



Steyping C of E Primary School **SEND Policy**

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Approved by: [Mary Smith]	Last reviewed on: [16 th January 2025]
Lead Governors: [Mary Smith and Ellie Yurstever]	Next review due by: [January 2026]

Contents:	
Policy Introduction	2.
SEND Values and Vision statement	2.
The SEND Local Offer	3.
Aims and Objectives	3.
Admission arrangements	4.
Access to extra curriculum activities and trips	4.
Quality First Teaching	5.
Identifying children with SEND	5.
Definition of SEND	5.
SEND Support	7.
The Graduated Approach	7.
EHCP	9.
Working in partnership with parents	9.
Links to external agencies	10.
Transition	10.
Supporting Pupils at School with Medical Conditions	11.
Roles and Responsibilities	11.
Monitoring and Evaluation	12.
Allocation of resources	12.
Storing and Managing Information	12.
Comments, Compliments and Complaints Procedures	12.
Further information and Contacts	12.
Appendices	14.

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Special Educational Needs & Disability (SEND) Policy Introduction

SENCO and Assistant Head for Inclusion – Mrs Nicky Parkin

This policy has been developed by the Special Educational Needs and Disability Co-ordinator (SENCO) in liaison with the leadership team and school Governors. Overall responsibility for the development and implementation of the policy lies with the SENCO. The SEND policy should be read in conjunction with the Steyning CE Primary's SEND Information report which can be found on the school website at the following link:

[SEND Information Report](#)

The SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

SEND Values and vision statement

At Steyning CE Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. We welcome all pupils and staff and promote equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, home language, looked-after status, sexuality, health, social or economic background.

We believe that with proactive partnership working with all stakeholders: children, their families and partner agencies, all children can achieve their full potential in an environment that stimulates a love for learning.

Every teacher is a teacher of every child or young person including those with SEND. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our vision at Steyning CE Primary School is to value every child as a unique individual with diverse interests, abilities and needs. We are committed to giving all children every opportunity to achieve highly and to do the best that they can.

"Do Everything in Love; we do our best in all we do and all we say with God's help."

This policy supports the stated ethos of the school:

“We want Steyning C of E Primary School to become synonymous with educational excellence by building an inclusive Christian community based on love where everyone feels valued, safe and supported. Everyone will be empowered to change their own lives and the lives of those around them. To be able to stand up and become responsible members of the community, making a difference. Together, we will continually strive to remove the barriers to success, fear of failure and widen horizons for all. We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams.”

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families.

It describes the services and provision that are available both to those families in West Sussex that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

By following the following link, you can view the relevant information by West Sussex county Council with regards to SEND Offer.

[West Sussex SEND Local Offer](#)

From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish a SEND Information Report on their school websites. This report must contain SEND information as is set out in the Schedule, as well as utilising the Local Authority (LA) Local Offer. Consequently, the report should meet the needs of SEND pupils as determined by school policy and the provision that the school is able to determine. See the school's website for a link to the SEND Information Report.

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

We aim to:

- Provide every child with access to a broad and balanced education
- Provide an inclusive school environment in which our children feel valued, safe and supported
- Ensure our children feel empowered to achieve their best with barriers to success actively addressed
- Ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning
- Provide a culture of mutual respect and acceptance where children can be themselves without fear of judgement
- Promote and prioritise the mental health and wellbeing of all of our stakeholders including children

“Do Everything in Love; we do our best in all we do and all we say with God's help.”

- Respond to pupils' diverse needs and overcome potential barriers to learning for individuals and groups of pupils
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- Develop a close working relationship with parents

Objectives:

- Identify the needs of pupils with SEND as early as possible.
This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school. Once the child is in school, all adults working with the child are responsible for identifying barriers to learning for children they work with.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and leadership team will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
This will be co-ordinated by the SENCO and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
This includes supporting parents in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, providing information on the provision for pupils and the effectiveness of the school's SEND work.
- Access support from outside agencies when a need has been identified and discussed and agreed with parents
- Create a school environment where pupils feel safe to voice their opinions of their own needs.
We provide regular one to one meetings between pupils and their teacher/SENCO. Children's voice forms an integral part of the SEND review process.

