



# Special Educational Needs and Disability Policy

## Freeman Community Primary School

Prepared by	<i>Sharon Durler- SENDCo</i>
Approved by the Committee/Governing body	<i>November 2018</i>
Signature of Chair of Governors	<i>Susan Hayter</i>
Date reviewed and re-approved	<i>November 2025</i>
Next review date	<i>November 2027</i>

October 2024

## Inclusion Statement

- We endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need or a disability. Scaffolded learning and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- Some pupils in our school may not be making expected progress, or may not be achieving the expected standard, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

## Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of progress for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure staff are trained to have the expertise to meet pupil needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

**1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs and disabilities, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**and**

**2. The school's arrangements for assessing the progress of pupils with special educational needs**

This policy is to be read in conjunction with the school's other policies.

### **Provision for all**

- All learners will have access to quality first teaching.
- Some learners will have access to support in the form of small groups or one-to-one. Often, these will be pupils who are not making expected progress and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All additional intervention will be monitored across the school, as well as academic achievement.

### **Identification and Assessment**

Children's needs should be identified and met as early as possible through:

- The analysis of data.
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder pre-schools and nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support.
- Undertaking, when necessary, a more in-depth individual assessment.
- Involving an external agency when necessary.

### **Curriculum Access and Provision**

Where children are not making expected progress and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches or adjustments to address targets identified for individual pupils.

- Teachers scaffolding and modelling work as part of quality first teaching.
- Small group work with a qualified teacher or teaching assistant.
- One-to-one work with a trained adult.
- Individual class support / individual withdrawal.
- Further scaffolding of resources.
- Buddies.
- Inclusion Support plans.
- Individualised Learning Plans
- Monitoring reports.

- ICT support.

Within each child's learning plan, the adjustments made for them are highlighted to notify parents of the support their child is receiving in school in addition to targets identified. Below are the possible reasonable adjustments to support pupils with additional needs that may be offered.

<b>Cognition &amp; Learning</b>	<b>Communication &amp; Interaction</b>
Sufficient time for task Short 'bursts' of work Step by step instructions/checklist Pause to ask questions Structured choices Now & next structure Electronic tablet, voice recorder, laptop Additional manipulatives Pencil grip Sentence starters, word mats, phonic mats, model text Printed notes/ scribe	Use concise language and visual prompts or models Summarise key points Pre teach key words Check out understanding by asking questions Explicit beginning and ending of task within agreed time limit Advanced warning of change Explain purpose of task Social Stories

<b>Social, Emotional &amp; Mental Health</b>	<b>Physical and/or Sensory</b>
Agree start and finish time Make explicit task relevance Praise effort & engagement Learner & adult identifies success each day Set own goal for the week Ask questions to encourage self-reflection Learner selects task order Share 'I can' statements Individual zones of regulation check ins Visual timetable/prompts Individual behaviour charts	Adapt materials so more accessible Scaffold tasks so skills broken into small steps Adapt working position/ station Ear defenders, loops, weighted blanket, wobble cushion, chair band, fidget toy, comforter, radio aids Reduce environmental noise and sufficient light Pre-prepare resources to support access Brain break/ sensory circuits Coloured overlays

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom and / or pupil observations.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Teacher meetings with the SENCo.
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring targets, evaluating the impact of those targets on pupils' progress.
- Attendance records and liaison with Education Welfare Officer (EWO).

- Regular meetings about pupils' progress between the school and parents.
- Headteacher's report to parents and governors.
- SENCo's report to governors.
- SEND Trust Meetings

### **Additional SEN Support**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the scaffolded curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.
- On occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our approach to Learning Plans is as follows:

- As a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- To only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more English" or "more Maths".
- To be accessible to all those involved in them– pupils should have an understanding and ownership of the targets.
- Will include assessment data and will include the input of outside agencies,
- Have been made so that they are manageable and easily monitored so they can be evaluated regularly.
- Will be time-limited – termly reviews, with an agreed "where to next?"
- Will have a maximum of four short / medium term targets set for or by the pupil.
- Will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets will be arrived at through:

- Discussion between teacher and SENCo.
- Discussion, wherever possible, with parents/carers and pupil.
- Discussion with other professionals.
- Using targets in the pupil's EHCP.

### **Education Health and Care Plans**

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our review procedures follow those in the Special Educational Needs and Disability Code of particularly with regard to the timescales set out within the process.

**3. The name and contact details of the SEND Co-ordinator at Freeman is Sharon Durler, [senco@freemancpschool.co.uk](mailto:senco@freemancpschool.co.uk)**

### **Management of SEN within our school**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENCo). The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of all learners** – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Headteacher**

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and disability Coordinator (SENCo).

The head teacher will be informed of the progress of all learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system.
- Maintenance and analysis of a whole-school provision for vulnerable learners.
- Review of provision maps.
- Pupil progress meetings with individual teachers.
- Regular meetings with the SENCo.
- Discussions with pupils and parents.

### **Special Educational Needs and Disability Coordinator**

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision for vulnerable learners.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs and Disabilities.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a Education and Health Care Plan.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous interventions that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for vulnerable pupils.

- Monitoring the school’s system for ensuring that Learning Support Plans have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class.
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending SENCo meetings and training as appropriate.
- Liaising with the school’s SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

**Class teacher**

Liaising with the SENCo to agree:

- Identifying pupils in the class that are vulnerable learners.
- Which pupils are not making expected progress and need to have their additional interventions monitored on the vulnerable learners’ provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning Support Plan, to address a special educational need (this would include pupils with EHC Plans).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing scaffolded teaching and learning opportunities whilst maintaining challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the scaffolded curriculum offer and strategies.
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all learners having high expectations for all learners.

**4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- The SENCo will, where possible, meet regularly with other local SENCos.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

## **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support.
- Specialist equipment and expertise in relation to its use will be purchased/hired/sought by the school. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

## **6. The role played by the parents of pupils with special educational needs (and other learning needs).**

### **Partnership with Parents/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.
- giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the SENDIASS services.
- Providing all information in an accessible way.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving their targets.

## **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings.
- A transition action plan will be produced, with specific responsibilities identified.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a named contact at the new school with whom they and the SENCo can liaise

**7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

## **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against any child and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with The Children's Endeavour Trust*)

## **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

**8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**Please see our SEND Offer for further details.**

See Suffolk's Local Offer and also the SENDIASS website

Activities unlimited provide activities for children with SEND during school holidays and weekends  
<https://www.suffolklocaloffer.org.uk/short-breaks-and-leisure-activities/activities-unlimited>

**9. Information on where the local authority's local offer is published.**

**Please see our SEND Offer for further details.**

**This policy will be reviewed annually by the governing body and parents and was last reviewed:**

Reviewed: November 2025

Next review: November 2027