



**Great Linford**  
Primary School

# Special Educational Needs and Disability Policy

Updated November 2023

## Special Educational Needs and Disability Policy

### 1. Purpose

- The purpose of this policy and the SEND information report is to support the school in achieving its vision for all children, regardless of whether they have special educational needs or a disability.
- At Great Linford Primary School, we believe that all children are entitled to an education which allows them to:  
**Aspire, Thrive, Enjoy, Achieve**

Our vision is to provide children with an education that:

- Motivates, inspires and arouses a passion for learning
  - Uses exciting teaching techniques and outdoor learning experiences
  - Provides high quality teaching and feedback that clearly articulates the next steps necessary to achieve success
  - Gives children the skills required to be effective lifelong learners who have realised their individual potential.
  - Nurtures and develops children, instilling them with values which enrich their own lives and those around them.
- The purpose of this policy is also to fulfil legal statutory requirements. It is based on the statutory publication: Special Educational Needs and Disability (SEND) Code of Practice. The SEND Code of Practice states that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. It states education should enable children to:
    - achieve their best
    - become confident individuals living fulfilling lives, and
    - make a successful transition into adulthood, whether into employment, further or higher education or training
  - This policy is also based on 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

- This policy will outline the support and the provision made for pupils with SEND and details of how it is managed, including the roles and responsibilities of different members of school staff.

## **2. Aims**

The aims of our special educational needs and disability (SEND) policy and practice in school are:

- To ensure that individual needs do not constrain any educational entitlement and that all children have full access to the curriculum, promoting personal development and preparing them for adult life.
- To meet individual needs through a wide range of provision that attains high levels of satisfaction and participation from pupils, parents and carers and ensures that staff deployment, resource allocation and choice of intervention are leading to good learning outcomes.
- To provide all children, including those with SEND, with the opportunity to reach their full potential, experience success and feel proud, securing the highest levels of personal achievement in all areas of their development. This may be through incorporating wider activities into the provision for children with SEND in addition to traditional academic learning.
- To ensure that developing independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral parts of the educational entitlement for all children but particularly those with SEND, with a key focus on increasing children's levels of independence and their resilience.
- To create a calm, happy, sensitive, secure and nurturing environment for all of our children, including those with SEND.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, ensuring a multi-professional approach to meeting the needs of learners with SEND.
- To make provision for children with SEND a matter for the school as a whole. Doing so means that every member of staff takes responsibility for every pupil that they teach.

## **3. Definitions of Special Educational Needs (SEN)**

- 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.
- This definition of SEN includes children with a disability where special educational provision needs to be made. This does not mean that all children with a disability necessarily have learning difficulties.
- If a child receives a medical diagnosis of a disability, it will not automatically mean that they have SEN. The key factor is whether special educational provision needs to be made in order for a child to make progress.
- Identifying a child as having SEN should not be confused with 'under achievement' where a child is underperforming and not working to their ability due to factors which are currently or may previously have been impacting on their level of engagement with learning. Some pupils in our school may be underachieving but will not necessarily have SEN. It is our responsibility to spot this quickly and ensure that appropriate catch up or keep up interventions are put in place to help return the attainment of these pupils to where it is expected to be. Work should also be done to address any issues which may currently be the cause of underachievement and affecting the child's engagement levels. The source of these could be home or school.
- **Low attainment/being academically further behind does not automatically mean a child has SEN.** The term SEN should not be used for children who require 'more reading/writing' or 'more maths' to catch up - it is more than offering targeted support or interventions personalised to gaps in children's learning, This is part of adapting the usual school curriculum **and many children can receive the support they need to make progress through these adaptations made as part of the 'Quality First Teaching' within the classroom on offer to all children.** Other pupils will genuinely have SEN and this may lead to lower-attainment (though not necessarily to under-achievement). It is important to remember though that these children don't have SEN because of their lower attainment.
- The identification of SEN comes with the responsibility to ensure that such pupils have the maximum opportunity to attain and make progress in line with their peers. It should not be seen as a justification for assuming and accepting slow progress. 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.

## 4. Roles and responsibilities

### 4.1 The SENDCO

Charlotte Woolley is the SENDCO. Charlotte Woolley has completed the National Award for SEN coordination.

The SENDCO will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- 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, ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported
- Advise on and support class teachers in following the graduated approach to providing SEND support, including advice on curriculum modifications, adaptations and teaching and learning strategies
- Coordinate a SEND monitoring cycle which includes:
  - Regular opportunities for class teachers to review and update SEND support plans
  - Regular opportunities for class teachers to meet with SEND parents, accompanied by the SENDCO as and when required
  - Regular meetings (at least termly) for the SENDCO to meet with class teachers to discuss the needs, provision and progress towards outcomes for their SEND children
  - Regular opportunities for the SENDCO to observe children on the SEND register and to look at their work in order to monitor the provision that has been put in place for them as detailed on SEND support plans
- Evaluate regularly the impact and effectiveness of the additional provision and interventions for all SEND children in the context of effective access to the curriculum and the progress that they make and the standards that they achieve;
- 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
- Oversee the records of all pupils with SEND, ensuring these include up to date copies of external professional reports, minutes of meetings and communication that the SENDCO has had regarding each child
- Support, where appropriate, with subject leader monitoring and feedback to staff to support high quality first teaching for all children
- Contribute to the in-service training of staff
- Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health Care Plan when it is suspected that a pupil may have a need which will require significant support

- Carry out referral procedures to other professionals: speech and language therapists, CAMHs, school nurse
- Carry out Annual Reviews of EHCPs
- Oversee the smooth running of transition arrangements for SEND children as they move between year groups within the school
- Liaise and consulting sensitively with parents and families of SEND children, keeping them informed of progress, in conjunction with class teachers
- Attend SENDCo network meetings and training as appropriate
- Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for SEND children
- Monitor the attainment and progress of SEND pupils at data submission points
- Maintain an up to date school SEND register
- Draft and update the SEND policy and SEND information report on an annual basis.

