

Sandfield Close Primary School

Designated Specialist Provision &

SEND Policy



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| Policy Date: | September 2024 | Version | 1.3 | Zainab Master |
| Policy Review Date: | September 2026 | Smita Lad | Signed: | Date: |
| Ratified by Governing Body: | | Paresh Ruparel | Signed: | Date: |

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school which includes our Designated Specialist Provision (DSP) will support and make provision for children with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for children with SEND

Our school Special Educational Needs Co-ordinator is Zainab Master.

At Sandfield Close Primary School, we believe each child is special and that they all have unique talents, interests and strengths.

Whilst meeting children's individual needs. We endeavour to make every effort to achieve maximum inclusion of all children, including those with SEND.

We aim to provide a safe and purposeful environment in which children can feel happy, safe and supported.

We are able to provide a personalized curriculum that meets each child's needs, focusing on meaningful learning to develop a child's targets.

We provide children with encouragement and opportunities to develop their social and communication skills.

We work in partnership with parents, carers and professionals to support each child.

We believe that all children should be equally valued in school. We aim to engender a sense of community, to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will support learners in ways which take account of their varied life experiences, social, emotional, physical and academic needs.

At Sandfield Close we aim to:

- Work within the guidance provided by the 2014 SEND Code of Practice 0 – 25
- Have high expectations of all children whatever their prior attainment
- Have a partnership with parents, forming a clear dialogue between a child with SEND and their parents/carers in order to involve them in stages of their child's education, emotional and medical needs. This includes supporting them in the understanding of SEND procedures and practices
- Work on a clear, whole school graduated approach to identification of SEND needs
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs and disabilities
- Work on a whole school approach, to regularly monitor the progress of all children in order to identify SEND needs, provide provisions and monitor progress
- Provide appropriate provision as early as possible to overcome all barriers to learning and ensure children with SEND needs are provided for
- Allow children to have full access to the National Curriculum, through reasonable adjustments and differentiated planning.
- Create a school environment where pupils can contribute to their own learning
- Work with, and in support of, outside agencies when children's needs cannot be met by the school alone. Some of these services include:

Leicester City Council Special Educational Needs and Disability Support Service
Leicester City Council Educational Psychology Service

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 children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinator (SENDCo) and the Special Educational Need and Disability (SEND) information report

Where there are changes in the legislation due to any health or safety reason the school will seek for up-to-date guidance from Leicester City Council SEND support services and the Government legislation.

3. Definitions

A pupil has SEND 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 SENDCo

The SENDCo, Mrs Master, can be contacted through the school office by:

Telephone: 0116 2660333

Email office@sandfieldcose.leicester.sch.uk

They will:

- Work with the headteacher 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 children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support
- Advise on the graduated approach to providing SEND support
- 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

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 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 SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every child 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 child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information:

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound** and multiple learning difficulties

5.2 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving children and parents

We will have an early discussion with children and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the children's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the children's record and given to their parents.

5.4 Assessing and reviewing children' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the children's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the children's progress.

5.5 Supporting children moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a child with SEND, steps are taken to ensure that any transition is as smooth as possible. The transition for each child is tailored to suit the needs of the child, within an ethos of care, support and understanding for both children and families.

We support children with:

- Transition into Early Years Reception
- Transition within school- moving year groups

- Transition into Secondary school

We will share information with the secondary school, or other setting the child is moving to.

5.6 Our approach to teaching children with SEND

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 children who have SEND.

This will be differentiated for individual children support or interventions that may be:

- Delivered in the classroom or another quiet/larger space.
- Delivered by a teacher or a teaching assistant.

Some extra support in school may be provided in the form of:

- Planned interventions, which are precisely targeted to accelerate progress and raise attainment.
- Engaging in sessions with specific targets to help raise more progress.
- Teaching assistant/teacher or outside professional providing a series of sessions guided to increase progress or emotional wellbeing
- 1-1 support may be given e.g., additional daily reads

5.7 Adaptations to the curriculum and learning environment

Adaptions to the curriculum offered to each child with SEND is unique, tailored to meet the needs of the child. Our school adapts to suit the needs of the child, within an ethos of care, support and understanding for both children and families.

Some adaptations include:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapted start and finish times to meet the needs of the child and to support family circumstances.

5.8 Additional support for learning

If there are concerns over progress or emotional wellbeing then further investigation, assessment and support will be planned.

This may include advice and support from outside agencies such as:

Education Psychologist

Community Pediatrician

Learning Communication and Interaction Team

Learning Communication and Interaction Team Autism Experts

Speech and Language Therapist Team

Early Years Support Team

Healthy Together 0-19 years Team

Occupational Therapy Team

Special Education Services

5.9 Expertise and training of staff

The SENDCo is actively involved with local schools in termly SENDCo meetings.

Some staff members have been trained in:

- First Aid Training
- Team Teach
- TEACHH Treatment and Education of Autistic and Related Communication of Children
- PECS Picture Exchange Communication
- Good Autism Practice

5.10 Securing equipment and facilities

The school can provide through its own budget:

- Small Special multisensory resources
- Appropriate work stations
- Adapted chairs if necessary
- Writing, reading, maths support equipment

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's' individual progress towards their goals.
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our children and we ensure all children:

- Have opportunities to be included in our after-school clubs
- Are encouraged to go on our local and residential trips including our special Sandfield Sleepovers with provisions being provided for
- Are encouraged to take part in sports day/school plays/special workshops, etc.

No child is ever excluded from taking part in these activities because of their SEND

Special arrangements are made for any child who has a disability that requires additional steps to be taken in order

Our school encourages respect and inclusion so all staff are proactive in taking steps to ensure disabled children are not treated less favorably than other children

We have an Accessibility Plan located on our school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Meet and Greet provision in place for them
- Breathing techniques and self-calming activities shared with the children.
- Lunchtime Play Mentor available to support with playtime

5.14 Complaints about SEND

At Sandfield Close Primary School we try our best to work with children, parents and carers to provide the best education and care. We encourage children, parents and carers to voice at the earliest stage if they are not happy with anything related to school. We believe in a partnership and hopefully issues of upset can be resolved at the earliest point. Parent/ carers and school will always work together to resolve any queries or upset. However, if you are still unhappy you can talk to any member of the SLT, the SENDCo or the Headteacher via email or an appointment made through the school office.

Please look at our school complaints policy located on the school website for more details.

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

5.16 The Local Authority Local Offer

Further information about the Leicester City Local Authority's Local Offer can be found at the link:

<https://families.leicester.gov.uk/send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Zainab Master 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 (all can be found on the school website):

- SEND Information Report
- Accessibility Plan