positive attitudes towards children's difficulties and a whole school approach to support

- To work as a team to support children with SEND. This includes working with the children, parents and wider professionals
- To share expertise amongst staff and to take advice from others to ensure we support the needs of every child
- To ensure children are aware of their own targets and strengths, and to listen to their views in order to shape their support

Definition of Special Educational Needs and Disabilities - *taken from section 20 of the Children and Families Act 2014.*

The Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years states that a child or young person has 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 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.

Therefore, SEND provision in school includes any educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA, other than special schools, in the area.

The definition of a disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (taken from the SEND Code of Practice).

SEND is purely an educational term and does not necessarily include all pupils who have a disability.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Admission Arrangements for children with SEND

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND Code of Practice and Disability Act we will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision for children within school.

Identification

Identification of SEND can happen through many means, for example:

Through observations and ongoing assessments of the child.

Through discussions with the child, parents, class teacher and SENDCO.

Through advice, guidance and assessment from outside professionals.

Through tracking, in line with school assessment procedures and policies.

SEND Records in School

Information concerning special needs is recorded by the SENDCO and class teacher.

A list of children with identified SEND or a disability is kept on a register on the information management system.

The SENDCO and teachers also record and maintain records regarding review information, events and documents, individual target information, significant test results, adults involved with and observations and reports by professionals, as well as appropriate needs analysis information.

Discussion takes place with parents when a special educational need is identified, and is on-going whilst support is in place.

Review meetings take place regularly and individual targets are updated at least three times a year.

Transition Arrangements for Children with SEND

A transfer meeting or discussion takes place before children with Education Health and Care Plans join our school or move on to a new school. This meeting involves parents and staff working with the children where possible. All documentation relating to support and provision will be passed on to enable successful transitions.

When leaving our school to move to the next stage of their education, professionals from both schools meet and discuss all children on the SEND record and those with individual targets. This meeting takes place before transfer to ensure effective transition planning is in place.

Areas of Need under the SEND Code of Practice

There are four broad areas of need outlined in the Code of Practice:

1. Communication and interaction (C&I) -this includes children with speech and language delay, impairments or disorders, and those who demonstrate behaviours within the autistic spectrum.
2. Cognition and learning (C&L) - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. Social, emotional and mental health difficulties (SEMH) -this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (ADD/ADHD)
4. Sensory and/or physical (S/P) - this includes children with sensory, multisensory and physical difficulties.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, and other factors which may impact on a child's progress such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service person.

Management of SEND within the school

The governing board has delegated the responsibility for the day to day implementation of the policy to the SENDCO, who has successfully completed the National Award for SENDCO.

The Code of Practice and a Graduated Response

The school adopts the levels of intervention described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting children's needs. If the school decides, after consultation with parents, that a child requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The SENDCO will also add the child to the SEND Records within school and also to the Local Authority INDES (Identification of Needs Descriptors in Educational Settings).

The class teachers will remain responsible for planning and delivering individualised programmes, as required, to meet the needs of children in school. This will include planning appropriate intervention for children with SEND. Parents will be closely informed of additional support or provision. External support services may also advise on targets and provide specialist inputs to the support process. Additional support will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a child:

- Still makes little or no progress in specific areas over a long period
- Continues to work significantly below age related expectations
- Continues to experience difficulty in developing age appropriate skills

Parental consent is sought before any external agencies are involved. The resulting action plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Teaching Staff and SEND Provision

All teachers are a teacher of children with SEND and are responsible for all children making progress to the best of their ability. All teaching staff ensure Quality First Teaching with differentiation and personalisation to meet need. Teachers will use the graduated approach to teaching children with SEND, and will follow the 'Assess, Plan, Do, Review' way of working to ensure provision is effective and meets the needs of children.

Teaching Assistants and SEND Provision

Teaching Assistants play a major role in the support of pupils with SEND. They may work with individual children or in groups. Teaching Assistants undertake regular training and have weekly discussions with the Class teacher. They are also invited to attend staff meetings, contribute to SEND Reviews and have meetings with the SENDCO. The SENDCO will seek to provide appropriate guidance or training for teachers or Teaching Assistants when required, and will arrange for Teaching Assistants to have regular contact with other agencies, such as the Speech Therapists as appropriate.

