



Elton Primary School & Nursery

SEND Policy Summer 2024

In our school, the wellbeing and education of all our children comes first

Full Governors	Summer 2024
Review	Summer 2026

Elton Primary School and Nursery is a welcoming and friendly school that provides high-quality education for children aged 2-11. It is very important to us that the children are happy and experience the best education possible. We have high expectations for all pupils, and we welcome and celebrate the diversity in our community and share experiences, interests and strengths. We do however recognise that many pupils will need additional and/or specialist support at some point during their school life to support them with particular special needs. We strongly believe that through strong links and a close partnership between home and school, much can be done to support the child through their journey with us.

With this in mind, we have adopted a whole-school approach to special educational needs and disabilities (SEND), to use our best endeavours to ensure that all pupils, regardless of their specific needs, get the support that they need to engage in school activities alongside their peers.

This policy should be read in conjunction with our whole school policies on:

- Admissions
- Assessment
- SEND Information Report
- School Data Protection

Definition of Special Educational Needs and Disabilities

As highlighted in the Special educational needs and disability code of practice (2015), a child has special educational needs if they have difficulties or a disability that requires special educational provision to be made.

This will be if they

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents them from making use of facilities of a kind generally provided for others of the same age.

Identifying SEN

Early identification of pupils with SEN is a priority within Elton Primary so that we can ensure that support is provided for the individual. Teachers are responsible and accountable for the progress and development of the pupils in their class, and their ongoing assessment will provide information about areas where a child is not showing expected progress. This information will be gathered from a range of activities such as daily assessments from lessons, standardised assessment tools, baseline assessments, end-of-key stage assessments, or the use of the Engagement Model.

Teachers will then consult with the SENDCo to consider what else can be done to ensure high-quality teaching targeted at the needs of the child, reviewing support such as classroom organisation, teaching materials and resources, and adaptive teaching. The child may be added to our Early Identification Register, allowing the concerns to be monitored closely by all key adults.

Where progress concerns are still present, the teacher will then consult with the SENDCo and parents/carers to review the support and strategies and discuss if the child requires help that is additional to or different from that which is normally available and subsequently requires the special educational provision and be registered as receiving SEN support.

Pupils identified as making less than expected progress may:

- show significantly slower progress than that of their peers starting from the same baseline
- fail to match or better their previous rate of progress

- fail to close the attainment gap between them and their peers or
- show a widening attainment gap

There are occasions when progress and attainment are impacted by factors other than SEN, such as attendance, punctuality, bereavement, trauma, etc., and where this is the case appropriate provision will be made but the child may not be registered as having a special educational need.

Graduated Approach

Once a child is identified as having a special educational need, the teacher, supported by the SENDCo, will take action to remove barriers to learning and put provision in place to support the pupil following the graduated approach of 'Assess, Plan, Do and Review'.

The Assess, Plan, Do, Review (APDR) cycle is a structured process for supporting children and young people with special educational needs and disabilities (SEND). This approach ensures that the needs of the child are met effectively through a continuous cycle of planning, action, and review.

Objectives

- To identify and assess the needs of students with SEND.
- To plan and implement tailored support and interventions.
- To monitor and review the effectiveness of the support provided.
- To involve all stakeholders in a collaborative approach to SEND provision.

The APDR Cycle

1 Assess:

- The class teacher with the support of the SENDCo will gather comprehensive data from observations, assessments, and feedback from teachers, parents, and the pupil, involving specialists as necessary.
- A baseline will be established of the pupil's current attainment and progress.
- The class teacher and SENDCo will then consider all of the information gathered to understand the student's strengths and areas of need and will engage in consultation with parents, teachers, and specialists to form a complete understanding of the student's needs.

2 Plan

- Both the pupil and parents will be involved in the planning stage as much as possible.
- Here a person-centred approach will take place to develop specific, measurable, achievable, relevant, and time-bound (SMART) targets will be set.
- Targeted strategies and interventions tailored to address identified needs and given targets will be planned.
- This will all be recorded in the child's SEND profile, along with any necessary resources, including specialised equipment, teaching assistant support, and staff training.
- The school's SEND Information Report (which contributes to the Local Authority's (LA) Offer) can be found on the school website, this indicates the types of provision and support the school currently offers to pupils with SEND and is reviewed annually.

3. Do

- The strategies and interventions agreed within the SEND profile will then be implemented and progress will be monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions.

4. Review

- The progress of the pupil will be reviewed at the end of the specified period of intervention against the SMART targets.
- This will then form the basis of further assessment and planning as strategies may need to be modified based on the review of progress.
- All pupil's progress will be tracked by the SENCo and SLT at regular specified points in the year, in line with the school's assessment policy.

