



Special Educational Needs Policy September 2024

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

NASEN Mission statement

Introduction

This policy outlines the nature and management of Special Educational Needs at St. Botolph's CE School and the implementation of this policy is the responsibility of the Head Teacher and all teaching and classroom support staff. This policy reflects the SEN Code of Practice 0-25 guidance.

Aims and Objectives

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of students with special educational needs. We aim:

- To reach high levels of achievement for all
- To be an inclusive school
- To secure high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To use a wide range of provision to meet individual needs
- To provide curriculum and extra-curricular access for all
- To work in partnership with other schools and agencies
- To achieve a high level of staff expertise to meet pupil need
- Catering mainly for SEN students in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all students
- Responding to and meeting students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Definitions

At St Botolph's, every pupil is seen as having individual needs and the school strives to ensure that everyone feels equally valued within the school community. However, for the purpose of this policy:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Special education needs and disability code of practice: 0 to 25 years 2014.

The Code of Practice gives a more detailed definition of SEN, and identifies that many students during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas. There are four broad areas of need which are explained in further detail in Appendix 1.

Most children with SEN will not be disabled under the terms of the Equality Act 2010 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN. Reference is made to the Special Educational Needs Code of Practice (2014) for all SEN procedures and action taken in school.

Management of SEND within School

The Special Educational Needs Co-ordinator (SENDCO) is Miss Clare Hewerdine. She has a 0.6 contract for non-contact SEN coordination. She is responsible for:

- Writing and reviewing the SEN policy, and overseeing the day-to-day implementation of it
- Maintaining the SEN register and all SEN records, including individual SEN files
- Identifying, monitoring and reviewing students' needs with teachers, parents and support staff and with the students themselves
- Attending Pupil Progress meetings to enable discussions regarding children who potentially require more support in order to aid accurate identification of SEND

- Liaising with colleagues in writing individual Pupil Passports and then monitoring and reviewing these documents to rigorously check consistency and standards
- Advising on differentiation, teaching and learning styles and resourcing to meet pupils' individual needs
- Co-ordinating provision for students with SEN with class teachers and Teaching Assistants including in class support and withdrawal programmes (e.g. wave three support) including the teaching and assessing of individuals and groups of students where applicable
- Acting as Line Manager and Performance Manager to all permanent and temporary teaching assistants involved with supporting SEN pupils
- Representing SEN amongst the Senior Leadership Team within school where decisions regarding Continuing Professional Development (CPD) are made
- Liaising regularly with the Governing Body, through the Curriculum and SEN governor
- Liaising with parents, outside agencies and other schools
- Completing applications for needs assessments for Education, Health and Care Plans and organising and attending annual reviews of Educational Health Care Plans once they are established
- Overseeing submissions for special arrangements for statutory testing

Within school, SEN support is also given by:

- 2 hours per week of school administrator time is devoted to SEN administration.

Class Teacher's Responsibilities

Regarding SEND, Class teachers are responsible for:

- Identifying students who require extra support in class, raising initial concerns and consulting the SENDCo for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all students, including more or less able children
- Writing and/or contributing to Pupil Passports and implementing interventions to meet the outcomes in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day-to-day basis
- Meeting with parents and outside agencies when appropriate

Teaching Assistant's Responsibilities

Teaching assistants will support the teacher and student by:

- Implementing an individual or group of students' access to and progress in the curriculum
- Implementing activities designed to achieve outcomes on the Pupil Passports
- Encouraging and promoting student independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of students (e.g. Wave 2 or 3 support)
- Carrying out specific booster teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