Admission arrangements

As a Local Authority maintained primary school, admissions are organised and controlled by the Admissions Department of West Sussex County Council. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the SENCO by the previous school, early years setting or parents as soon as possible. If the child is making a transition from another school, contact is made between the feeder school and the school SENCO to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that child's needs.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with SEND needs. Adaptations and reasonable adjustments (as needed) are put in place to support the needs of all children. This is good practice to support all children but is vital for those who particularly

need it. All of our children access the full National Curriculum. As part of normal class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Admissions to the specialist support centre (SSC) is managed in liaison with the SEND Assessment Team at County – see SSC Policy on the school website for further information.

Access to extracurricular activities and trips

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs and we work closely with parents to ensure all can access the activity.

Quality First Teaching

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Class teachers have the overall responsibility of ensuring that the curriculum will be adapted and delivered in an inclusive way. The child’s class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff).

The teacher will take steps to provide adapted learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils. The class teacher and SENCO meet termly to discuss all children in the class for which the teacher may have concerns. The SENCO will be consulted by staff for support and advice and may wish to observe the pupil in class or carry out a series of assessments or tests.

The teacher and SENCO will consider all the information gathered about the pupil’s progress, alongside national data and expectations of progress. Any pupils who are falling below the range of expected academic, and non-academic, achievement will be monitored by the class teacher. This does not place the child on the SEND register. Quality first teaching is essential for meeting the needs of a child who we are monitoring.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Identifying children with SEND

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice (2014).

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Definition of Special Educational Needs

Definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND code of Practice 2015 sets out four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

We recognise that some children may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

The SEND code of practice focuses on meeting these needs in the classroom, and therefore as staff, we accept that the responsibility for meeting the educational needs of all children in our classroom lies with us, '*All teachers are teachers of children with special educational needs*' (SEND Code of Practice 2015).

All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment.

If there is a concern, a referral to the SENCO should come after a structured and well- adapted teaching programme has been provided for the child.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of

communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and global learning delay where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactivity disorder (including inattentive ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

Once a child's needs have been identified, the SENCO, with parents or carers and the child (if appropriate), will decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment and are therefore may be monitored and considered as potential barriers to learning:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a service worker (Army, navy etc)
- Attachment needs
- Experienced an adverse childhood experience (ACES)

SEND Support

Where it is determined that a pupil does have SEND, parents or carers will be formally advised of this and the decision will be added to the pupil's record. This recognises pupils who are identified as requiring additional and different help as well as the regular adapted curriculum. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process, the graduated response:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

More information about the Graduated Approach can be found on the West Sussex 'Local Offer' - see link above

The Graduated Approach

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

"Do Everything in Love; we do our best in all we do and all we say with God's help."

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward in consultation with parents and the pupil.

In Practice

If it is felt that the child is likely to have special educational needs rather than just requiring an adapted curriculum, then the child will be placed on the SEND register. The class teacher will draw up an Individual Support Plan (ISP) with the child inputting their views of their needs and the way that they feel they need to be supported in order to progress against their targets.

In addition to high quality teaching, for those children on SEND Support, who have been identified as requiring special educational provision, an Individual Support Plan (ISP) is produced by the class teacher, in consultation with the SENCO, parents and pupil (according to age and ability). The an Individual Support Plan will outline the provision that will be put in place to meet the child's needs (Plan). The special educational provision planned may be in addition to, and/or different from, the high-quality teaching routinely available to all children of the same age. The provision planned may include the implementation of appropriate strategies, adaptations to the curriculum or environment, the use of particular tools and resources, specific intervention programmes and access to additional adult support or specialist advice/support from relevant outside agencies. The provision is then put in place (Do).

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, further advice and support will be sought from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The child's progress is very carefully monitored, and the an Individual Support Plan's effectiveness is reviewed each term at a SEND Review Meeting, or more regularly if appropriate (Review). Progress is measured both quantitatively (curriculum steps progress) and qualitatively (confidence, level of engagement, motivation etc.). The pupil (according to their age and abilities), parents, class teacher and any other relevant staff are encouraged to be actively involved in reviewing the Individual Support Plan and their views are recorded. The SENCO monitors the process. The child's progress is assessed and recorded, and a decision is agreed about the appropriate next steps.

