



Althorpe and Keadby **Primary School**

Special Educational Needs **Policy**

September 2025

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Special Educational Needs Policy- September 2024

Special Educational Needs Co-ordinator – Mrs L Fox

SEN Governor – Mrs T. Murphy

Designated Safeguarding Lead – Mrs F Sorbie

Deputy Designated Safeguarding Lead - Mrs L. White

Tel. 01724 782 344

The school works to meet the needs of children with SEN in the same way as it does for all pupils. We work together with children, families and outside agencies in order to enable children to achieve their best. We aim to develop skills, qualities and attitudes that will enable children to become confident individuals and lead fulfilling lives; preparing them for the next stages in their education and adult life. It is expected that every teacher is a teacher of every child, including those with SEN.

Aim

The school encourages individuals to strive to reach their full potential. Expectations are high and the school works hard to raise aspirations and offer the widest range of opportunities possible, for all pupils including those with SEN.

Definition of Special Educational Needs

A child has special educational needs where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age. (New SEN Code of Practice - 6.12)

A child has a learning difficulty if s/he:

- a) has a significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability which either prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age.

Inclusion Statement

The school believes that no child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Objectives

- ❖ To ensure that all pupils receive their educational entitlement according to his or her needs, relative to the requirements of the Foundation Stage Curriculum or National Curriculum.
- ❖ To give each child access to a broad, balanced, relevant, differentiated curriculum, alongside their peers, which provides opportunities for them to demonstrate progress and achieve their full potential.
- ❖ To develop in each pupil, a positive attitude towards learning and a sense of personal value and achievement.
- ❖ To provide a continuous and systematic cycle of early identification, assessment, planning, action and review.
- ❖ To develop effective partnership and close consultation between parents, pupils, staff, governors, and other support agencies.
- ❖ To ensure the staff are updated regularly on SEN issues arising.

Identifying Special Educational Needs

The New SEND Code of Practice describes four broad categories of need, these being:

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

The school uses these categories of need to broadly identify aspects of the Primary Area of Need for children. In addition, the school considers the needs of the whole child in more individual detail.

The school recognises that there are other issues that may impact on progress and attainment, that in themselves are NOT Special Educational Needs. These include:

- Attendance and punctuality
- Health and Welfare

- English as an Additional Language
- Being in receipt of the Pupil Premium
- Being a looked after child
- Being a child of a serviceman/woman
- Disability

When assessing all pupils' progress, teachers seek to identify children making less than expected progress given their age and individual circumstances. 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.**

A graduated approach to SEN Support

All members of the teaching staff are responsible for initial identification of pupils with possible Special Educational Needs. This identification of needs will be based on the class teacher's, Teaching Assistant's and Senco's observations, ongoing assessment of the pupil's play, participation in activities, school work and progress through all areas of the curriculum. Identification of needs is also informed by parents/carers, the children themselves and any outside agencies involved. Carers are consulted by the school where concerns arise and any concerns expressed by parents over their child's progress will also be investigated. Parents are kept informed at all times.

It is an expectation that all pupils are provided with 'quality-first teaching' and all class teachers provide for the needs of all pupils. The New SEND Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress having had interventions, reasonable adjustments and the 'Universal Provision' of good quality, personalised teaching. If pupils are identified as having SEN, a decision will be taken to place the pupil on the SEN Register. This decision is usually taken by the Class Teacher and the Sendco in consultation with the child's carers.

The needs of pupils identified with SEN are managed by a process known as the 'Graduated Approach' to SEN Support. This is outlined as follows:

- 'Targeted Provision' which is available to only some pupils (those receiving SEN Support, not the whole school population). This provision is provided by

the school with possible support from specialist services. School meets with parents to review progress 3 times per year.

- 'High Needs Provision' which is available to pupils with an Education, Health and Care Plan. This provision is provided by the school with direct involvement from specialist services in delivering the program; or it is provided by a specialist service with support from specialist staff including Educational Psychology. School meets with families to review progress, 3 times per year including having an Annual Review meeting.

