

Special Educational Needs and Disability Policy



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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Child Protection Policy 2019
- Accessibility Plan
- Teachers Standards 2012
- Professional Standards for Teaching Assistants (non statutory) June 2016
- Teaching and Learning Policy
- Keeping Children Safe in Education – September 2023

This policy was originally co-produced by the school's SENDCo, the Governor responsible for SEND and the Head Teacher.

Graffham CE Infant and Duncton CE Junior Schools: Our SEND (special educational needs and disability) aims:

Our aim is to provide access to a full curriculum for all pupils, who, at any time, might need additional support with regard to their academic, emotional, social, or physical and mental health needs. To ensure consistency, all staff work in accordance with the guidance provided in the SEND Code of Practice 2015. All teachers are teachers of special educational needs, and they are supported to meet the needs of all pupils by:

- identifying individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in and contribute fully.
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem
- fostering an atmosphere across our school which promotes a happy, sensitive, and positive learning environment.
- providing a secure environment to ensure the most effective learning for all children
- supporting individual needs in various ways: quality first; whole class teaching, small groups and one to one teaching.
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- including the voice of the child in monitoring and reviewing processes
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND.

Identifying Special Educational Needs

The SEND Code of Practice 2015 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Within the Code of Practice (2015); SEND is divided into 4 categories:

- **Communication and Interaction** - this includes children with speech, language and communication needs who have difficulty communicating with others. Children with ASD (Autism Spectrum Disorder) are likely to also have difficulties within this area, in particular social interaction. .
- **Cognition and Learning** - this includes children who find it difficult to access the curriculum, particularly in the core subjects (English, Maths and Science) even with appropriate differentiation, they might demonstrate features of moderate, severe or

profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

IDENTIFICATION, ASSESSMENT AND REVIEW

Across the School we have defined the following stages of support:

- **Monitoring:** children at this stage are managed by their class teacher’s quality first provision and are clearly supported on normal class planning. Parents will be notified to gain consent and views; each child will receive an Assess, Plan, Do, Review support plan.
- **Inclusion:** children who have not made progress against monitoring intervention are escalated to this higher level of need. Entry criteria onto this register relates to outside agency referrals being made.
- **EHCP:** children with specific, Individual Education, Healthcare Plans are carefully monitored and supported against identified outcomes within the plan.

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s/class teacher’s high quality, ordinarily available inclusive practice. A register is kept of pupils with SEND alongside individual profiles which include teacher assessments, reports and advice.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties through quality first provision. This is known across the school as ‘monitoring’. An assess, plan, do review cycle is completed by the class teacher.

Placement of a pupil on the SEND register is made by the SENDCO after full consultation with parents, supplemented by evidence that, despite receiving high quality teaching, pupils continually demonstrate difficulty in one or more of the four areas of SEND needs and is making little or no progress over a specific period of time

Individual Learning Plans (ILP’s) are created when a child is on our SEND register. It is also at this stage that outside agencies (with agreement from parents/carers) may be contacted for further support. ILP’s are reviewed termly in collaboration with the child, parents/carers and

class teacher with guidance from the SENDCo. These are used to ensure that the curriculum across the school is fully inclusive for a range of individual needs.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting is held in addition to this.

How is SEND Managed?

A Graduated Approach to SEND Support

Across the school, we adopt a “quality first teaching” approach. The key characteristics of quality first teaching have been agreed as:

- highly focused lesson design with sharp objectives and clear adaption, catering for all learning styles and needs.
- ample opportunities for children to learn in a practical manner.
- adapted resources which remove barriers to learning.
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including managing (in collaboration with the SENDCo) support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

Senior Management and the SENDCo regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. For example, progress which:

- 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.

Where a pupil is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs. This is

known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise than previous cycles in order to match interventions to the SEND of children and young people. The School's ILP's (for any need) are based on this graduated response.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (with parental consent).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Reviewing an Education Health and Care Plan:

Pupils with an EHCP will have an annual review meeting where the pupil will present their views about their learning and any additional support received. The SENDCO will organise these reviews and invite:

- The child's parent
- The child

- The relevant teacher
- The SENDCo
- Any other person the LA considers appropriate
- Any other person the Head Teacher considers appropriate
- Professionals and specialists who have assessed the pupil.

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set at the last annual review
- Review the provision made for the pupil in the context of NC levels of attainment in core subjects and the four areas of need
- Consider the appropriateness of the EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.

Year 5 annual reviews are usually held in the spring term and they will indicate the provision required in secondary schools. Year 6 transition annual reviews are usually held at the start of the summer term. The Special Educational Needs Co-ordinator of the secondary school will be invited to the year 6 annual review, which enables the receiving school to plan appropriately for the pupil in the new school year. The SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA.

