POOL HOUSE COMMUNITY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1. INTRODUCTION

We believe that every child is entitled to a curriculum that "enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment".

We believe that the curriculum is the key to promoting our aims for **all** children.

We believe the education of our children is very much a partnership between the school, the child and the home.

Legislation defines a child with special educational needs (SEND) as having:

a) A significantly greater difficulty in learning than the majority of children his / her age

OR

b) A disability which either prevents or hinders him / her from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned for children of his / her age.

The 2001 SEN and Disability Act strengthens previous legislation by stating that children with SEND **must** be educated in mainstream schools where parents prefer this and where the provision of efficient education for other children is not significantly affected.

We support this view and therefore we aim to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children.

We also recognise that pupils of any ability can underachieve at times. Through matching work to the needs of the children, staff at Pool House Community Primary School give children every opportunity to overcome their difficulties.

2. OBJECTIVES

The aims of the policy are:

- To identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- To identify pupils of all abilities who are underachieving and to act upon this;
- To support children to make the best progress they are capable of;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the National Curriculum. By providing full participation for pupils with SEN, the promotion of good practice for all pupils will be encouraged;
- To develop partnership with parents / carers in the education of their child;
- To encourage success and participation for all pupils, whatever their level of ability; and
- To continue to develop a whole school approach to meeting the needs of pupils.

Good practice for children with special educational needs is good practice for all children.

The SEND co-ordinator (SENDCo) will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who liaises with outside agencies as well as overseeing provision within the school.

3. ADMISSION ARRANGEMENTS

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. Pupils with an EHC Plan will not be discriminated against, in line with legislation outlined in the SEN and Disability Act 2001.

4. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with the assessment leader to analyse data and individually track pupils experiencing difficulties. Baseline information, Early Years Foundation Stage (EYFS) Profile information, PIPS, SATs, PIVATS and standardised scores are all used to inform the school of pupils who may require early intervention strategies.

A formal initial concern recording sheet is completed indicating in specific terms the concerns relating to individual pupils and this is discussed with the SENDCo. If further action is deemed necessary then the child's parents / carers will be informed immediately.

The school has adopted a policy of high-quality differentiated planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on the SEND register if their needs are "additional to" or "different from" the quality differentiated teaching and learning opportunities.

If a pupil's needs are not met despite the implementation of the graduated approach and Targeted Learning Plans (TLPs) then the school will inform parents /carers and involve external agencies to offer additional support and advice. TLPs will be more detailed and include the specialist advice offered by the external agencies involved. Following a reasonable period of time if the pupil's needs are still not being fully met then the school will inform the parents of their intention to call a formal assessment which may lead to an EHC Plan being issued and additional funding possibly being allocated from the LA to support the pupil's needs more effectively.

A record of all pupils identified as having special educational needs will be kept by the SENDCo in consultation with the class teachers.

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents will be kept informed at all stages.

If a pupil's needs become additional to, or different from, the class teacher's differentiated arrangements then they will need to discuss the pupil's needs with the SENDCo and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. The class teacher and SENDCo will make more detailed arrangements including Targeted Learning Plans (TLPs) for each child. This plan will be drawn up by the class teacher with support from the SENDCo when required.

External advice will be sought and included in the pupil's support programme. There may be some direct input and advice from a specialist teacher, Educational Psychologist or another outside agency. The TLPs will become more detailed and the pupil's progress monitored at least termly and shared with parents / carers.

FORMAL ASSESSMENT - Where a child's needs cannot be met solely by the arrangements described above, the SENDCo will put the child forward for formal assessment to the LA. If the child's needs are such that the LA believes that additional resourcing is required to fully support their needs, then an Education and Health Care Plan may be issued outlining the provision to be made.

Assessment is central to our planning for all pupils. In assessment we should:

1. Analyse the child's learning difficulty;
2. Clarify the child's needs for different kinds of approaches or resources; and
3. Provide for those needs, whilst continually assessing the child's progress.

Assessing special educational needs is not an end in itself, but a first step to understanding and providing for the child's needs and monitoring the child's progress. Particular use is made of teacher assessment as well as:

- Early Years Foundation Stage Profile information;
- SATs;
- Standardised tests in reading, comprehension, spelling, mathematics etc;

- PIVATS profiles; and
- Behavioural profiles.

Co-ordination

The SENDCo is responsible for:

- Keeping a record of pupils with SEND and updating this;
- Supporting pupils with SEND in class;
- Supporting teachers in writing TLPs and assessing pupil progress;
- Purchasing and organising resources;
- Liaising with external agencies;
- Making referrals;
- Ensuring that appropriate records are kept;
- Supporting the transition of pupils with SEND into the school and onto high school;
- Liaising with the SEND governor and preparing appropriate reports;
- Supervising non-teaching staff; and
- Meeting with teaching assistants regularly.

5. SEN FUNDING AND RESOURCES

The needs of the pupils requiring SEND provision are discussed during SMT meetings and appropriate measures taken to ensure these needs are met. INSET plans are made and costed for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEND issues. Key resources to support SEND are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND. The provision for all pupils with an EHC Plan is established and shared with their parents / carers.

6. REVIEW PROCEDURES

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEND in their care.

For pupils on the SEND register, there will be a termly review and evaluated TLPs may be sent home. TLP targets will be reviewed and new targets will be set by the class teacher and checked by the SENDCO before sharing a copy with parents / carers.

For pupils with significant needs, a more formal review will be held if the school feels this is necessary, to which external agencies will also be invited if they have had involvement with the individual pupil.

Where a pupil has an EHC Plan there is, at the minimum, an annual review carried out by the school in conjunction with the LA to which parents /carers and external agencies are encouraged to attend.

This work is co-ordinated by the school's SENCo.

7. LINKS WITH OTHER SCHOOLS

Particular attention is given to make sure that at Pool House Community Primary School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission. Where pupils transfer to high school, relevant information gathered will be passed on and the SENDCo at the high school kept fully informed of the needs of the individual recorded on the SEND record. Transfer reviews in Year 5 should begin to establish the parents' / carers' preference of high school in order to assess the arrangements prior to the transfer. An additional review in the spring term (early summer term if necessary) of Year 6, when a high school place has been allocated, should be convened to which the high school SENDCo is invited.

8. PARTNERSHIP WITH PARENTS / CARERS

Parents / carers are valued, and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents / carers will be kept fully informed where their child has special educational needs and will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. Parents / carers are always welcome to discuss any matter relating to their child's progress but are advised to telephone the school to make appointments to ensure that staff are available. The arrangements described in the policy to keep parents / carers informed about matters relating to Special Educational Needs are additional to the standard methods of reporting and consulting available for all parents / carers.

9. EVALUATION OF THE SUCCESS OF THE POLICY

In determining future policy and provision all staff will be involved in discussion; the progress of pupils on the stages of the record will be reviewed and parents / carers invited to comment. Governors will discuss progress and an annual report be made available for all parents / carers.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Some pupils move to lower phases on the record, or off the record altogether as a result of intervention;
- Where formal assessment is undertaken, pupils receive a Statement;
- Pupils enjoy their schooling and are proud of their success;
- Parents / carers express satisfaction with what is provided; and
- Support staff are integrated into the school.

10. ACCESS TO THE NATIONAL CURRICULUM

All pupils with SEND will have a full entitlement to a broad and balanced curriculum as provided for all other pupils. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom when that is appropriate.

11. COMPLAINTS PROCEDURE

If any parent / carer has any concerns about the education of their child with special educational needs, they should contact the school immediately and make an appointment to see the SENCo, the class teacher or the headteacher in line with the school's standard complaints procedure outlined in the prospectus. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

12. LINKS WITH EXTERNAL AGENCIES

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents / carers and staff. A list of all people who assist in our school is attached at the end of the policy with contact telephone numbers where possible.

13. PUPILS WITH MEDICAL NEEDS

Pupils who have medical needs may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and their parents / carers. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

14. MONITORING & EVALUATION

This policy will be used to monitor the effectiveness of provision for children with special educational needs throughout school. It will be reviewed regularly with staff and will be discussed with new staff working in school as part of their induction.

15. RELATED POLICIES

Please see the related policies below for further information.

- Teaching and Learning Policy;
- Behaviour and Discipline Policy;
- Medicine Policy; and
- Health and Safety Policy.

Policy reviewed by Danielle Ellison (SENDCO) May 2026