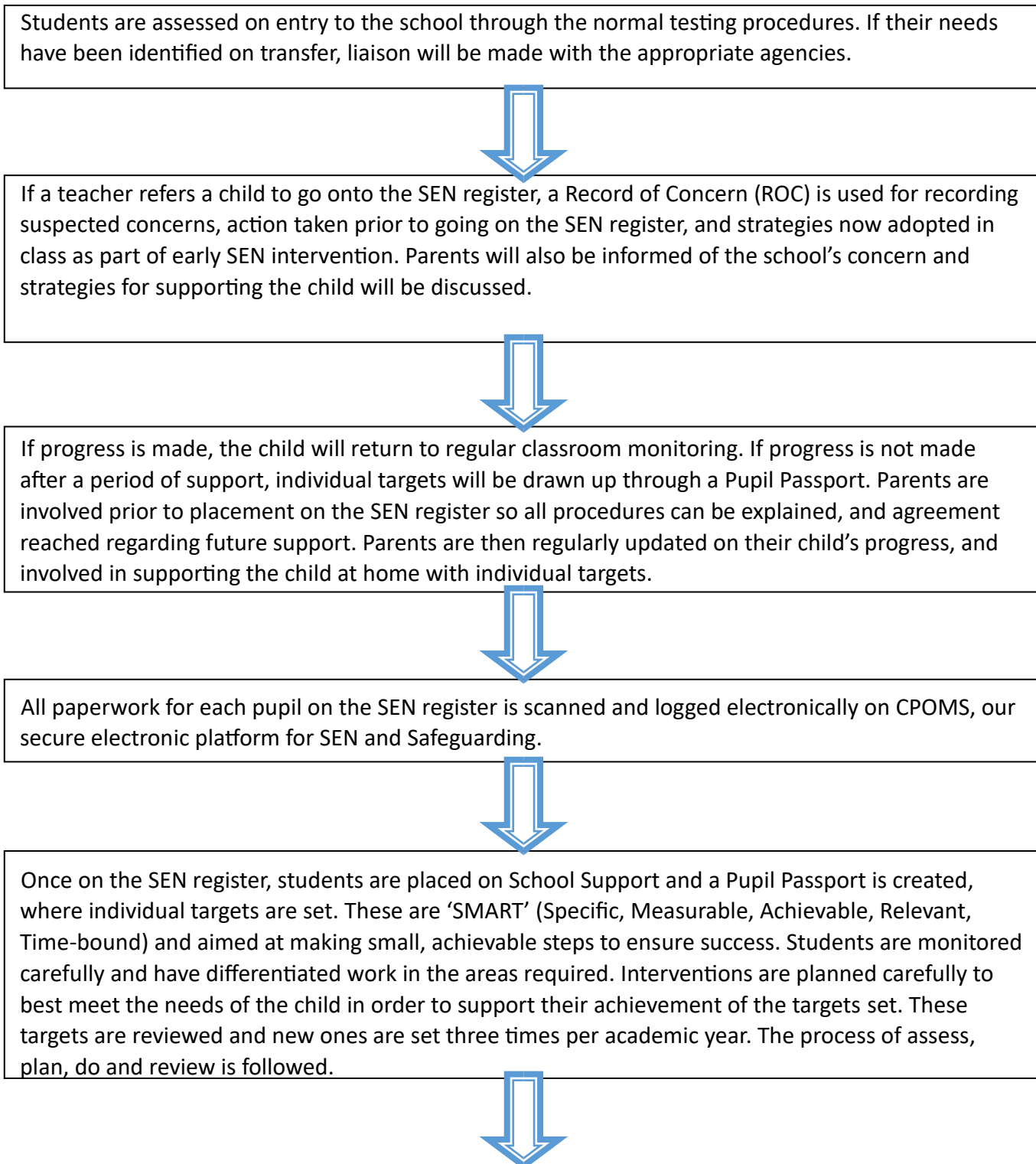
The Governing Body's Responsibilities

The Governing Body will ensure that:

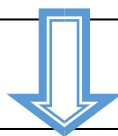
- The SEN policy is implemented fully
- A summary of the SEN policy is included in the annual parent/ governor report
- The success of the SEN policy is reported annually
- A governor with responsibility for SEN is appointed. This is currently Mrs Marissa Jones.

Identification and Assessment

Detailed below is the process followed for identification of a child whom we suspect has SEND:



If the child continues to make minimal progress, outside agencies are involved in providing further advice and support as appropriate to the student's' needs.



If discussions have taken place with both parents and outside agencies and there is a general understanding that an application for an Educational Health Care Plan assessment would be beneficial, the SENDCo will complete the application paperwork and submit it to SEN services. If a decision is made to instigate statutory assessment, the above support in school continues, and a Person-Centred Planning Meeting takes place in line with current legislation.

