

# Curry Rivel Church of England Primary School



**'Healthy trees bearing good fruit' – Matthew 7 v 17**

## **SEND POLICY**

**Agreed by Full Governors 25<sup>th</sup> January 2024  
Review Spring 2026**

# **Policy for Special Educational Needs & Disabilities**

## **Policy statement**

At Curry Rivel Primary School, we are committed to giving every child the opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of every one in our school. Every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND). We respect the unique contribution which every individual can make to our school community.

## **Aims**

### **Our SEND Policy aims to:**

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure equality of provision for pupils with SEND
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

## **Legislation**

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

## **Definitions of SEN and Disability (SEND)**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a

long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### **Identification, Assessment and Provision**

Special Educational Needs is a whole school responsibility. In addition to the Governing Body, the Headteacher, SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. All teaching staff are involved in a cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. For those children whose attainment fall significantly outside of the expected range may have special educational needs. Provision will change in line with the Somerset Core Standards using the cycle of Assess, Plan, Do, Review.

### **Roles and responsibilities**

#### **The SENDCO**

**SENDCo: Mrs Charlotte Monk.** The SENDCo holds the National Award for SEN co-ordination (NASENCO).

She 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 SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support – implement a clear process of assess, plan, do review which places the child at the centre of the process, and considers the impact on teacher workload.
- 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
- Ensure the school adheres to the SEND code of practice.

#### **The SEND governor**

**SEND Governor: Anne Geach**

**The SEND 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

### **The Head Teacher**

**Head Teacher: Mrs Ali Pook**

#### **The Head Teacher will:**

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

### **Class teachers**

#### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Providing high quality teaching and learning experiences for all pupils in their class.
- Providing an inclusive learning experience for all pupils 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 SENDCo to review each pupil's progress and development and decide on any changes to provision, this includes contributing to the Assess, Plan, Do, Review process which includes setting appropriate targets and reviewing these regularly.
- Ensuring they follow this SEND policy

### **Partnership with Parents/Carers**

We value our partnership with parents and acknowledge the key role that parents play in enabling children and young people with SEN to achieve their potential. As a school we recognise that parents/carers have key information, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

Developing and maintaining good relationships with parents is of utmost importance to us at Curry Rivel Primary School and parents and carers will be encouraged to be involved at all stages of the Education planning process. An appointment is made by the SENDCo to meet all parents and carers whose children are recorded as having special educational needs. Parents and carers are invited to target setting and review meetings every term. In addition parents of pupils with an EHCP will have an Annual Review meeting each academic year. At review meetings with parent and carers we always make sure that the child's strengths as well as difficulties are discussed. Parents and carers' evenings provide regular opportunities to discuss concerns and progress. Parents or carers are able to make other appointments on request. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents or carers are able to make a complaint by contacting the Head Teacher or if this fails to resolve the issues, the Governing Body. Our complaints procedures set out the steps in making a complaint in more detail and can be obtained from the school office.

### **Early Years Foundation Stage Assessment (EYFS)**

During the first term of the reception year, we use the EYFS Profile to assess a child's current level of attainment. This ensures that children have an opportunity to build upon their learning and experiences already established during the child's pre-school years. If a child already has an identified special educational need, there will be liaison between the school and pre-school

setting and a School Entry Planning Meeting may be arranged with parents and all involved agencies. The class teacher alongside the SENDCo will use this information to:

- provide a starting point for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to further identify learning difficulties
- use on-going observations and assessments provide regular feedback about achievements. This will also form the basis for future planning and next steps in learning
- communicate with the child and parents to encourage them to implement a shared approach to learning at home

### **SEND Support**

The triggers for SEND support will be concern about a child, who despite receiving Quality First Teaching differentiated learning opportunities still make limited or no progress even when teaching approaches are specifically targeted for the child. A child may have difficulties in one or more of the following areas:

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

### **Identification, Assessment, Planning and Review Arrangements**

Curry Rivel Primary School follows the graduated approach of Assess, Plan, Do and Review (APDR) as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012) The following are not SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of Pupil Premium
- Being a Child Looked After
- Being a child of service personnel

### **SEND support – four part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where identified, initial concerns are discussed between the class teacher and parents. If concerns continue, then the SENDCo is also included in part of the Assess, Plan, Do Review cycle.



**Assess**

The class teacher, sometimes working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

**Plan**

Parents/carers will be notified about their children's needs. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. Individual targets will be set and reviewed recorded on a Learning Support Plan where appropriate.

**Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above if necessary.

**Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held at least three times per year. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health and Paediatricians, Learning Support Services (LSS), Occupational Therapists (OT), Speech and Language Therapists (SALT) and, when appropriate, Social Services and the Children Looked After Team (Virtual School). Education Health Care Plans (EHCP). As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite Curry Rivel taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENDCo to discuss this further or look on Somerset Choices and refer to the SENDIAS team.

**Behaviour**

Curry Rivel Primary School has an effective behaviour code which supports all pupils including those with challenging behaviours. The school has a caring and supportive ethos which results in a safe and secure environment for all members of the school community.

**Medical**

As a school, we ensure that all children with medical conditions are supported to have full access to education, including trips, residential stays and physical activities. Should a pupil with a medical condition also have a disability, the school will comply with its duty under the Equality Act 2010. Some pupils with a medical condition may also have a special educational need and will possibly require an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014,) is followed. Support arrangements are put into place for specific medical needs/conditions. The school will arrange meetings with parents or carers and relevant medical professionals. If required, the school will work with the parents/carers to agree a health care plan. When staff are

required to administer medication, they will receive regular training in order to help them to support the pupil's specific needs.

### **Provision**

At Curry Rivel, we use a wide range of strategies to ensure the provision for our children with SEND meet all their individual needs. All classrooms use a visual timetable each day. Adjustments have been recently made to the school to ensure it is accessible to people with a physical disability and our provision includes three accessible toilets, one with a adjustable height changing bed and ceiling track hoist system.

### **Interventions**

Following assessments, the class teacher and SENDCo, through discussion with parents/carers, will decide an appropriate cause of action to help the child to progress. This may include:

- Small group or 1:1 support
- Different learning resources or special equipment
- Staff training and development to ensure effective delivery of strategies
- Access to LEA support services

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Information report
- Positive Handling Policy
- Safeguarding
- Supporting pupils with medical conditions