SEND Profiles:

When a child is placed on the SEND register a SEND profile will be set up to record the APDR process. The profile will contain:

- Pupil information
- Attainment and progress
- Long-term and short-term targets
- Provision and tracking
- Any external agency support and advice

The SEND profiles will be reviewed at least termly by the class teacher and shared with parents and carers at least once a year.

Involving specialists

Within the early identification of SEND, school may involve specialists to provide guidance and to recommend effective support and interventions. Parental consent will always be sought when the school seeks external support. It will require access to pupils' records in order to best meet the given child's needs. The specialist may work directly with the child or may support them within a group or advise the adults working with them. Any advice given may be incorporated by the class teacher, or teaching assistant or it may involve another adult. The school's SEND Information Report which can be found on the school website indicates the range of specialists we may involve.

Additional funding

Some pupils with SEND require additional funding in order to provide them with a level of support that enables them to make progress. If this is the case, the SENDCo, alongside the class teacher and parents, will complete the paperwork required to apply for element 3 top-up funding. The paperwork will evidence the process of APDR and will show how the school is already providing support from their SEN budget (known as element 2 funding). The paperwork is then sent to the LA, where a panel will decide whether top-up funding is required. If funding is allocated, the school must review this annually and re-apply if it is to continue.

Education, Health and Care Needs Assessment

If a child or young person does not make the expected progress despite the school's relevant and purposeful actions to identify, assess, and meet their special educational needs, the SENCo, class teacher and parents will consider requesting an Education, Health

and Care (EHC) needs assessment, which may result in an Education, Health and Care Plan (EHCP). To inform its decision, the LA will require evidence of the actions taken by the school as part of SEN support.

Required Information for EHC Needs Assessment

This information may include:

- The child's SEND profile
- Pupils and parent voice
- Relevant medical information (medical reports)
- National Curriculum attainment and their attainment and progress data across the core subjects and selected foundation areas
- Attendance records
- Relevant assessments (e.g., Educational Psychologist reports)
- Involvement of external agencies such as Speech and Language services, including recommendations and reviews of these recommendations

The EHC Assessment is requested using the EHC Hub which can be accessed online. If the LA agrees to an assessment, then the education, health and care needs of that child will be assessed and the LA must ask for information and advice from professionals involved with the child and from those given areas. From this information, the LA will decide whether or not to issue an Education, Health and Care Plan. Further information on this can be found in the SEND Code of Practice or on the LA website.

Annual Review

The school is committed to conducting an annual review of each pupil's Education, Health, and Care Plan (EHCP) to ensure that the plan remains relevant and effective in meeting the pupil's evolving needs. This review process will involve a comprehensive evaluation of the pupil's progress towards the outcomes outlined in their EHCP, taking into account feedback from the pupil, parents or guardians, teachers, and any involved specialists. The review will assess the continued appropriateness of the current support and interventions and make any necessary adjustments to the EHCP to better support the pupil's development and educational attainment. The findings from the annual review will be documented and submitted to the LA, ensuring that all actions taken by the school are transparent and in compliance with statutory requirements.

Discontinuation of Special Educational Provision

A child may no longer require special educational provision if they:

- Make progress inline or significantly faster than their peers
- Close the attainment gap between themselves and their peers
- Achieve substantial progress in wider developmental, social, or emotional areas, eliminating the need for provision that is additional to or different from their peers
- Develop self-help, social, and personal skills to a level where additional or different provision is no longer necessary compared to their peers

At this point, the child would be removed from the SEN register and their SEN profile would be ceased.

Partnership with Parents and Pupils

Elton Primary School is dedicated to fostering strong partnerships with parents and carers. We understand that collaboration between home and school is essential for ensuring children with SEND reach their full potential.

The school values parents and carers as integral partners, ensuring they are fully informed and their views are sought at every stage. The SENCo along with the teachers and support staff aim to direct families to additional support services outside of school whenever possible.

The views of pupils are actively sought and included in the target-setting process and pupils receiving additional funding are involved in the annual review process to the best of their ability.

Complaint Procedure for Special Educational Needs

The complaint procedure for special educational needs follows the same protocol as the school's general complaints procedure. If a parent or carer has a concern about the special provision made for their child, they should first discuss it with the class teacher. If the issue remains unresolved, parents can take the following steps:

- Discuss the concern with the SENDCo.
- Discuss the concern with the Headteacher.
- The Headteacher may refer the matter to the Area Special Needs Officer or seek other external advice confidentially. Parents are informed about Information Advice and Support Services and how to make representations to the Local Authority (LA).
- More serious ongoing concerns should be presented in writing to the Chair of Governors, or LA SEND Team.

Reviewing policy

This policy will be reviewed by the SENDCo, Head and governors every two years.