



**SHUSTOKE C.E. PRIMARY SCHOOL**  
**Special Educational Needs & Disabilities Policy**  
Revised September 2023

**Aim Statement**

To begin with the child and encourage and support each individual to become a positive member of the community through childhood and into adult life. This is to be achieved by giving all children a stimulating curriculum that guides them towards being fully involved in their learning. To ensure all children enjoy their experience, develop their self-esteem and are prepared for the next stage of their education.

To involve all parents, governors, the church and the community in the life of the school to provide an education of the highest quality within the context of the Christian belief and practice.

Shustoke C of E Primary School has a named Special Educational Needs Co-ordinator, Mrs Emma Davison plus a named Learning Support and Mental WellBeing Co-ordinator, Mrs Julie Babbs.

**School aims:**

As a school, we have a duty to provide appropriate SEN provision for children and young people in order to meet their needs.

We want all our children to be happy, successful, caring and confident by fulfilling the following aims:

- ✚ to provide a stimulating learning environment which considers all aspects of a child's development;
- ✚ to encourage every child to develop as an independent, self-motivated learner;
- ✚ to recognise and celebrate achievement in all aspects of life;
- ✚ to value each individual's contribution within a climate of mutual care, trust, respect and honesty;
- ✚ encourage parents to be fully involved in their children's learning;
- ✚ to enable each child to feel pride and self-worth in contributing to the school's place in the community;
- ✚ to actively involve the church in the life of the school;
- ✚ to actively involve the wider community in the life of the school.

**Curriculum aims:**

The staff and governors believe that the school curriculum should:

- ✚ be appropriate to the needs, abilities and aptitudes of individual children;
- ✚ promote intellectual, moral, social, creative, cultural, spiritual, emotional and physical development of children;
- ✚ seek to develop the knowledge, concepts, skills and attitudes of children in ways which are relevant to the needs of individual children and wider community in which they live;
- ✚ reflect the multicultural and multi-faith nature of society;
- ✚ presume that all children may at some time have special educational and emotional needs requiring particular provision;
- ✚ seek to ensure equality of opportunity and the recognition that people are entitled to equal opportunities.

The school support system underpins the school approach stated in the above aims. It is vital staff to have a shared approach – through staff meetings, informal meetings where burdens are shared and by mutually supportive actions.



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**Definition of Special Educational Needs**

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.’

**SEND Code of Practice: 0 to 25 Years (2015)**

**Background Information about the School and it's Provision for Children with Special Educational Needs and Disabilities**

We are a school of 204 children in a rural setting and drawing children from a wide catchment area. The children are aged 4-11.

Some 13% of our children have a registered an entitlement to free school meals and 1.5% are post children who are looked after.

Some of our children are recorded as having special educational needs. These children are recorded on our SEND Register which is reviewed and updated termly.

The children on our SEND register have a range of difficulties and are categorised below:

- ✚ Cognition and Learning
- ✚ Communication and Interaction
- ✚ Social, Emotional and Mental Health
- ✚ Sensory and/or Physical

Learning Support is led by the SENDCo with support from the Learning Support and Mental Wellbeing Coordinator. They are supported in this role by the Headteacher .

**Objectives of the School's SEND Policy**

We endeavour to establish close working relationships between children, staff, parents and outside agencies so that children can be helped in a fully supportive environment.

The objectives of our policy are to:

- ✚ follow the Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 Years (2015) to ensure the early identification, assessment and provision for any child who may have special educational needs;
- ✚ ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- ✚ help every child to achieve their best and become confident individuals living fulfilling lives;
- ✚ help every child realise his or her full potential and increase their self-esteem;
- ✚ support children's learning without making them feel different or inferior to their peers with the aim of each pupil becoming an independent and confident child;
- ✚ enable all staff to play a part in identifying SEND children and to take responsibility for recognising and addressing their individual needs and to encourage the whole school community to demonstrate a positive attitude towards SEND;



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- ✚ encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school;
- ✚ continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available;
- ✚ respond to particular children flexibly according to the nature of their difficulties.

**Identification, Assessment and Provision**

Teaching children with SEND is a whole-school responsibility. The governing body, the school's Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

**Role of the SENDCo**

'The SENDCo has an important role to play with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school.' (SEND Code of Practice: 0 to 25 Years January 2015).