## **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO 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
- Provide sufficient resources, administrative support and professional support to the SENDCO to enable her to be efficient;
- Provide opportunities for the professional development of the Inclusion Manager;

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including SEND children that may spend the majority of their time learning outside of the classroom with a learning support assistant
- Providing quality first teaching which is appropriately challenging for all children, including those with SEND
- Putting in place strategies through class support when they identify that a child may need additional support to address barriers to learning
- Seeking advice from the SENDCO when they feel a child may have SEND and the class support strategies they are using aren't being effective
- Ensuring they have read the SEND files for all children in their class on the SEND register so that they have a full understanding of each child's needs and the strategies and provision that have been recommended by any professionals involved with them, insuring that any individual learning outcomes that have been set have been incorporated into planning.
- Seeking advice from the SENDCO on special educational provision at anytime when unsure of how best to meet a child's needs with the resources available
- Putting in place provision for all children on the SEND register to address the needs and areas of difficulty for SEND children in their class and capturing this on individual SEND support plans for each child with desired outcomes
- Working closely with any learning support assistants to plan the provision and interventions they will be delivering, how they can be linked to classroom teaching and evaluating the impact of their support.
- Reviewing and updating SEND support plans and short term outcome records as part of the SEND monitoring cycle agreed by the SENDCO
- Meeting the parents and carers of SEND children at least termly as part of the SEND monitoring cycle agreed by the SENDCO to share SEND support plans and short term outcome records and gather their voice and aspirations for their child, incorporating this into the SEND provision their child receives as appropriate.
- Meeting with the SENDCO at least termly as part of the SEND monitoring cycle agreed by the SENDCO to review each pupil's progress and development and decide on any changes to the level of support required.
- Providing information to the SENDCO as requested
- Meeting with the SENDCO when requested to give them relevant information to be included in:
  - Referrals to other professionals
  - Paperwork that other professionals have requested to be completed
  - Paperwork required prior to an EHCP annual review
- Collecting pupil views for the EHCP annual review process
- Attending annual reviews with the SENDCO
- Ensuring they follow this SEND policy

## **4.5 Parental requests to support at a tribunal**

- No member of staff or any member of the governing board will attend any tribunal where the evidence presented has already been provided to the relevant body by the school.

## **5. SEND Information report**

The headlines covered in our SEND Information Report are outlined below. The full report is available on our website.

### **1. Types of SEND at Great Linford**

- What kinds of need can be provided for at Great Linford?

### **2. Our approach to SEND**

- Our principles of teaching pupils with SEND
- Our approach in practice

### **3. Our SEND processes**

#### **a) Identification of SEND**

- Definitions of SEND
- The different levels of additional support at Great Linford
- What happens when a child is identified as needing additional support?

#### **b) Assessing and reviewing the progress of SEND pupils**

#### **c) Evaluating the effectiveness of SEND provision**

### **4. Our SEND provision**

#### **a) Adaptations to teaching**

- Scaffolding learning
- Preventing cognitive overload
- Choice

#### **b) Providing recommended aids**

#### **c) Adaptations to the learning environment**

- Adaptations within the classroom
- Learning spaces outside of the classroom

#### **d) Adaptations to the curriculum**

- Changing the context
- Adapting content
- Developing key life skills
- Personalised curriculum

#### **e) Intervention – what additional support is available?**

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and physical difficulties

#### **f) The use of learning support assistants**

#### **g) Adaptations to extra-curricular activities/trips**

#### **h) Key Stage 2 SATs – access arrangements**

### **5. Wellbeing, emotional and social support for children with SEND**

### **6. Our facilities**

- How accessible is our school environment?

#### **7. Funding**

#### **8. Consulting and involving SEND pupils and their parents/carers**

#### **9. Working with external professionals**

- External support for meeting the needs of SEND pupils that can be accessed by school referral
- External support for meeting the needs of EHCP pupils that can be accessed by school referral
- Other professionals involved with SEND pupils that the school may work with

#### **10. Transitions for SEND children**

- When starting school for the first time in EYFS
- When starting at our school having attended another school
- When moving to secondary

#### **11. Staff training and expertise**

#### **12. Who to contact at Great Linford about SEND**

- My child attends Great Linford – Who should I contact to discuss the needs of my child?
- I'm a prospective parent of a child with SEND – who is it best that I speak to?

#### **13. Complaints about SEND provision**

#### **14. Where to look for further support**

- The Milton Keynes SEND Local Offer
- Milton Keynes SENDIAS – Special Educational Needs and Disability Independent Advisory Service
- PACA – Parents and Carers Alliance MK
- Milton Keynes SEND Team – Supporting parents at home

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **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
- Equality information and objectives
- Supporting pupils with medical conditions