



Policy status	Statutory
Responsible	FGB
Policy reviewed/amended	December 2020
Policy review term	Annual
Policy due for renew	December 2021

# SEN policy and information report

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## 1. Aims

Our 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

## 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 co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN 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 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is the Headteacher, Mrs Alison Cooke and Mrs Kathryn McNamara

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 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 to providing SEN support
- › 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 pupils and their parents are informed about options and a smooth transition is planned
- › Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN Governor

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

### 4.3 The Headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class Teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with 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
- › Ensuring they follow this SEN policy

## 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:

- learning difficulties - in acquiring basic skills
- social, emotional or mental health difficulties - making friends or relating to adults or behaving appropriately
- specific learning difficulty - with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties
- communication problems - in expressing themselves or understanding what others are saying
- medical or health conditions - which may slow down a child's or young person's progress and/or involves treatment that affects his or her education

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

We monitor the progress of all children regularly. The class teachers carefully plan to ensure that the needs of all children are met within their classroom. Sometimes this will include some additional or different support for individuals or small groups. If, after these measures, there is evidence that a child is not making the expected progress, then the class teacher and SENCo will work together, using observations, testing and assessments, to identify the best way to help the child to make progress.

Further assessments may then be carried out to gain a better picture of a child's needs. This will initially involve classroom observations and a close scrutiny of their work and progress.

Assessments used may include:

- British Picture Vocabulary Test
- Dyslexia Profile
- Phonological Assessment Battery
- Sandwell Early Numeracy Test
- York Assessment of Reading Comprehension
- Analysis of Need

### 5.3 Consulting and involving pupils and parents

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEN and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating the sensitivities that may arise.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

### Graduated response - Stages of Intervention & Provision

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. The child's views will be taken into account (this might be through completing a My Profile with a member of staff or through other means).

This can be characterised by progress which:

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

It may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEN can be identified at an early age. However, for other children, difficulties become evident only as they develop. All those who work with our children will be alert to emerging difficulties and will respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development (including when there are issues at home that are not seen at school). Staff should also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors, such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First, Wave One teaching. Pupils falling just below national expectations will usually benefit from catch-up programmes.

An assessment of need will be carried out to ensure that the full range of an individual's needs are identified, not simply the primary need. Support will be provided to an individual based on a full understanding of their particular strengths and needs, and we will seek to address them using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software, using resources available to us.

When a pupil is consistently and significantly falling behind normal expectations, despite undergoing catch up work, a child will have a My Plan drawn up based on assessment, or it may be appropriate to draw up a My Plan Plus.

### **My Plan**

The important features of a My Plan are the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised.

1) When a teacher or SENCo identifies a pupil with special educational needs based on assessment, they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework. We will adopt an Assess, Plan, Do, Review approach – the graduated approach which will form a targeted and co-ordinated cycle leading to regular improvement and adaptation to changing needs.

2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:

makes little or no progress; shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment ; persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school ; has significant sensory or physical problems that impact on their ability to learn ; has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum .

3) The parents/carers of the pupil will be informed as soon as concerns emerge, will be consulted with by appropriate staff, and the views of the pupil will be sought.

4) All information about the pupil from within the school, together with any additional information from the parents, will be considered.

5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists for advice and to enhance the provision being made.

6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from:

within the school, using support systems and identified link staff ; progress tracking information; parents/carers and the pupil.

7) The SENCo will work closely with class teachers and staff involved in supporting the child to plan future support for the pupil, monitoring and reviewing the action taken.

8) The pupil's teachers and teaching assistants will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

9) The SENCo will co-ordinate the planning of an Individual My Plan and set targets in discussion with appropriate staff and parents.

10) Where a pupil is identified as being at risk of disaffection or exclusion, a Behaviour Support Plan will be implemented as early as possible. Subsequent plans will reflect strategies to meet their needs and show a graduated response to those needs.

11) All staff will be involved in providing further help to pupils. (Note: For this reason, the arrangements for recording My Plans should be planned and agreed with all staff and endorsed by senior management.)

12) The plan will be discussed with the pupil and parents.

13) The plan will be reviewed, ideally on a termly basis or more frequently for some pupils, but at least twice yearly.

14) The pupil and parents will take part in the review process and will be involved in setting further targets. All parents of children on the SEND register are offered Parent consultations in Term 1, 3 and 5. If not directly involved, the pupil's views will be ascertained and considered in any discussion.

Many pupils with SEN will be catered for satisfactorily under My Plan by their teachers and TAs. Some will need further assessment and provision at My Plan Plus. A request for additional advice from external services will be made at this stage. It is anticipated that the decision to seek further advice will be taken by the SENCo in consultation with teaching staff, parents and pupil.

(Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils)

## **My Plan Plus**

The SENCo will take responsibility for the following arrangements.

1) Involving external support services, both those provided by the LA and/or outside agencies, who will advise on a range of provision including new My Plan+ targets and appropriate strategies.

2) The My Plan plus will be preceded by an Analysis of Needs process, this might include specialist assessment arrangements being made, such as involving the Educational Psychology Service.