The Role of the Special Educational Needs Coordinator (SENDCO)

The Special Educational Needs Co-ordinator for Mattishall Primary School, Zoe Mack, is responsible for implementing this policy in order to ensure high quality outcomes for all children with SEND. The SENDCO is supported by the headteacher and the SEND Governor.

In order for the governors to fulfil their responsibilities, the Headteacher, through the SENDCO, will report to them as part of the Headteacher's report. The information reported will include information to enable governors to have a clear picture of planning, provision, progress and outcomes for children with SEND, such as:

- Children who have been referred to outside professionals
- Children who have an Education, Health and Care Plan (EHCP)
- Children with medical needs
- Changes in numbers of children in different SEND categories and a profile of SEND within school
- The number of children added to/removed from the SEND record
- Number of funding applications made and outcomes of for external funding.

The schools also have a SEND Governor, who has termly meetings with the SENDCO. All governors are welcome to discuss SEND procedures with the SENDCO.

The Governors and SEND Provision

The Governors will appoint a Governor for SEND who will ensure they are up to date with current practice and procedures and able to share information to the LGB as well as support and challenge to the SENDCO.

Parents or carers of children with SEND:

All parents have twice-yearly parent consultations, regular review meetings, and one end of year written report to ensure they are informed about the progress and attainment of their child.

There is a range of information available to parents on the school website about SEND provision in school as part of the SEND Report, as well as links to the Local Offer and other useful information.

Class teachers will meet parents more regularly if required in line with the child's individual needs.

The class teacher, with support from the SENDCO where necessary, will create a Pupil Passport for any child with SEND support which is updated termly. The pupil is involved in creating new targets and parents are invited to share their views when the targets are sent home.

Parents are welcome to approach the Class teacher, SENDCO or Headteacher with any questions or concerns about SEND at any time.

Partnerships with Parents and Carers

The school aims to work in partnership with parents and carers. We work in partnership with parents in many ways including:

- Keeping parents and carers informed
- Offering support relating to their child's needs and provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education and care
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- Agreeing targets for the child and making sure parents know how they can support these targets at home
- Making parents and carers aware of the Norfolk SEND Partnership and the Local Offer.

Involvement of Pupils

We believe that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- Talk about their learning, what they find difficult and what they are good at, and how we can help them
- Share in individual target setting and reviewing in an age appropriate way relevant to their own understanding
- Contribute to pupil passport reviews and setting of individual targets
- Contribute to annual reviews
- Celebrate their successes

Support Services:

The SENDCO attends termly SENDCO meetings where national and local developments in SEND are discussed. The SENDCO attends training on issues relevant to the needs of the children in school and disseminates this training to teachers and teaching assistants.

Requests for an EHCP (Education Health and Care Plan)

Before any requests are made the SENDCO will look at all available information concerning the child and discuss this with the parents and headteacher. The SENDCO will then ensure any additional assessments, such as an Educational Psychology assessment are requested and undertaken as required to support the request.

Once all available evidence has been reviewed and discussed, if it is appropriate to do so, an application for an Education, Health and Care Plan (EHCP) will be made.

Further information about EHC Plans can found via the SEND Local Offer:

www.norfolk.gov.uk/children-and-families/send-local-offer

Training

We welcome children regardless of their needs or abilities. We have a team of dedicated and skilled professionals with a wealth of knowledge and experience of working with children with SEND in our schools. We do, however, recognise that children's needs are wide ranging and varied, and as such we may identify a need for more specialised training or provision.

As a school we are committed to ensuring staff receive required training, as appropriate and available, in order to meet the needs of our children.

Other Relevant Policies, Documents and Procedures

Supporting Pupils with Medical Conditions Policy

Intimate Care Policy

Behaviour Policy

Assessment Policy

Accessibility Plan

All safeguarding policies and procedures in school are also integral to our provision for children with SEND

The school produces an annual SEND Information Report which is put on the website.

This policy will be reviewed in September 2025.