

# SEN Policy and Information Report

## Reepham Primary School

Approved by:		Date:
Last reviewed on:	August 2023	
Next review due by:	August 2024	

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements .....	8
7. Links with other policies and documents .....	8

.....

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Reepham Primary School we believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children's individual needs.

## 2. Legislation and guidance

This policy and 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN 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, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Jennie Sage

Email [jsage@reephamprimary.org.uk](mailto:jsage@reephamprimary.org.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and the child's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

## **5.6 Our approach to teaching pupils with SEN**

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Small group Maths Booster sessions
- 1-1 Maths Number sense sessions
- 1-1 Reading Sessions
- Small group and 1-1 phonics sessions
- 1-1 Wellbeing and mental health support sessions
- 1-1 and small group Speech and Language Support
- Attention Bucket Sessions
- Gross and Fine Motor Skills support
- 1-1 OT support sessions
- Daily Nurture group

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have 13 teaching assistants who are trained to deliver interventions such as Attention Bucket, Signalong, Power of 2, Precision Teaching, PAT.

Teaching assistants will support pupils on a 1:1 basis when a child's needs are either complex, highly personal or individual.

Teaching assistants will support pupils in small groups when similar children have similar needs and their learning will benefit from a group situation.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language
- Occupational Therapy
- Portage
- Educational Psychology
- Sensory Support
- NHS

## **5.9 Expertise and training of staff**

Our SENCO has 9 years experience in this role and has worked as both a teacher and deputy head.

They are allocated 1 day a week to manage SEN provision.

We have a team of 13 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Dyslexia, ADHD, ASD, and Dyscalculia support.

We use specialist staff for Speech and Language support.

## **5.10 Securing equipment and facilities**

Should a child require specialist equipment to meet their specific need, we explore a variety of sources including other schools with the Trust to source these. We also use our allocated SEN budget to ensure children have the right equipment to meet their needs.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Termly meetings between SENCO and teachers.
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

- All pupils are encouraged to go on our residential trip(s) to Malham and Hill Top

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- All children regardless of their SEN need or disability is given equal access to the school through the admissions process.
- All school facilities are accessible for someone with a disability. Some outside areas, such as the wildlife garden, require additional reasonable adjustments to be made to ensure they are safe. These have been subject to individual risk assessments.
- Our accessibility plan can be requested from the school office.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- We have a strong school culture surrounding social and emotional wellbeing, incorporating the 5 Ways to Wellbeing.
- We have a parental support worker who works with staff, families and children to support emotional and social development.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work closely with other professionals to meet the need of child with SEN, including speech and language therapists, occupational therapists and specialist support teachers. We work alongside them within school, within the children's homes or at neutral locations, depending on the needs of the children.

We use external educational psychology services to assess children with high needs and take advice around meeting those needs.

### **5.15 Complaints about SEN provision**

Concerns about SEN provision in our school should be made to the class teacher in the first instance, who may involve the SENCO in discussions. If concerns are not resolved the individual will then be referred to head teacher and the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

If parents have any concerns about their child and would like to talk to someone independently they can contact the SENDIASS service on 01603 704070.

### **5.17 Contact details for raising concerns**

SENCO – Jennie Sage

Executive Head Teacher – Catherine Ogle

### **5.18 The local authority local offer**

Our contribution to the local offer is: [Reepham Primary - SEN](#)

Our local authority's local offer is published here: [Norfolk's Local Offer Website- www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions