



North Scarle
Primary School

Choosing to be Successful

**North Scarle Primary School's
Special Educational Needs and
Disability (SEND) Policy
2024**
(reviewed annually)

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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 North Scarle Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their full potential
- become confident individuals, living fulfilling lives, and
- make a successful transition in the future-into adulthood, whether into employment, further or higher education or training

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, SEND co-ordinators (SENCOs) and the SEN information report

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 the 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 [Charlotte Williams](#)

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 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: [Grace McConnell](#)

- 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 within 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. Each child's background information forms a 'Pupil Profile'. This then forms part of a plan-do-review document throughout the child's time on the SEN register.

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.

Class teachers and other staff or support agencies help to set achievable targets and gain the voice regularly of the child and parents in a 'Pupil Passport'. This is then used to track and review progress against targets and ensure all staff working with the child have a full picture of their needs and how best to support them.

5.3 Consulting and involving pupils and parents

[At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we will achieve more.](#)

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/worries
- 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 or 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. Pupil profiles and passports will be updated regularly and shared with pupils, parents and staff.

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 which information will be shared as part of this.

- We encourage all new children to visit the school prior to starting when they will meet their teacher and classmates. They will also be shown around the school. For children with SEND we may encourage further visits to assist with the acclimatisation of the new surroundings. We would also be keen to visit them in their current school.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits when necessary. Our 'feeder' secondary schools all run a programme specifically tailored to aid transition. Heads of year also come to talk to children whilst they are at North Scarle.
- We liaise closely with Staff/SENCOs when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We spend time with all children ahead of transition times, insuring they have the skills they need to cope well with changes. This forms part of our curriculum-preparing children for their future. We spend additional time with SEND children

when needed to ensure they are confident and ready to take the next steps into their future.

5.6 Our approach to teaching pupils with SEN

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.

When choosing interventions for children we look at their individual needs. So the types and names of interventions may change from the list below. We look at current research, such as that done by the EEF, and ensure interventions have secure research backing.

We have the following interventions, but as it states above we take regard to new research and adapt to individual needs so this list may change:

- Maths interventions- Plus 1 and Power of 2.
- Read write inc
- Use of alternative communication aids
- Mastering number
- Precision teach

5.7 Adaptations to the curriculum and learning environment

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

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

5.8 Additional support for learning

We have 1 teaching assistant delivering interventions and supporting Class 2/3. We have additional teaching assistants, currently 3, two who are working with children 1:1, who are specifically trained on providing targeted work for their needs. One is supporting in Class 1.

Teaching assistants will support pupils on a 1:1 basis or in small groups when needed. The teacher plans and supports this, as well as delivering this occasionally to ensure they have a good understanding. Teachers work closely with teaching assistants to ensure children's

needs are met during the quality teaching in the classroom and 1:1 or in small groups where appropriate.

5.9 Expertise and training of staff

- Our SENCO has 6 years' experience in this role.
- We have a team of 2 teaching assistants, including 2 1:1 teaching assistants they are all trained to deliver SEN provision.
- 1:1 staff are trained for all children with EHCP's both medically and physically.
- Moving and handling training is reviewed regularly.
- Class 1 staff have received cochlea implant training.

5.10 Securing equipment and facilities

There is a budget set aside in school to support children on the special needs register. In order to make sure that learners with SEND have the required resources in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources e.g. enlarged visual aids, additional ICT equipment, writing slopes, alternative seating etc. Class teachers are encouraged to discuss their resource needs with the SENCO and Head teacher.

For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resources e.g. teaching assistants, therapists, specialist teachers etc. Specialist training of staff may also be necessary. Funding is applied using a flexible approach, to enable pupils to achieve specific outcomes at any particular time. The SEND budget is the responsibility of the Head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Where much more specialist personalised equipment is required, the school SENCO or Head teacher liaise with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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 through their Pupil Passport
- Reviewing the impact of interventions after 6-8 weeks
- Gaining pupil voice and worries regularly
- Monitoring by the SENCO

- Using provision maps/impact reports to measure progress
- Holding annual reviews for pupils with EHC plans
- Tracking pupil's progress in regular meetings as a staff team
- Gaining parent's views and worries regularly
- Collecting additional evidence towards progress- staff observations over time

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 before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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:

- All pupils take part in a full curriculum, which includes developing emotional and social skills
- Pupils with SEN are encouraged to be part of all of the groups and decisions we make
- Our PHSE Jigsaw curriculum supports emotional and social development.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

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

- ST Francis School Outreach team- moving and handling, OT and physio, assisted technology
- Specialist Teacher service- identifying individual learning needs and targets, dyslexia needs, visual processing, memory, training staff, working with staff to create personalised interventions
- Educational psychologist- identifying individual behaviour needs and targets, training staff, working with parents, working with staff to create personalised interventions
- SEST- Sensory Education and Support Team

We are always open to working with outside agencies for the benefit of a child's individual needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class teacher or SENDCO in the first instance. They will then be referred to 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

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the Head teacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address:

The Clerk to Governors is: Abbie Palmer

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority:

County Offices
Newland
Lincoln
Lincolnshire

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

In today's world family circumstances can be extremely diverse. Here at North Scarle we try to support families in a holistic way and appreciate that everyone faces problems at one time or another. When extra support or guidance is needed, we are very happy to signpost parents and carers to a range of support services within Lincolnshire.

Parent Partnership: 01522 553351 www.lincolnshireparentpartnership.org.uk

PAACT (Parents and Autistic Children Together) 01522 88710/ 829766
paact04@ntlworld.com

Lincolnshire Autistic Society. Helpline: 01775 821213

Lincoln ADHD Awareness 01522 539939 lincoln.adhd@btconnect.com

Dyslexia action

2-4 Mint Lane , Lincoln, LN1 1UD 01522 539267 lincoln@dyslexiaaction.org.uk

Disability Lincolnshire 01522 870602 disabilitylincs.org.uk

Lincolnshire Parent Carer Forum 0845 3311310 www.lincspcf.org.uk

Lincolnshire Carers Centre 01522 554989

5.17 Contact details for raising concerns

The SENCO at North Scarle Primary School is Charlotte Williams
charlotte.williams@northscarleprimary.co.uk

The SEN Governor is Grace McConnell
Clerk to governors
Abbie.palmer@northscarleprimary.co.uk

The Child Protection Officer is the Head teacher

School phone number: 01522 778724

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

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:

- SEND information report
- Accessibility plan
- Behaviour and relationships policies
- Safeguarding policy
- Equality information and objectives
- Supporting pupils with medical conditions