

Upham CE (A) Primary School

Policy for Meeting Special Educational Needs and Disabilities



Approved by Governors (FGB) – 22 May 2025

Review date – by end of May 2026

UPHAM CE(A) PRIMARY SCHOOL
Policy for Meeting Special Educational Needs and Disabilities

This policy reflects the commitment of the Governors, Head teacher and Class Teachers to ensure that effective provision is made for children with Special Educational Needs and Disabilities (SEND) in accordance with the requirements of section 69 of the Children and Families Act 2014 the Special Educational Needs (Code of Practice 2014) and the Equality Act 2010.

Upham CE(A) Primary Schools aims to offer a nurturing, supportive environment to support emotional, social, cognitive and metacognitive learning where every child's learning is challenged with the highest expectations from all staff and potential barriers to learning are overcome. A child with SEND is no different. However, due regard must be made to the nature of their SEND to ensure they can be fully included in school activities inside and outside of school hours. This may require an activity to be adapted or individualised eg an individual reward system set up in addition to school-wide one. Perceptions in other children of a potential unfairness will be carefully managed so that the child with SEND does not feel 'different' in a negative sense.

Upham CE(A) Primary School will ensure that, no child is discriminated against for any reason connected to their disability. This means that no child from the school will be treated less favourably than someone else. This includes, wherever appropriate, access to the building, access to services offered by the school and where necessary, any information to be provided in different formats to the child or parent/carer if required. Further clarity can be found in the schools Single Equality Statement and Objectives, available on request from the office or the school website.

Aims and Objectives

- To ensure that all children are valued equally, regardless of their abilities and behaviour and that they participate in the full range of activities, experiences and learning across school life.
- To detail responsibilities of the Governors, Head teacher, Class Teachers and Support Staff.
- To ensure provision for children with SEND, including interventions, reflects the holistic developmental needs of the child.
- To ensure that provision provides good value for money.

- To detail arrangements for the policy to be reviewed regularly so that it continues to reflect the changing needs of the school as well as changes in Local Authority and Government Policy. To involve all parents fully, keeping them informed of objectives so that they understand the principles underlining the SEND policy and how children are supported.
- To work closely and collaboratively with parents and families of children with SEND and also the children themselves to ensure optimum provision to meet the child's needs. Using the principles of Assess, Plan, Do, Review.
- To embed the principles of the Code of Practice to ensure that for all children the ultimate objectives are:
 - preparation for higher education and/or employment
 - preparation for independent living
 - maintaining good health in adulthood
 - participation in society

Co-ordination of SEN provision

- At Upham School the Head teacher takes the role of SEN co-ordinator (SENCO) and is responsible for identifying those children who receive SEN support and for managing support arrangements for those children identified as having SEND.
- It is the responsibility of all staff to ensure effective provision and inclusion for children with SEND.
- A designated member of the Governing Body (not school staff) has the responsibility to maintain an overview of the school's work on SEND. Currently, this is Vicky Gardner and Rosemary Bickle.

Definitions

Definition of 'Special Educational Need (SEN)'

“Pupils have special educational needs if they have a *learning difficulty* which calls for special educational provision to be made for them. “Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; and

c) are of compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

“Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught”.

“Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area”.

Section 312, Education Act 1996 (updated)

Definition of disability

A disabled person is defined as someone who has a physical or cognitive impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be: substantial (that is more than minor or trivial), long-term (that is have lasted or is likely to last for at least a year or for the rest of the life of the person affected), and adverse.

We recognise that some children may have a physical disability and not a cognitive special need but may be recorded as SEN due to the requirements of the Code of Practice.

Roles and Responsibilities

Provision for pupils with special educational needs is the responsibility of the whole school.

This Policy for SEND applies to all children on the school roll. All children at Upham CE (A) School are continually monitored and tracked and should their emotional or cognitive development or their mental health cause concern, for example as a previously hidden need becomes more apparent, their need will be explored, addressed and recorded, in accordance with the SEND Code of Practice. This concern may initially be referred to the SENCO by any member of school staff or from parents or family members.

Emerging and/or changing needs may require specific support or advice from an outside agency and referrals/ requests for support may be made for any child, whether a SEND need has been identified or not.

Governors

As part of their statutory duties, the Governing Body of Upham CE(A) Primary School must publish both information about the school's policy on SEND and a separate Special Educational Need Information Report which explains the school's practice in detail. This information is available via the school office or on the school website. The Governing Body has one member who is designated as the School SEND Governor.