- If the child's needs have been fully met, accelerated progress has been made and the child's level of attainment is now at an appropriate level, the Individual Support Plan will cease, and the pupil will continue to be monitored by the class teacher and SENCO.
- If the child continues to require special educational provision, an updated Individual Support Plan will be produced. All aspects of the previous Individual Support Plan will be assessed for effectiveness and any elements which have not been effective will be changed/adapted/ceased as appropriate.
- If there is sufficient evidence that a child's needs are so great that they cannot be met through sustained and significant support and intervention via an Individual Support Plan and the resources routinely available to the school, a request for a statutory Education, Health and Care Assessment may be made.

Individual Support Plans and reviews are recorded on the School System and parents are informed and consulted at every stage.

For pupils who have an Education, Health and Care Plan (EHCP) in addition to the termly review of their EHCP Individual Support Plan, their progress and the support outlined in their EHC Plan is reviewed annually and a report provided for the Local Education Authority in an Annual Review. If a pupil makes sufficient progress, an EHCP may be discontinued by the Education Authority.

Referral for an Education, Health and Care Plan

If a child has significant difficulties which significantly impact their ability to access education, they may undergo a Statutory Assessment Process called an EHCNA (Education Health Care Needs assessment) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCNA will be carried out in liaison between the family and the SENCO.

The application for an EHCNA will combine information from a variety of sources including:

- Teachers
- The SENCO
- Parents or Carers
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for a statutory assessment (EHCNA). Parents have the right to appeal against a decision not to initiate a statutory assessment (EHCNA).

The parents of any child who is referred for statutory assessment (EHCNA) will be kept fully informed of the progress of the referral. The outcome of the EHCNA may or may not lead to an educational health care plan being granted (EHCP). Children with an education, health and care plan of special educational needs will be reviewed each term in addition to the statutory annual assessment (an Annual Review meeting). When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Working in partnership with parents

Steyning CE Primary School has always believed that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to the correct intervention and provision and continuing social and academic progress of children with SEND. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents will be encouraged to play a central part in discussions that are held regarding the provision for their child.

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

For parents whose home language is not English, the school will try to ensure that a translator is present at meetings where possible.

The school SENCO, Nicky Parkin, can be contacted during school times in relation to SEND matters.

Links to support services, other agencies and voluntary organisations

The school strives to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services may be involved as and when is necessary:

- Educational Psychology
- Sensory Support Service
- Learning Behaviour Team
- Social Communication and Autism Team
- Speech and Language Therapy Service
- Health Services, such as Audiology
- School Nurse
- Health Visitors
- Occupational Therapy
- Children's Development Centre
- Child and Adolescent Mental Health Service
- Social Services
- Family Support Workers

Transition

On joining Steyning C of E Primary School, the Early Years leader liaises with all our feeder settings in order to gather any relevant information about children who join us. This information is passed to the SENCO as appropriate.

As pupils on the SEND register progress to secondary school, the SENCO will liaise with the various receiving schools. This will include inviting the SENCO from the secondary schools to the Year 6 Annual Reviews and arranging extra transition days and contact prior to starting in the secondary school. See our SEND Information Report for more information.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

"Do Everything in Love; we do our best in all we do and all we say with God's help."

For further information please refer to the School Policy for supporting children with medical conditions. Our Welfare Officer is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Roles and Responsibilities

The person with overall responsibility for overseeing the provision for children with SEND is Mrs Nicky Parkin, SENCO and Inclusion Manager.

The SENCO holds details of the following records:

- for children receiving SEND Support
- for children with individual learning and provision plans
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Information for parents can be found in the SEND section on the school website.

Steyning CE Primary School recognises that provision for children with Special Education Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Headteacher

- Allocate roles and responsibilities to staff so that special needs are met.
- Delegate the coordination and organisation of provision to SENCO and teachers.

SENCO – See Appendix 2

Class teachers – See Appendix 3

Higher Level Teaching Assistants and Teaching Assistants

Under the guidance of the class teacher will:

- Carry out activities and learning programmes planned by the class teacher.
- share in the Assessment of the child's work.
- keep records of this work as requested.
- support children in class or by teaching individuals and small groups away from the classroom.
- attend INSET and courses where appropriate.
- be fully aware of the school's SEND policy.