**SENDCo Status**

The SENDCo must be a qualified teacher working at the school. They must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. The SENDCo at Shustoke School, Mrs Tracey Preece, has achieved this qualification.

**The SENDCo will:**

- ✚ oversee and manage the day-to-day operation of this policy;
- ✚ have high expectations and aspirations for children with SEND;
- ✚ ensure that, once identified, appropriate provision for children is arranged and that their needs are met;
- ✚ coordinate the provision for, and manages the responses to, children with special educational needs;
- ✚ manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND;
- ✚ monitor and update the SEND register in the light of self-evaluation processes;
- ✚ liaise with the Headteacher, Governing Body and the Learning Support Coordinator and Wellbeing Coordinator;
- ✚ support and advise colleagues;
- ✚ keep up to date with new initiatives to support children with SEND;
- ✚ share good practice with all staff and identify training needs;
- ✚ liaise with parents of children with SEND;
- ✚ liaise with multi agencies for the benefit of the children and professionals in school;
- ✚ report on the effectiveness of provision to the Governors;
- ✚ implement Continuous Professional Development (CPD) and organise appropriate training opportunities to improve staff knowledge and expertise;



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**The Learning Support and Mental Wellbeing Coordinator will:**

- + coordinate the timetables of teaching assistants assigned in liaison with the class teachers;
- + report on the effectiveness of provision to the senior management team;
- + keep up to date with new initiatives to support children with SEND and share good practice with all staff and identify training needs;
- + liaise with multi agencies for the benefit of the children and professionals in school;
- + act as a link with parents;
- + monitor and update the Individual Learning Pathways (ILP) working with a range of professionals and with the children and their parents/carers;
- + ensure ILPs are distributed to relevant teaching staff and parents;
- + monitor and update the SEND register in the light of Self Evaluation processes;
- + identify resources for SEND.

**The Headteacher, Deputy Headteacher and Learning Support and Mental Wellbeing Coordinator will:**

- + monitor progress made by children;
- + ensure curriculum plans detail strategies for differentiation;
- + monitor teachers plans to ensure they include appropriate differentiation for children with SEND;
- + ensure assessment procedures are appropriate for children with SEND;
- + identify resources for SEND;
- + plan how resources are used to support children in the most efficient, effective and equitable way;
- + set the overall school policy for Educational Inclusion with reference to the Local Authority's policy;
- + decide whether to put forward children for statutory assessment, in consultation with parents/carers;
- + identify the pattern of need across the school;
- + establish the most cost effective means of meeting these needs;
- + allocate support to groups of children and individual children, including those with statements of special educational needs;
- + ensure that support is allocated to children on a fair and equitable basis;
- + monitor the progress made by children with SEND;
- + evaluate the effectiveness of provision for SEND;
- + ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

**Class teachers will:**

- + provide high quality teaching for all children;
- + ensure their planning includes differentiation;
- + track and monitor the progress of all children;
- + be responsible and accountable for the progress and development of the children they teach and have high expectations of children with SEND;
- + be well informed of the special needs, medical conditions and the Education, Health and Care Plan (EHCP) needs of the children they teach;
- + use a continuous cycle of assess, plan, do and review (The Graduated Approach);
- + identify children experiencing difficulties and inform the SENDCo;



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- + discuss children with SEND with the Learning Support and Mental Wellbeing Coordinator, SENCo and Assessment Coordinator (as part of Pupil Progress review meetings) and with parents/carers;
- + write and review Individual Learning Pathways for children referring to any relevant reports and assessments received from external agencies;
- + implement any advice and teaching strategies received from the SENDCo and plan appropriate provision to meet identified needs;
- + contribute to monitoring and review procedures;
- + seek to meet SEND within the overall framework of inclusion in the school;
- + identify any additional training needs they may require.

**The Teaching Assistants will:**

- + work closely with the SENDCo and class teachers;
- + provide support for individuals or groups of children with SEND;
- + provide in-class and out of class support;
- + assist in the preparation of lessons and resources;
- + monitor children's progress;
- + provide feedback to teachers and the SENDCo;
- + attend appropriate training;
- + suggest any training needs.

