

# SEND policy and Information Report

Seven Fields Primary School



Part of the



Approved by:

Date:

Last reviewed on:  
20.03.2023

Next review due by:

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## Our Vision Statement

To create a culture of learning and discovery that is stimulating and enjoyable for both children and staff.

### 1. Aims

Our Special Educational Needs (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 Seven Fields Primary School, we value all children as individuals and strive to provide an inclusive environment that allows all children the opportunities to fulfill their potential. We strive to provide a broad and balanced curriculum and hold high expectations which allows all pupils to learn and progress. As a school, we recognise that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child, the school works closely with parents and professionals and follows the guidelines set out in the SEND Code of Practice 2014. Our aim is for all children to leave our school as confident, independent and resilient individuals equipped to cope, to the best of their ability, with the challenges of the next step in their learning.

We aim to:

- create an environment to meet the needs of all learners;
- make sure our curriculum is inclusive and responsive to all needs;
- ensure that all children have the opportunity to meet their potential;
- identify, assess, support and review the special educational needs of an individual;
- make sure that our children have a voice;
- work in partnership with parents and carers;
- make effective use of professionals and work in partnership when a multi-professional approach is needed to meet the needs of the child.

### 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, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

All pupils have access to high quality first teaching which has been carefully planned and adapted so that it is accessible. Some children may need provision that is additional and different to this.

A pupil has SEND 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.

### **Categories of Special Educational Needs**

Children's needs can be categorised into the four main areas of need. Children may have individual needs that fall under different categories simultaneously.

- Cognition and learning,
- Communication and interaction,
- Social emotional and mental health (SEMH),
- Sensory and/physical.

### **4. Roles and responsibilities**

The provision for children with special educational needs is a matter for the school as a whole.

#### **4.1 The SEN governor**

The Governing Body has a statutory responsibility for the provision of SEND in a school setting. There has to be a Governor that is responsible for SEND; currently the named Governor is Gemma Micklejohn.

The SEN governor will:

- 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.

#### **4.2 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.

### **4.3 The SENCo**

The SEND team includes Sarah Muir (SENCo) and Kirsten Dunning (EYFS SENCo and Assistant SENCo). They are responsible for coordinating the provision of special educational needs throughout the school and work closely with all staff, the headteacher, governors, parents and carers and outside agencies to ensure the provision for those with special educational needs is in place.

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 regarding the graduated approach 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, including using the Swindon Core Standards to provide SEN support;
- contribute towards the whole school continuing professional development (CPD) plan for staff;
- 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;
- ensure the school keeps the records of all pupils with SEN up to date.

### **4.4 Class teachers**

Each class teacher is accountable and responsible for:

- the progress and development of every pupil in their class;
- ensuring that high quality first teaching, including appropriate scaffolding and personalised teaching, are delivered to children with SEND in the first instance. Additional support and intervention cannot compensate for a lack of high quality first teaching;
- sharing planning with Teaching assistants with provision identified for pupils with SEND.
- working closely with the SENCo and 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;
- writing and reviewing pupil outcomes (IEPs) three times a year;
- Communicating with parents regularly to:
  - Share outcomes included in IEPs and progress towards them.
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and consider relevant means of support.
- using Swindon Core Standards documents (needs checker) to help identify the needs of individuals and how to support them;
- contributing to reviews and multi-agency meetings;
- ensuring they read and follow this SEN policy.

#### **4.4. Teaching Assistants (TAs)**

Teaching assistants work with class teachers and SENCO to support pupils' individual needs and assist with the inclusion of pupils with SEN in the classroom.

TAs will:

- Be aware of the SEND policy and procedure for identifying, assessing and supporting pupils with SEND.
- Feedback to class teachers with reports of progress within the lessons, pupil's response and effectiveness of strategies in place.
- Work closely with the class teacher to ensure that support and interventions are linked to classroom teachings and that feedback on pupil progress in interventions is shared.

### **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:

- Cognition and learning - including Moderate learning difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD);
- Communication and interaction - including Speech and Language difficulties, diagnosis of ASD, social communication difficulties and social cognition;

- Social, Emotional and Mental Health (SEMH) difficulties - including attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay;
- Sensory and/or physical needs - including hearing loss and/or visual impairment, sensory processing difficulties and physical difficulties.