A student with an EHC plan for SEN for over 15 hours will have a timetable of support by the SENDCo, Teacher and Teaching Assistants within the classroom supporting the child and working with outside agencies and parents. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it). Throughout the whole process of identifying and supporting SEN at St Botolph's, students are always encouraged to be involved in the process of identifying outcomes, devising support and reviewing progress.

Outside Agencies

The following is a list of outside agencies which we work with at St Botolph's to support children who have SEND. The list is not exhaustive and therefore ever growing, and should a new need arise which requires us to find alternative support, this will be actioned. Where referrals to outside agencies are required, parental consent will always be requested.

- Educational Psychology
- Specialist Teacher Team
- Speech and Language Therapy Service and ECLIPS
- Sensory Education and Support Team
- Social Services/ Child Protection
- School Medical Service/Children and Young Persons Nurses
- Child and Adolescent Mental Health Service (CAMHS) and Healthy Minds
- Family GPs and the Community Paediatrician
- Working Together Team (formally Autism Outreach)
- Dyslexia Outreach
- Physiotherapy Service
- Occupational Therapy
- Educational Welfare Officer

The School's Provision for Special Educational Needs

At St Botolph's, students are taught in mixed ability year groups of up to 31 children per class. Early action is encouraged for students who need further consolidation or support prior to placement on the SEN register. Inclusive practice is a way of working at all times and the school is removing barriers to learning as circumstances require. The school is all on one level with wheelchair access throughout and it has a medical room and disabled toilet facilities. In line with current recommendations, the school has an accessibility plan which contains short and long term targets to ensure full provision for all students, regardless of SEN and/or disability.

The SENDCo is part of the Senior Leadership Team within school and as such, curriculum discussions on concerns about SEN students are regularly on the agendas for management, staff, teaching assistants' and lunchtime supervisors' meetings. Regular updates on SEN are also given to the SEN Governor.

Within St Botolph's, there are multiple SEN bases in the school. There are two spaces for small group intervention work, both of which lead onto the Sensory room; a calming space for children to use as required. Within school there is also the Beehive, which is a safe space for ELSA informed intervention to take place.

When children leave the school, all SEN records are sent on to the new school. The SENDCo contacts the receiving school's SENDCo to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school. Similarly, when children transfer to their Secondary School, all SEN records are sent on to the new setting. Meetings are also held in the Summer term, before transfer, with the SENDCo's of the relevant Secondary Schools, in order to ensure as smooth a transfer as possible. Where necessary, extra school visits are also arranged and facilitated by Miss Hewerdine.

When taking statutory tests, access arrangements are made for students with SEN. These may include a reader, extra time and help with recording, in line with government assessment policy.

Partnership with Parents and Carers

The school aims to work in partnership with Parents and Carers. We do so by:

- Working effectively with all other agencies supporting children and their parents/carers
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome within school
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be experiencing both inside and outside of school which they feel may need addressing

- Focusing on the child's strengths as well as areas of additional need
- Agreeing targets for the child together
- Keeping parents/carers informed and giving support during assessment and any related decision-making processes regarding SEND provision
- Providing all information in an accessible way

Staff Training

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs.

Recent training has included sessions on: Diabetes training (for individual staff)
Team Teach Training (for a group of staff)
Dyslexia Awareness Training
Supporting social and emotional needs within the classroom.
Autism Awareness

Admissions

Admissions to St Botolph's C of E Primary School are determined by the Lincolnshire Local Authority. Pupils with special educational needs will therefore be admitted in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meeting to work closely with parents to ascertain whether a child has been identified as having special educational needs at the existing early years setting. Extra arrangements will consequently be made as required to make sure that transitions and support are as seamless as possible for both the child and parents/carers.

Review

The SENDCo and SEN Governor will review this policy in September 2026. Any amendments will be presented to the Governing Body for approval.

Signed _____ Marissa Jones SEN Governor

Signed _____ Clare Hewerdine SENDCO

Appendix 1: Broad areas of need

Referenced from the Special education needs and disability code of practice: 0 to 25 years, 2014.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.