3) The triggers for intervention at My Plan Plus could be that despite receiving an individualised programme, and/or support, the pupil:

continues to make little or no progress in specific areas over a long period of time; continues working at National Curriculum levels substantially below that expected of pupils of a similar age; continues to have difficulty in developing literacy and numeracy skills; has social, emotional or mental health difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme; has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency; has ongoing communication or relationship difficulties, which impede social development and act as a barrier to learning.

4) The SENCo, teachers, literacy and numeracy leaders and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of information technology.

5) The resulting My Plan+ will set out new strategies for supporting the pupil's progress.

6) The strategies set out in the My Plan+ will, as far as possible, be implemented in the normal classroom setting and the delivery of the plan will be the responsibility of the class teachers

7) The arrangements for tracking progress will be agreed with those who will be teaching the pupil and led by the SENCo, and levels of attainment will be recorded on the plan.

8) The SENCo will ensure that the subsequent review is conducted as before. Parents will be consulted and the pupil involved in the review process. The outcomes will be recorded on the My Plan+ form and targets will be set for the next review.

9) Where progress is satisfactory, it may be decided the pupil remains at My Plan Plus with review times extended to twice yearly. Where the pupil is consistently achieving targets over time, a decision will be made to revert to the earlier stage of My Plan.

10) If, at the review stage, the SENCo and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals.

11) The SENCo will note in the pupil's records what further advice is being sought and the support being provided for the pupil while this is being done.

12) The decision by the school to request an Education Health Care Plan from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern, in spite of the school's best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.

## **School Request for Education Health and Care Plan**

The SENCo will again take a leading role and will provide information to a moderating panel of Head Teachers, who will scrutinise the information provided, including:

the school's action through My Plan and My Plan plus; individual progress plans for the pupil; records of regular reviews and their outcomes (a minimum of two consecutive reviews) covering at least a six month period; an individual provision map; the pupil's health, including a medical history where relevant; tracking of progress in National Curriculum levels; attainments in literacy and numeracy; educational assessments from an advisory specialist, support teacher or educational psychologist; views of the parent and child; involvement of other professionals; involvement of the social services or education welfare services.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil at My Plan Plus. The My Plan Plus review form will continue to be used for this purpose.

If the LA decides not to make an Education Health Care Plan, then the pupil will remain at My Plan Plus. If appeal procedures are invoked, the pupil will continue to receive support at My Plan Plus.

### **Education Health and Care Plan**

If the LA does makes a plan, then the school's role is as follows.

- 1) The Head teacher/SENCo will implement recommendations in the plan.
- 2) Short-term targets will be set and reviewed at least twice yearly. The strategies to meet those targets will be set out in the PLAN and should record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENCo will:
  - seek written advice from parents and professionals; ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are:
  - the pupil's parent/carer; relevant teacher/s and TA/s; representative of the LA
  - the pupil where appropriate, representatives of health and social services, and other professionals closely involved.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **The Annual Review in Year Five**

The annual review in Year Five will be held in the Spring Term. The review will suggest amendments to the pupil's Education Health and Care Plan. The Education Health and Care Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review, planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary school will be invited.

## **The Final Review in School**

The final annual review, carried out preferably in the Autumn Term in the school, will identify the young person's likely destination on leaving school.

## **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.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions such as but are not limited to:

- Precision teaching
- Dancing Bears series
- Apples and Pears
- Numicom
- Plus 1 and Power of 2
- Can do maths - Keep up, work out
- Book group
- Writing group
- Listening skills
- Barrier games
- Speed up handwriting
- Social stories
- Visual timetables
- Now, next, then
- Wellcome Speech
- Fizzy and SMART moves

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

At Slimbridge Primary School we aim to provide high quality, inclusive teaching for all children within a supportive and caring community. This means that class teachers differentiate what they are teaching to meet the needs of all pupils. We think it is very important that all children contribute to aspects of the curriculum and we work creatively to ensure this happens. No child would be excluded from an element of the curriculum unless a more appropriate activity was supplemented e.g. a child with a physical disability with specific targets on their My Plan or EHCP, may have a separately planned PE lesson that sat alongside the other children.

Trips and visits are carefully planned to allow all children to attend.

All Year 2 & 3 children have a minimum of 10 weeks of swimming lessons and the school works with families and the pool to make this accessible to all pupils. If families didn't want their child to swim alternative PE would be investigated.

For children with specific difficulties we provide materials to scaffold their learning (e.g. word mats) and provide them with alternative ways to record their work, including using ICT (e.g. laptops, iPads). Where appropriate children will work on specific targets outside the class with either their class teacher, a TA or a SENCo. This might include pre learning a task to ensure that they are ready for class learning, or embedding skills already covered in the classroom.

Where a child has emotional and social needs additional groups and support would be planned outside the classroom, where needed a child might see a therapist during school time.