MANAGING PUPILS' NEEDS ACROSS THE SCHOOL

All children on the SEND Register will have an ISP (Individual Support Plan), which details important information about the child, including their personal views, areas of strengths and weakness, their outcomes and any other professionals who have contact with the child. Within the ISP, will be the child's ILP (Individual Learning Plan) which detail smart and specific targets linked to the child's areas of need that will help them make progress. Class teachers, parents, pupils, and other professionals will all contribute to the ISP. The ISP is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan alongside maintaining and updating ILP's with the SENDCo closely monitoring and supporting this process. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Education, Health and Care Needs Assessments: Where concerns remain and a pupil at SEND Support has a significant and sustained need, the school and/or parent can consider requesting a statutory assessment for an Education, Health and Care Plan (EHCP) in line with local authority (LA) threshold guidance. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. The school will provide the local authority with evidence of the action taken as part of SEND support.

An Education, Health and Care Plan (EHCP) will normally be provided where the LA considers that the pupil requires provision beyond what the school can offer and will document any additional support the pupil should receive.

The school should have the following information available:

- The actions and strategies implemented at SEND support
- The pupil's most recent individual provision map with projected support cost □ Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Reading, writing and maths attainment and progress levels
- Other relevant assessments from professionals such as support teachers and educational psychologists
- The views of the parent(s) and pupils
- Any other involvement and reports by professionals.

However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a pupil receiving an EHCP. The Code of Practice (2015) encourages involving pupils and parents in the decision-making process, therefore, the EHCP will include targets for the pupil achieved through the views of the pupil and parent.

Criteria for exiting SEND register:

If it is felt that children are making progress (reaching their full potential) then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools' monitoring procedures. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be reinstated.

Supporting Pupils and Families:

Our schools firmly believe in developing a strong partnership with parents as this will enable pupils who have SEND to achieve their full potential. Parents are encouraged to contribute additional information and guidance to support their child at school. They will be consulted about additional support led by external professionals and will be invited to book a meeting appointment to discuss their child's learning each term with the child's class teacher. Parents may be invited to attend review meetings with professionals and external services to discuss next steps for their child.

The school will make available to all parents, details of parent partnership services in the LA. Our school's SEND Information Report also provides further information about support for pupils who have SEND and is written in support of the West Sussex County Council Local [Offer](#).

[Parent Carer Forums](#) are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families.

Supporting Medical Conditions across the School:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The school has an established procedure for 'supporting pupils at school with medical conditions.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs are regularly reviewed and discussed between the SENDCo and Senior Leadership Team, and both teaching and support staff will be given training opportunities that relate to working with child with SEND.

The school's SENDco regularly attends the West Sussex' SENDCo Development Programme, is part of the Rother Valley Inclusion Hub and liaises regularly with external agencies in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES ACROSS THE SCHOOL

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has an appointed representative, Esther Williams who takes particular interest in SEND.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND partake in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.
- practice is in accordance with the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child.
- they are fully informed about SEND issues, to inform self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems

- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs) and ILP's, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- taking part in county SEND moderation.

Class teachers are responsible for:

- providing high quality teaching for all children
- ensuring there is adequate opportunity to work on agreed SMART targets which are genuinely 'additional to' or 'different from' those provided as part of the differentiated curriculum
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Ensuring effective use of resources, including TA support, to maximise outcomes for pupils
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND.

TAs are expected to:

- Deliver quality provision under the guidance of the class teacher
- Discuss issues relating to SEND with the SENDCO
- Work closely with the teacher and SENDCO to ensure successful outcomes for pupils who have SEND
- Attend and participate in relevant training.

TAs work as part of our teaching teams and play an important role in implementing Pupil Profiles and monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in individual folders in locked filing cabinets in each school. SEND records will be passed on to a child's next setting when he or she leaves our School. The school has a Data Protection Policy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLAINTS

Complaints from parents or carers in relation to SEN and the provision in place are managed within our school complaints procedure (see complaints procedure). The Local Authority can be contacted if it is considered that a complaint has not be dealt with adequately:

[Complain about a school - West Sussex County Council](#)

For families in receipt of an EHCP who have specific complaints about the plan, its procedures or content, the local authority should be contacted in accordance with the SEND Code of Practice:

[Complaints - West Sussex SENDIAS Service](#)

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Behaviour, Exclusions and Anti Bullying policy
- Complaints Procedure
- Data Protection policy

REVIEWING THE POLICY

This policy will be reviewed by the SENDCo, SEN Governor and Headteacher on a yearly basis.