The School aims to follow the Graduated Approach Guidelines developed by the North Lincolnshire Educational Psychology and Specialist Teaching Teams.

Managing the Needs of Pupils with SEN

- ❖ Provision Mapping is used as a tool to plan, deliver and review additional support to pupils throughout the school, including children placed on our SEN Register. Children receive planned, time limited support through programmes matched to their needs. These are often delivered by a Teaching Assistant. Some of this provision is delivered by class teachers and the SENCO.
- ❖ Pupils with significant Social, Emotional and Mental Health Difficulties receive planned provision, details of which are recorded on an Individual Plan.
- ❖ For SEN Support children there will often be or have been, some involvement with an outside agency such as the Educational Psychology Service or Behaviour Support Service. This may take a variety of forms such as advice to staff and carers, programs of work or observations and work with the pupil.
- ❖ During the time allocated for the management and administration of SEN, the SENCO works alongside colleagues, observes or assesses pupils, offers advice, coordinates the provision for pupils, liaises with parents and other agencies as required and keeps up to date records of pupils on the Record of Special Educational Needs.
- ❖ Annual Reviews (and Interim Reviews as appropriate) for pupils with an Education, Health and Care Plan are organised by the SENCO, who invites parents, the child and all agencies involved with the pupil. This is now done through North Lincolnshire's **Education, Health and Care Plan Digital Hub**. Copies of reports received from other agencies and from the class teacher are shared, using the **Digital Hub**, prior to the meeting. The SENCO chairs the Annual Review meeting, writes and distributes the Annual Review Report, using the Digital Hub.
- ❖ Each term, the parents of all pupils on the SEN Register and the children themselves, are invited to meet with the SENCO and/or the class teacher to discuss their child's needs, progress and provision, together with any other concerns that the school, the carers or the pupil may have. Pupils who are able to

understand and engage in the meeting, attend with their parents. A record of the meeting is made and given/sent to parents. Each term, parents are also provided with copies of new and reviewed Individual Provision Maps for their child.

- ❖ Those parents who do not take up the offer of a review meeting are sent copies of the new and reviewed IPMs indicating progress and an update of additional or different provision.
- ❖ Staff are updated on SEN developments/issues through SEN featuring regularly as an agenda item at staff meetings.
- ❖ The SEN Governor is regularly updated and SEN matters are included in the Head Teacher's Report to the Governing Body. A section on SEN is included in the Governors' Annual Report to Parents.
- ❖ Teaching Assistants are assigned to work with specific children and classes. Provision is adjusted as the needs of specific children and classes change. TA Staff are also directed to carry out specific Intervention Programmes with individuals and small groups of children. The Learning Mentors and Teaching Assistants meet regularly with the SENCO and the Head Teacher to discuss a range of issues and to help plan for the provision of pupils with SEN. Informal meetings between TA staff, class teachers and the SENCO are a regular feature of co-ordinating and reviewing provision within the school.
- ❖ Ongoing liaison between colleagues is both planned and informal. The SENCO also supports class teachers to review IPMs and discuss progress and any concerns.
- ❖ Provision for pupils with SEN is managed overall by the Head Teacher, with delegation to the SENCO. The Head Teacher, SENCO and Class Teachers work together to ensure that the SEN Register and pupil records are maintained.
- ❖ The class teachers play a major role in liaising with parents, providing them with additional support and advice. The SENCO is kept up to date on issues arising from meetings with parents. The SENCO ensures that relevant information is passed on to class teachers and Teaching Assistants as appropriate.

SEN Support

When a child is identified as having SEN, they will be included on the SEN Register and the SENCO will advise or assist the class teacher in drawing up an Individual Provision Map to support the pupil's learning and development in school.