Some children need the curriculum or resources changed to meet their needs e.g. differently lined books or enlarged text for a child with a Visual Impairment. Any changes to the curriculum will be decided after consultation between the SENCo, Class teacher, 1.1 TA, outside agencies, parents and the child, as appropriate.

All children are encouraged to attend after school and enrichment activities, additional support will be sort to facilitate this e.g. through a MY Plan+. Parents are fully involved in this process and the impact of the child's involvement on themselves and others will be measured.

## 5.8 Additional support for learning

We have number of teaching assistants who are trained to deliver interventions

- Teaching assistants will support pupils on a 1:1 basis when ...
- Teaching assistants will support pupils in small groups when ...
- We work with external agencies (where appropriate) o provide support for pupils with SEN

## 5.9 Expertise and training of staff

Class teachers are supported in their SEND provision by the SENCOs. The SENCOs meet with the teachers regularly to discuss the progress of children on the SEND register and any concerns the teachers may have. We can then identify individual needs and appropriately trained staff to support each child. If we don't have the expertise needed to help that child, we will look for additional training from experts outside the school. We work closely with the Local Authority Educational Psychologists, Advisory Teaching Service and other outside agencies, such as Speech and Language Therapists, and they provide specific training to the whole staff as needed. We provide whole school in service training regularly on changes to SEND practice as well as training to improve our practice. Staff also attend national courses about different aspects of SEND provision e.g. Supporting Children with Autism, Attachment Disorder, Manual Handling. Slimbridge School has two trained Thrive practitioners to support children with emotional, social and behavioural issues. Children are assessed and an individual programme of work developed to support their needs. This includes a family assessment and programmes of activities that parents can use to support their children at home. Staff work closely with parents to include them in the decision making.

## 5.10 Securing equipment and facilities

### Special Facilities

The school has a disabled toilet facility and Hygiene Room. The building is wheel chair accessible throughout the ground floor.

### Resources

When the Governing Board approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

## 5.11 Evaluating the effectiveness of SEN provision

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives. In order to achieve this, Governors will monitor:

The standards and progress made by pupils with special educational needs and disabilities; The number of pupils at My Plan, My Plan Plus and those with Education Health and Care Plans in each year group; The movement of pupils on My Plan, My Plan + and Education Health and Care plans across the categories as recorded on the school's provision map; The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map; Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care; The views of parents expressed on stage forms and any complaints received; The extent to which pupils' views are reflected on forms; Details of visits by specialist teachers, educational psychologists and other agencies; Staff views on in-service training opportunities and the training opportunities available.

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed at least every two years.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

## **5.13 Working with other agencies**

There are times when it is essential for children to be assessed by or to work with an outside professional. The different services we use on a regular basis are:

- Educational Psychology Service (directly funded by the school)
- Advisory Teaching Service (paid for centrally but delivered in school)
- Speech and Language Therapy (paid for by Health Services and usually delivered in school)
- Occupational Health (paid for by Health Services and usually delivered in school)
- Physiotherapy (paid for by Health Services and usually delivered in school)
- Play therapist (paid for by Health Services and usually delivered in school).
- The 'Virtual School' supports Children in Care.

There are many other agencies that support schools. These can also be accessed depending on the individual needs of the child. They also provide resources and equipment to support children access the school curriculum and grounds. TA staff have regular updates on using specific equipment to support children in the school. The school has been extended to provide additional disabled access and hygiene facilities.

We have a zero tolerance approach to bullying.

## **5.15 Complaints about SEN provision**

We hope that all SEN children at Slimbridge Primary school will have their needs met. If things do go wrong, though, it is very important that parents are able to use informal and formal complaints procedures to remedy the situation as soon as possible.

Complaints about SEN provision in our school should be made to the class teacher, the SENCOs or the Headteacher in the first instance. If we can't resolve the situation then you need to refer to the Complaints Policy on the school website or available from the School Office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Contact details of support services for parents of pupils with SEN**

Parents can get further support from bodies, such as, SENDIASS on [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk) Or IPSEA on [www.ipsea.org.uk](http://www.ipsea.org.uk)

## **5.17 Contact details for raising concerns**

Slimbridge Primary School Special Educational Needs Co-ordinator – Mrs Alison Cooke

Please contact through the school office on 01453 890216 or email [admin@slimbridge.gloucs.sch.uk](mailto:admin@slimbridge.gloucs.sch.uk)

## 6. Monitoring arrangements

This policy and information report will be reviewed by SEN Lead Governor **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
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding & Child Protection Policy
- Medical conditions Policy
- Accessibility Action Plan

For more detail on our school's practices and procedures please read our SEND policy on our website or come and speak to us. Also see our website, for useful information and contact numbers and specific information on the following: Gloucestershire Local Offer on <http://www.glosfamiliesdirectory.org.uk>  
Slimbridge School Local Offer on the school website SEND Policy

Funding information -

[https://www.gloucestershire.gov.uk/media/4481/gcc\\_1188\\_personal\\_sen\\_budgets\\_a5-web8079.pdf](https://www.gloucestershire.gov.uk/media/4481/gcc_1188_personal_sen_budgets_a5-web8079.pdf)