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

The following are not SEND but may also impact on progress and attainment: - Attendance and punctuality, Health and welfare, English as an Additional Language (EAL), being in receipt of pupil premium, being a looked-after child, being a child of a serviceman/woman.

## **5.2 Identifying pupils with SEN and assessing their needs**

As part of the whole school assessment and monitoring process, the progress of all children is tracked and analysed at regular intervals throughout the year during pupil progress meetings. The first response to support children with the progress they are making is high quality targeted teaching. When deciding whether an individual requires special educational provision and is therefore added to the SEND register, the SENCO will look at all information gathered for the individual as well as looking at 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.

The school operates a graduated response to SEND provision which follows an assess, plan, do and review cycle. A SEND register is kept and regularly updated to record individual support and additional advice and to inform staff of identified 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. 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.

If teachers have identified additional needs of a pupil, they will use the Needs checker from the Swindon Core Standards documents to identify the specific needs of the learner and communicate this to the SENCO. Consideration will then be made to determine how to support the individual within the classroom.

The SENCO may determine that further assessment is required and carry out additional, individual assessments or request the support of external professionals. This will be in collaboration with parents/carers and where appropriate, include the voice of the pupil.

## **Graduated Response**

### **Assess**

Assessment data, observations and needs checkers will be collated by the class teacher to make an accurate assessment of the individual pupil's needs. This will allow teachers, with the support of the SENCo if necessary, to plan the support that is required.

Once a pupil has been identified as possibly having special educational needs, they will be monitored by staff to understand their level of progress and difficulties experienced. The class teacher will take steps to provide strategies and learning opportunities to aid the pupil's academic progression and enable the teacher to better understand the provision and teaching preferences that needs to be applied. If a child is then still not able to make expected progress they should be referred to the SENCo.

### **Plan**

If evidence from the assess stage, along with a review of support in place, indicates that further or ongoing additional to and different support will be required then appropriate interventions will be identified and implemented by the class teacher and teaching assistant with the advice from the SENCo. At this stage, information will be shared with parents and carers and their views, as well as the pupil's views, will be collected. The level of support will be identified on an individual basis and in line with the school's graduated response.

### **Do**

The class teacher will create an Individual Education Plan (IEP) which will clearly identify the targets, outcomes and provision that will be in place to support the individual. Support may be provided through classroom provision, small group interventions or in some cases, individual 1:1 support. 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. Information is communicated through the use of IEPs and Pupil Passports on Edukey.

### **Review**

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Progress towards the targets and outcomes identified on the IEP will be tracked and reviewed three times a year.

## **External Agencies**



If, despite the delivery of high-quality interventions, progress is still limited, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil; this will be in line with the school's graduated approach. This decision will be made in consultation with parents.

If a pupil has ongoing or significant difficulties, it may be necessary for a request for Statutory Assessment to be made which could result in an Education Health and Care Plan (EHCP) being agreed. This application is usually made by school but can also be made by parents. The decision to apply for Statutory Assessment will be made in consultation with parents and professionals working with a pupil and in accordance with the Swindon SEND Service criteria.

### **5.3 Levels of support**

#### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E

### **5.4 Consulting and involving pupils and parents**

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
- 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 we will inform parents when it is decided that a pupil will receive SEN support and therefore be added to the SEN register.

Consultations may happen as part of the Early Help process and through regular TAC meetings. These meetings allow for parents to share their views and concerns and are a valuable part of the

support process. They also allow for a multi-professional approach in some cases, to allow for all involved to offer their suggestions and guidance.

If a pupil has an EHCP, this will be reviewed through the Annual Review process. Pupils will be able to share their views through an 'All about me' form or a 'One page profile'. Pupils will also be invited to take part in review meetings where possible.

### **5.5 Supporting pupils moving between phases**

When a pupil moves to a different setting or transitions to the next phase of their learning, we will share information with the school or other setting the pupil is moving to. Together with the new setting and parents, we will decide on an appropriate transition plan based on individual needs.