SEND Governor will

- Establish and maintain communication with the SENCO,
- Monitor the SEND Policy and practice,
- Keep informed about what the LA is doing in relation to SEND,

SENCO will

- Oversee day-to-day operation of SEND Policy,
- Keep informed of changes of policy and procedure at National and Local Authority levels and changes to statutory arrangements, making necessary changes to school practice and policy,
- Ensure Current Policy is published on school website and available for request in school office,
- Advise and support staff,
- Ensure all staff (including midday supervisory assistants (MDSAs), music teachers, after school club providers, visiting teachers) understand the particular nature of support required for children with SEND,
- Ensure relevant information about a child is collected, recorded and updated,
- Coordinate provision for children with SEND,
- Will liaise with teachers and the Governing Body, in particular the SEN governor,
- Manage learning support assistants,
- Chair annual review, or other meetings,
- Oversee records of children with SEND,
- Liaise with parents of children with SEND,
- Oversee professional training for all staff,
- Liaise with and respond to advice from external agencies,
- Review achievement and well-being of children through monitoring,
- Moderate the needs and provision priorities for the school,
- Monitor teaching and learning of children with SEND.
- Ensure that staff are given appropriate training around specific interventions they are required to provide such as, but not exclusively, dyslexia, Makaton and understanding ASD.

Teachers will

- Have high expectations for learning of children with SEND where progress is expected to be the same rate as other children,
- Identify learning needs and produce evidence where appropriate,
- Assess, plan and evaluate targeted provision,
- Liaise with parents and child to share and develop learning targets,
- Review targets with parents,
- Direct LSAs to support individual learning needs,
- Ensure teaching and learning strategies maintain an inclusive atmosphere where all children with SEND fully participate and engage with quality first teaching and the activities of the class,
- Provide assessment data and undertake monitoring as required by SENCO.

LSAs will

- Deliver support, as directed by teachers and SENCO to individuals, pairs and small groups,
- Support the class teacher in class by adapting resources and strategies to provide differentiated support to children with SEND,
- Provide feedback to the teacher,
- Complete appropriate documents to record progress within specific interventions,
- Administer diagnostic tests, as directed by teachers and the SENCO.

Arrangements for coordinating SEN provision

Since the headteacher is also the SENCO, SEND priorities are fully explored at a senior leadership level in the context of the priorities of whole school development planning and self review. The SENCO will lead the professional development of teachers and learning support assistants in meeting the learning and well-being needs of children with SEND.

SEN Provision is detailed in the separate Special Educational Needs Information Report

Individual Education and Learning Plans

Children who are recorded as receiving SEN Support (in accordance with the Code of Practice DfE 2014) and as having an Education and Health Care Plan (EHCP) or Statement of educational need will have a Personal Learning Plan written. This document is an Individual Education Plan (and may also be used to record provision for other children who do not have SEND but might, for example, have a purely medical need). This document will be drafted annually for the coming academic year and be reviewed at least termly (more frequently if appropriate).

The plan will be drafted in partnership between parents with the SENCO in order to assess the child's current need(s). The class teacher will then plan with the parents the prioritised support for the term with an evaluation at the end. The child will be encouraged and supported to participate and contribute at every stage of this process. The views of the child will be given due weight, according to the age, maturity and capability of the child (Article 12 & 13 UN Convention – Rights of the Child). The document will identify the child's strengths, their areas of learning need and through annotated provision maps, how support is provided at whole class, small group and individualised levels. Targets are set which are Small, Measurable, Achievable, Realistic, Timed, Evaluated and Reviewed (SMARTER).

Allocation of resources

The primary support for any child with SEN is the differentiated support as part of quality first class teaching. This support may include individual, paired or group work with an LSA, teacher or independently within the classroom. In addition to this, other methods of support may be utilised in order to meet a child's learning needs. Where this includes time spent working differently to the rest of the class a child should not miss areas of the curriculum, especially those where they may experience success or spend significantly greater amounts of time on a particular area. Whole curriculum balance should be part of the decision in how interventions are applied.

Different methods of support might typically include:

- Work outside of the classroom as an individual, pair, or group with an LSA or teacher.
- Individual learning as part of a structured, planned intervention programme, delivered by a trained LSA.
- Individual/ group work with a visiting specialist, related to the child's SEN learning needs
- Individual/ group support with staff not based within their classroom for specific reasons eg ELSA support (Emotional Literacy Support Assistant).

Complaints

In the first instance, any concerns around provision for or treatment of a child with SEND should be made with the child's teacher.

If this issue is felt to be more serious or not sufficiently dealt with by the teacher, the matter can be raised with the Headteacher (who is the SENCO) either in writing, email, by phone or face to face, who will endeavour to fully resolve the concern and reassure parents.

Any issues which remain unresolved at this stage will be managed according to the school Complaints Policy, available on request from the school office and on the school website.

Key Documents to refer to:

- DfE Special Educational Needs Code of Practice (2014)
- Education Act 1996 (*updated*)
- United Nations Convention on the Rights of the Child (UNCRC) signed in UK 1990
- section 69 of the Children and Families Act 2014
- Equality Act 2010.

This policy links with the following Upham School Policies:

Special Needs Information Report
Equality Action plan
Administrations of Medicines
Behaviour and the prevention of Bullying
Safeguarding
British Values