The SENCO coordinates the additional provision for pupils with SEN Support. These pupils frequently receive additional support through implementation of a range of interventions, often delivered by the TA staff. The SENCO may seek support and further information from outside agencies as necessary, given the consent of the pupil's parents. This support is noted on the IPM. Support will also be sought from the parents. IPMs will be reviewed each term. Where there are significant needs

around Social, Mental and Emotional Health, the class teacher, Senco and other specialist trained staff, work together to devise an Individual Plan to support the child.

Education, Health and Care Plans

If the school identifies that it is unable to fully meet the needs of a child, through its own resources and provision arrangements, additional support may be requested through an Education, Health and Care Plan. This will happen in consultation with carers, outside agencies and the Educational Psychologist as necessary. The school will provide relevant information in cases where an Education, Health and Care Assessment is requested by outside agencies or the parents.

The LA considers the needs of the pupil and, if appropriate, will issue an Education, Health and Care Plan. The LA must be satisfied that the pupil's needs are significant and/or complex and have not been met by measures taken by the school, or may call for resources that cannot be provided by the school budget.

Where pupils have been provided with an Education, Health and Care Plan, the SENCO will ensure the correct procedures are followed regarding target setting, meetings and Annual Reviews. The Head Teacher and SENCO will jointly ensure that the suggested provision and resources are put into place to meet the identified needs of the pupil.

Assessment and Monitoring for Pupils with SEN

Ongoing assessment for learning is a feature of all lessons and is summarised in teachers' short term planning.

Pupils with SEN are assessed regularly using whole school systems or specific tests.

Tests are carried out and checklists for basic skills are completed throughout the pupil's school career. These include:

- ❖ Baseline Assessment in Nursery
- ❖ Baseline Assessment on entry to Reception
- ❖ National SATs – Year 6.
- ❖ Standardised tests for individual pupils to identify specific needs are carried out by the Educational Psychology Service or other outside agencies, with the consent of parents. The school also uses NFER Assessments, Salford Reading Tests and National Phonics Screening Tests to help monitor progress.
- ❖ The St. Luke's Out-reach teacher, supports the school to assess the progress of a small number of pupils using the 'St Luke's Assessment' Materials.

Arrangements for Monitoring Pupil Progress.

Progress is monitored termly through a meeting between the SENCO, class teacher, parents and the pupil as appropriate. Also, the class teachers, SENCO, Senior Leaders and the Head Teacher use formal Teacher Assessment to track and monitor pupil progress. Informal monitoring is an ongoing process and takes several forms, the main ones being:

- ❖ Teacher assessment in the classroom, including behaviour monitoring systems.
- ❖ Discussions between the class teacher/TA/ SENCO/Head Teacher.
- ❖ Class Provision Maps are used to Monitor, Record and Evaluate additional provision. Class Provision Maps also support the monitoring of progress of individuals and groups of pupils and the impact of extra provision.
- ❖ All staff monitor pupil-tracking data on a regular basis. The SENCO monitors pupil-tracking data with particular attention to pupils on the SEN Record.
- ❖ The School uses Scholar Pack and FFT Aspire Pupil Tracking assessment systems to monitor attainment and progress in Reading, Writing, Spelling, Punctuation and Grammar and Maths. Tracking and monitoring systems also support the school to monitor the effectiveness of additional support and intervention.
- ❖ All the above contribute to a whole school approach to the **Assess – Plan – Do - Review Cycle** to monitoring pupil progress. Formal Pupil Progress Meetings take place each term. Progress and Provision are reviewed and further plans are made.

Intervention Programmes

If pupils are withdrawn from classes to receive support, it is planned to ensure minimum disruption and careful thought is given as to when children are withdrawn and for how long. The needs of each child are continuously reviewed with changes to provision being made if needed. Parents are kept informed.

Individuals and groups of pupils are currently withdrawn to participate in programmes to support literacy, numeracy, social and emotional development, speech and language and motor skills. Examples of programmes used include:

- ❖ Write from the Start (Fine Motor Skills programme)

- ❖ Time to Talk –(Social Use of Language support for Early Years/Year 1 children)
- ❖ Reading Recovery – 1:1 support for developing reading.
- ❖ Launch the Life Boat Reading and Spelling Programme (Small Group Intervention)
- ❖ Toe by Toe (Individual Literacy Programme)
- ❖ Anxiety Hub
- ❖ Speech and Language Therapy Programmes (These are planned by a Speech Therapist and delivered by Teaching Assistants and a Learning Mentor, who has had specific Speech and Language training.)
- ❖ Occupational Therapy
- ❖ School uses Pupil Premium Funding to provide a range of interventions to support pupils, including working with families.
- ❖ Support is also available for pupils with Social, Mental and Emotional Health Difficulties, including Behavioural Needs. Specially trained Teaching Assistants and a Learning Mentor, support a small number of identified pupils, usually on a 1:1 basis. School has the facilities to support children, if needed, by withdrawing a pupil for specified periods of time. Pupils are given 1:1 support; to help develop their Social, Mental and Emotional Health needs, to enable them to continue with their learning along-side their peers and to ensure appropriate and consistent strategies, sanctions and rewards are put in place.

Disapplication and Modification

All pupils will have access to National Curriculum entitlements but dis-applications or modifications may be applied for as necessary.

Training and Resources

SEN is funded in line with Local Authority and National Policies.

There is an ongoing climate of In-Service training for all members of the school staff, including teachers, teaching assistants and lunch time and other support staff as appropriate. Training needs are identified in relation to the needs of individuals and groups of pupils. Training needs may be identified from monitoring the progress of all pupils and through the staff appraisal process.

The SENCO attends courses on a variety of issues related to SEN and attends LA SENCO Network Meetings each term. Individual teachers and Teaching Assistants attend training on relevant SEN matters as appropriate.

Training includes the following:

- Epilepsy training for whole staff.
- Attachment
- A group of teachers and Teaching Assistants have attended the Educational Psychology Services free training on Attachment in the Classroom.
- LA Senco training on Dyscalculia.
- Mental Health training.
- The impact of domestic abuse on children.
- Sensory processing differences.
- Neurodiversity Training.
- Anxiety Forum Training.
- ADHD Strategies.
- Social Communication and Interaction Program (SCIP) – support for Autism.
- Speech and Language Therapy Training
- Bereavement Training.
- Developmental Trauma training.
- 'Thrive training'

Supporting Pupils and Families

Parents of all pupils are invited to attend Parent-Teacher interviews each term, to discuss the progress of their child. In addition, parents receive a written report annually.

The school aims at all times, to work closely with families in order to ensure that a close partnership between the school and home is developed and maintained and that advice and support are given fully and promptly. It is by working closely with

parents that the school is able to ensure that the needs of the pupils are being met effectively.

The school has an open door policy and parents and carers who are concerned, can contact school at any time.

Where appropriate, parents are advised to seek independent advice from SENDIASS.

Liaison with External Agencies

The school works with specialist services and outside agencies whenever their expertise and advice will benefit pupils with SEN and their families.

The Head Teacher, SENCO and Class Teachers and Teaching Assistants, liaise with external agencies and keep each other informed regarding the outcomes of specific meetings and discussions. The school liaises closely with all agencies concerned with the welfare of children.

Agencies with which the school currently has liaison include:

- ❖ Autistic Spectrum Education Team
- ❖ EPU (Education Preparation Unit)
- ❖ Primary Behaviour Team
- ❖ Complex Behaviour Team
- ❖ Educational Psychology Service
- ❖ SENDIASS -Special Educational Needs and Disability, Information, Advice and Support Service
- ❖ School and Child Health Services
- ❖ Children's Social Services
- ❖ Speech and Language Therapy Service
- ❖ CAMHS/Clinical Psychology Service
- ❖ Visual Support Service
- ❖ St. Luke's Outreach
- ❖ Occupational Therapy
- ❖ Physiotherapy
- ❖ Physical Disability Team
- ❖ Hearing Impaired Service
- ❖ Carers Support Service
- ❖ Health Visiting Team
- ❖ School Nursing Team
- ❖ Changing Lives through Changing Minds
- ❖ Portage

This list is not exhaustive and the school may liaise with other agencies as necessary.

Admission Arrangements

All pupils are admitted under the policy determined by the LA. The admission policy for the Nursery is that determined by the Governing Body – a copy of which is available at the school. Upon admission, a pupil's records are requested from their previous setting or school. Provision is made where a need has been identified in the former setting or school. Pupils giving cause for concern on entry will be assessed and provision made if necessary.

Access to Buildings

There is disabled access to the main school building and also the Nursery and the Children's Centre. The Main School building has disabled toilet facilities. The school has an Access Plan in accordance with the Disability Discrimination Policy.

Access to a Broad and Balanced Curriculum

All pupils have access to a broad and balanced curriculum. Those pupils with SEN are enabled to access the curriculum via the following strategies:

- ❖ Differentiation of the pupils' work (by task, provision of additional adult support, pace, resources, equipment and outcome).
- ❖ Grouping by ability, mixed ability, social/friendship groupings, whole class teaching and individual work.
- ❖ Using a variety of teaching strategies to match different learning needs.
- ❖ Special access arrangements for national tests and assessments are made for pupils with SEN in line with Local and National Policies. The class teacher and the Senco are responsible for this. Modifications might include differentiated tests to take account of a pupil's level of ability, extra time to undertake tests, adult readers in Mathematics tests, large text, scribing etc. in line with National Assessment Arrangements.

Transitions

Extra support for transitions is made available to enable all children to start school or nursery, move up to their next class or new school, feeling prepared and happy. Pupils in Year 6 spend at least one full day at their chosen secondary school during the summer term and the link teacher from Axholme Academy visits the school at regular intervals to become familiar with all pupils and their needs. If necessary, other transition arrangements are put in place for individuals or groups of pupils. The

SENCO from the secondary school is invited to attend the final Annual Review (transition review) for Year 6 pupils with an Education Health and Care Plan, in order to ensure continuity of provision and support for children. All SEN records are forwarded on transition.

Storing and managing information

Record keeping for pupils with SEN is in line with the New SEND Code of Practice. The records are kept centrally in individual folders. These are accessible to the Head Teacher, class teacher and SENCO. The folders may contain confidential information. Class teachers, Teaching Assistants and Learning Mentors have access to copies of the latest records for the children in their class, using a secure electronic school system – 'CPOMS'. The Special Educational Needs Register is updated regularly.

Dealing with Concerns and Complaints

Any concern expressed by parents and carers about special educational provision will be considered and, so far as is possible, dealt with by informal discussion. In the first instance this will be between the parents and the class teacher.

If the concerns persist, the Special Educational Needs Co-ordinator becomes involved. The Head Teacher will become involved if the concern has not been resolved by the SENCO and class teacher.

If the matter is not resolved through informal discussion, then the normal procedure for dealing with complaints will be followed by the Governing Body.

Monitoring the Effectiveness of the SEN Policy.

The SEN policy is shown to be effective when:

- ❖ Pupils with Special Educational Needs are identified early and given support at the appropriate level.
- ❖ An accurate record of pupils is kept.
- ❖ There is movement on the SEN record.
- ❖ Assessment and record keeping is completed and kept up to date.

- ❖ Appropriate and effective additional or different provision is provided for a range of pupils with additional needs.
- ❖ Staff feel confident in identifying and supporting pupils with SEN in their class.
- ❖ Pupils' skills, abilities, well-being or behaviour improve and they achieve to the best of their potential.
- ❖ The Governing Body is kept informed about policy and practice in order to make informed decisions in line with its strategic role.

Reviewing the SEN Policy

The policy will be reviewed annually, when staff, Governors and families will have an opportunity to discuss it and make any amendments that are required.

Next Review due: July 2026