**Governing bodies have legal duties to:**

- + appoint a member of staff to be SENDCo and ensure that the SENDCo will hold a National Award in Special Educational Needs Co-ordination or is training towards this;
- + make every effort to see that the necessary special arrangements are made for any pupil who has special educational needs;
- + make sure that the 'responsible person' makes all staff who are likely to teach the pupil aware of those needs. The 'responsible person' is generally the Head, but may be the Chair of the Governing Body or a governor appointed by the governing body to take that responsibility. If the 'responsible person' is the Head, it may be helpful for one other governor to have an interest in special needs;
- + make sure that the teachers are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;
- + consult the Local Authority and the Governing Bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- + make arrangements to allow children with special needs to join in the everyday activities of the school as far as is practical;
- + report each year to parents on their policy for children with special educational needs;
- + take account of the Code of Practice when carrying out their duties towards all children with special educational needs; and
- + ensure that appropriate risk assessments are in place.

Under the Education (Special Educational Needs) (Information) Regulations 1999, Governing Bodies must publish information about their special needs policies. At Shustoke C of E Primary School, our SEND policy is freely available to parents on our website.



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**Governors will:**

- ✚ identify a SEND Governor – the Governor responsible for SEND is Vanessa Gaskin;
- ✚ use their best endeavours to ensure that children's special educational needs are identified and provided for;
- ✚ regularly review funding/the overall budget ensuring it is available to meet:
  - statutory requirements
  - other budgetary pressures in the school
  - the resources identified (but not ear-marked) for SEND within the individual school's budget
  - the availability of additional grants to the school
  - priorities identified in the Learning Improvement Plan

**The SEND Governor will:**

- ✚ meet termly with the SENDCo;
- ✚ discuss the progress of children on the SEND register;
- ✚ report on the effectiveness of the SEND policy to Governors;
- ✚ ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for children;
- ✚ ensure that this policy and other linked policies are up to date;
- ✚ report back to the Governing Body.

**Admission Arrangements**

Before children come to school we will collect information about the child's pre-school history from their nursery setting or previous school, any educational support services who may have been involved with the child, and from the parents/carers.

Once children arrive in school, we will:

- ✚ undertake a range of assessments to identify children with special educational needs and establish their strengths and areas of difficulty
- ✚ review any existing Individual Educational Plans (IEPs) in consultation with the child's parents/carers
- ✚ discuss the placement of the child on the school's SEND register with parents/carers
- ✚ make sure that information about child's SEND is passed on to appropriate school staff
- ✚ direct parents/carers to information about Support Services.

When children leave the school we will:

- ✚ pass on information about the child's educational history to any receiving school
- ✚ complete other transfer documentation as required

**SEND Specialisms and/or Special Units**

We have some staff who have undertaken specialist training in:



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- ✚ Learning Difficulties, Dyslexia, Autism, Speech & Language, Behaviour Difficulties, General Learning Difficulties, Mental Health First Aider, Therapeutic Therapies

**Building Adaptations and Special Facilities**

We have the following adaptations and special facilities:

- ✚ Wheelchair access to teaching and communal areas (see accessibility plan)
- ✚ A toilet for children with disabilities including wheelchair access.

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of children with disabilities, and facilitate access for adults with disabilities.

**Identification, Assessment, Monitoring and Review Procedures**

Reasons for a child being added to the SEND register may include the fact that he/she:

- ✚ has a significantly greater difficulty in learning than the majority of children of the same age; or
- ✚ has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority;
- ✚ are under compulsory school age and fall within the definitions above or would do so if special education was not made for them;
- ✚ makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- ✚ shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- ✚ presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- ✚ has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- ✚ has communication and / or interaction difficulties, and continues to make little or no progress.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- ✚ the wishes of parents/carers;
- ✚ the child's needs;
- ✚ the resources available to the school;
- ✚ the efficient education of other children in the school.

Our procedures are designed to offer a graduated response to special needs in line with the SEND Code of Practice: 0 to 25 Years (January 2015).

**Assessment**

- ✚ The Learning Support Team will refer children with special educational needs to the Educational Psychology Service, Specialist Teaching Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.





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- + Children are entitled to forms of assessment which are appropriate and recognise their achievement.
- + Class teachers will ensure access for children with poor literacy skills when written formal assessment is required for National Curriculum purposes.
- + Reporting of a child's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

### **Child Participation**

Staff will seek to involve children (in an appropriate way) in discussions about their individual programmes.

### **Review**

Individual Learning Pathways will be reviewed termly in consultation with staff and parents/carers. The school wants parents/carers to be active participants in children's education. The Learning Support Team will update the school's SEND register termly.

### **Arrangements for Providing Access to the Curriculum for Children with SEND**

We support access through differentiation, ILPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

### **How children with SEND are integrated into the school as a whole**

We seek to be an inclusive school by:

- + using the SEND review procedures to identify any barriers in the way of the child and plan appropriate and reasonable action;
- + ensuring that all children have appropriate learning targets which are challenging;
- + valuing the diversity of our children of which SEND are a natural part;
- + ensuring that our reading stock includes stories with positive images of children with SEND;
- + looking for opportunities within the curriculum to raise SEND issues;
- + seeking to make provision for SEND within routine class arrangements wherever possible;
- + seeking opportunities for children with SEND to work with other children;
- + encouraging children with SEND to play/socialise with other children;
- + developing links with special schools to extend all children's experience of diversity.

### **Criteria for Evaluating the Success of the SEND Policy**

The following criteria will be used:

- + The amount of identified teaching time available to support SEND children;
- + The number of children with special educational needs making good progress;
- + The number of planned programmes of intervention and support;
- + The proportion of teachers' records which include information on the Special Educational Needs of children in their classes;
- + INSET time allocated to staff development with reference to Special Educational Needs;
- + The proportion of parents attending or contributing to reviews and consultations;





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- + Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. ILPs, reviews, reports, class organisation for Special Needs, sheets etc;
- + Recommendations by external agencies are acted upon and incorporated into the curriculum;
- + Children are confident and well motivated and are making measurable progress;
- + The movement of children on the SEND register.

We will pay particular attention to any differential impact of our policy and procedures on children from vulnerable groups. We will report on the impact of actions taken to Governors via the Curriculum Committee.

**Arrangements for Considering Complaints about the SEND Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Assistant Headteacher, Deputy Headteacher/SENDCo or Headteacher, who may:

- + arrange a joint meeting with complainant;
- + undertake further investigations;
- + seek the involvement of external agencies;
- + take action to address the complaint;
- + decide that the complaint does not warrant any action, and advise complainants of further action they can take;

**Information about the School's Staffing Policies and Partnership with Bodies beyond the School**

**The School's Arrangements for SEND In-service Training**

- + All staff receive in-service training or information about the SEND Code of Practice (2015), and issues relating to Disability;
- + All staff have the opportunity to receive in-service training on SEND procedures in school;
- + All staff have the opportunity to receive in-service training on specific disorders and/or disability of children within their care;
- + All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Autism etc;
- + The Learning Support and Mental Wellbeing Coordinator, with the SENDCo, will identify areas for in-service training, which will be written into the school's development plan.

**The Use made of Teachers and Facilities from outside the School Including Support Services**

- + External agencies will be used to provide advice and in-service training for staff especially specific needs as they arise within school – school staff have access to the National College and CPD has been organised through the Educational Psychologist service.
- + External agencies will be used to identify specific targets for children in line with the school's procedures;
- + Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Specialist Teaching Service etc;



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- ✚ Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, and Children's (Social) Services.

**Arrangements for Partnership with Parents**

The concept of parents as partners is central to the SEND Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the ILP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for children.

We seek to work in partnership through:

- ✚ regular consultation and review procedure for the sharing of information;
- ✚ sharing of assessment and planning information through ILPs ;
- ✚ open school access for parents/carers;
- ✚ discussing with parents/carers options when children leave school;
- ✚ meeting the parents/carers of prospective new children to the schools to discuss SEND support;
- ✚ Linking with other mainstream and special schools, including arrangements when children change or leave school

**SEND Information Report:**

Annually, we will publish information on our school website about the implementation of the policy for children with SEND.

**Contact Details**

For further information about provision for children with SEND, please contact:

Mrs Emma Davison or Mrs Julie Babbs using the following email [SENCO3207@welearn365.com](mailto:SENCO3207@welearn365.com) or via the school telephone number.

**Date of publication:** *September 2023 (Review date September 2024)*

**Chair of Governors:** *Carole Byng*

**Headteacher:** *Michele Wall*

**SEND Governor:**

**SENDCo:** *Emma Davison*