### **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. All pupils have access to the National Curriculum.

High-quality teaching is our first step in responding to pupils who have SEN. Class teachers will plan this whilst incorporating strategies to ensure that they meet the needs of all pupils in the class. This may be adapted for individual pupils. Class teachers will also consider groupings and adult support within the class but independence is encouraged. Class teachers work in collaboration with the SENCo and teaching assistants to ensure that quality first teaching, including personalised teaching and interventions are delivered to children with SEND.

Interventions provided include:

- Phonics intervention following the school phonics programme (Read Write Inc),
- Fresh Start,
- Precision teaching,
- Paired reading,
- Memory magic,
- Language for thinking,
- Speech and Language support,
- ELSA,
- Drawing and Talking therapy,
- SPARK,
- Talk About social skills.

### **5.7 Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by groupings, 1:1 work, teaching style, and content of the lesson.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, writing prompts, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as those listed above. Teaching assistants work under the direction of class teachers and support pupils within the classroom setting. Teaching assistants will also support pupils through planned group activities as part of the lesson or through specific interventions. These interventions may take place in small groups or on an individual basis. In some cases where pupils have more complex needs and have an Education Health and Care Plan (EHCP), they may be supported by a 1:1 TA.

### **5.9 Working with other agencies**

As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school including:

- SEMH Support Team (Nylands Campus Outreach Team);
- Educational Psychology Service;
- Health – including school nurse, paediatricians;
- Targeted Mental Health in Schools (TAMHS);
- Speech and Language Therapists (SALT);
- Paediatric Occupational Therapists;
- Swindon Autism Support Service;
- The Visual Impairment support team;
- The Hearing Impairment support team;
- The Advisory Teacher for Physical Disability;
- Social services – including Locality Teams and Social Workers;
- Orthotics;
- Community Paediatricians;
- Early Mental Health Practitioners - Trail Blazers;
- Early Help Hub;
- CLASS (Cognition and Learning Advisory Support Service).

### **5.10 Expertise and training of staff**

We aim to make sure that all teachers are kept up to date with developments in teaching related to SEND and meeting the needs of our learners. Teachers and Teaching Assistants are regularly updated on the SEN procedures in place in our school and given opportunities to meet to discuss the needs of individual pupils. In some cases, training may be sought from outside agencies to develop the knowledge and understanding of staff around a particular need.

Our SENCo, Sarah Muir, is a fully qualified class teacher and has completed the NASENCO accreditation. Kirsten Dunning has completed Level 3 Early Years SENCo qualification. Both attend

regular updates and SEND courses and will share and arrange relevant SEND training opportunities for all staff.

### **5.11 Evaluating the effectiveness of SEN provision**

The school continuously monitors and evaluates SEN provision and the effectiveness by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCo to ensure provision and suggested recommendation by professionals are in place
- Using IEPs and IEP reviews to measure individual progress
- Conducting learning walks and book checks
- Monitoring planning
- Holding annual reviews for pupils with EHC plans.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At Seven Fields Primary school we are committed to being fully inclusive and accessible to all pupils. Consideration is made to ensure that pupils with disabilities are able to take part in their learning in an environment that is safe and accessible. All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops and consideration is made as to whether pupils will need additional support or preparation to access these events.

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

See the accessibility policy for more information.

### **5.13 Support for improving emotional and social development**

At Seven Fields, we have a pastoral team which includes our Designated Safeguarding Lead, Family Support Worker, Behavior Support Worker and SENCOs. Together the pastoral team members work to create an inclusive environment that allows all pupils to access the curriculum and achieve their goals as well as making sure that pupils are supported socially and emotionally.

We provide support for pupils to improve their emotional and social development in the following ways:

- Opportunities to talk to members of staff regarding their needs, concerns or worries,
- Giving pupils a voice to discuss their thoughts
- Opportunities to take part in ELSA sessions and emotional understanding interventions
- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

#### **5.14 Complaints about SEN provision**

If parents have concerns around the needs of their child being met, they should first express their concerns to the class teacher. Often clarification can be given by those working closest to the individual child. If parents still have concerns, they can arrange to meet with the SENCo.

If parents continue to feel dissatisfied, they can contact

- The Headteacher,
- The SEN governor.

The full complaints policy is available on the school website.

#### **5.15 The local authority local offer**

Our local authority's local offer is published here: [Swindon SEND Local Offer](#)

### **6. Monitoring arrangements**

This policy and information report will be reviewed 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 on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions