



Special Educational Needs and Disability Policy (SEND)

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	September 2024	
To be reviewed (annually)	September 2025	

Queniborough SEND Policy 2024/25

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted 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. Adapted work 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.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Intent for children with Special Educational Needs in our school

Our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability.

- To provide curriculum access for all.
- To ensure that pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.
- To secure high levels of achievement for all.
- To provide an accessible learning environment which is tailored to the individual needs of all pupils.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work closely with external agencies and other professionals to hone and develop our provision for children with SEND.
- Regularly monitor the progress of children with SEND,
- To work in partnership with parents and carers.

Implementation of support for children in school

All pupils with SEND will be:

- Included in all aspects of the school day.
- Provided with quality first teaching, adapted to their needs.
- Respected and their contributions valued and acknowledged.

Pupils with SEND may:

- Have specific 1:1 or small group intervention to support their learning.
- Take part in social and emotional groups.
- Receive additional support from an adult from outside school.

Impact of support in school

As a result of the support given:

- Children at Queniborough CE Primary feel happy, safe, supported and respected.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due to the use of resources and intervention provided, which meets the needs of individual pupils.
- Children with SEND have developed independence and real life skills.

Identification and Assessment of SEND

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for learners. This provision map is updated termly by class teachers and monitored by the SENDCo and Headteacher.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving 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 to address targets identified for individual pupils.

- Teachers adapt work as part of quality first teaching
- Various interventions
- Other small group withdrawal
- Individual class support / individual withdrawal
- Further adaptation of resources,

Monitoring and Evaluation

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

- Classroom observation by the SENDCo and/or senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENDCo
- Informal feedback from all staff.
- Learning Walks by the SENDCo
- Pupil interviews when setting new individual targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring personal targets, evaluating the impact of targets on pupils' progress.
- Regular meetings about pupils' progress between the SENDCo and the head teacher
- Head teacher's and SENDCo report to governors

SEND 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 well-adapted curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- On very rare 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to personal targets is as follows:

- Target sheets are 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.
- Targets will only record that which is *additional to* or *different from* the adapted 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.
- Targets will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Targets will be based on informed assessment and will include the input of outside agencies,
- Targets have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Targets will be time-limited and should be achieved during one term. At the termly review, there will be an agreed “where to next?”
- Targets will comprise of no more than three short term SMART targets
- Targets will state what the learner is going to learn –and will be clear about what the pupil should be able to do at the end of the given period.
- Children's targets will be reviewed at least termly, by class teachers in consultation with the SENDCo, child and parents.

Education Health and Care Plan

- Pupils with an Education, Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Management of Inclusion within our school

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

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable 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.

Special Educational Needs Coordinator

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

- Analysis of whole-school provision map for vulnerable learners/SEN children
- Identifying on this provision map a list of pupils with special educational needs and disabilities
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an EHCP
- Carrying out referral procedures
- Overseeing the smooth running of transition arrangements and transfer of information
- Monitoring the school's system for ensuring that targets are used effectively for pupils
- Evaluating regularly the impact and effectiveness of all additional interventions
- Meeting and supporting class teachers to enable appropriate provision for learners identified with SEND
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCo network meetings and training as appropriate.
- Attending SEND meetings

- Liaising closely with a range of outside agencies to support learners.

Class teacher

Liaising with the SENDCo to agree:

- Which pupils require additional support because of a special educational need and need to go on the school's SEND list.

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

- Providing adapted teaching and learning opportunities,
- 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 adapted curriculum offer and strategies". (SEND Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Outside agencies

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Links to school policies

- Teaching and Learning
- Homework
- Assessment
- Accessibility
- Behaviour
- Single equality
- Inclusion

This policy will be reviewed in September 2025