Governors

- A named governor to have responsibility for the implementation of the SEND policy.
- Will be fully involved in developing and monitoring the SEND policy.
- Will have up to date knowledge about the school's SEND provision, including funding.
- Will know how equipment and personnel resources are deployed.
- Will ensure that SEND provision is an integral part of the School Improvement Plan.
- Will ensure that financial resources are available to carry out the SEND policy.

“Do Everything in Love; we do our best in all we do and all we say with God's help.”

- Will ensure the quality of SEND provision is continually monitored.
- Will ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- Will liaise with the Headteacher, pupils, SENCO and staff.
- Will report annually to parents on the implementation of the SEND policy through the SEND Information Report.

Monitoring and Evaluation

- The SENCO monitors the progress of children within the SEND system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers, children and parents in the writing of the Individual Individual Support Plan.
- The named governor with responsibility for SEND is kept informed of developments by regular meetings.
- The Governing Body reviews implementation of the policy regularly.

Allocation of Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements or Educational Health and Care Plans.

The Headteacher/SENCO agrees with teachers how to use funds directly related to needs and data. This is linked to the school improvement plan.

Storing and Managing Information

- All SEND records are stored on a secure electronic system called CPOMS.
- All staff read the confidentiality policy on induction to the school and adhere to the policy.

Comments, Compliments and Complaints Procedures

If a parent wishes to make a comment, compliment or complaint about any aspect of provision for their child's needs, please speak to your child's teacher in the first instance. If the issue is unresolved, please speak to the SENCO by contacting our school office. A meeting will be arranged as soon as possible.

The complaints procedure can be found on our website.

Further Information and Contact details:

You are welcome to liaise with Nicky Parkin the SENCO and Inclusion Manager or with Simon Phipps, Headteacher, via the school email or to make an appointment through the school office.

Email: office@steyningprimary.org.uk

Telephone: 01903 813420

The West Sussex Local Authority Local Offer (which signposts to many support agencies) is accessible to all - see link above

The school has access to many local services. West Sussex SEND Information, Advice and Support Service (SENDIAS) will provide impartial advice and information and will help you communicate with the school and local authority where necessary.

Contact details:

Email: send.ias@westsussex.gov.uk

Helpline: 03302 228 555 - Monday to Friday during office hours

Appendices:

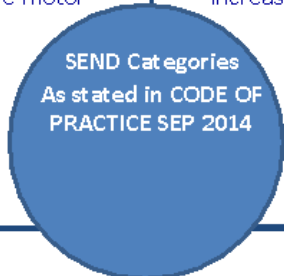
Appendix 1

1. COMMUNICATION AND INTERACTION

- Speech and Language difficulties
- Difficulty communicating with others (could be through Dyslexia or a physical or sensory impairment)
- Problems taking part in conversations (maybe through not understanding what is said or because of a difficulty with forming sounds, words and sentences)
- Difficulty understanding the meaning of words they see or hear (limited vocabulary; may use words out of context)
- Autistic Spectrum Condition – difficulty making sense of the world; challenged by communication, social interaction, social imagination; easily distracted; upset by certain stimuli; thrown by a change in routine; issues with coordination and fine-motor functions; sensory sensitivity

2. COGNITION AND LEARNING

- Learn at a slower pace
- Have greater difficulty acquiring basic Literacy and Numeracy skills than peers, even when differentiated
- Have greater difficulty understanding new concepts than peers, even when differentiated
- Low levels of concentration
- Low self-esteem
- Under-developed social skills
- Severe learning difficulties (SLD)
- Specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia (there will often be a discrepancy between achievement in these areas and general intellectual ability)
- Poor behaviour prompted by specific activities
- Increased risk of developing a mental health problem



3. SOCIAL, MENTAL AND EMOTIONAL HEALTH

- Immature social skills
- Difficulty making and sustaining healthy relationships
- Withdrawn/ isolated
- Challenging/disruptive behaviour
- Disturbing behaviour
- Anxiety and Depression
- Aggression/violence
- Self-harming
- Substance abuse
- Eating disorders
- Physical symptoms that are medically unexplained
- ADD
- ADHD
- Attachment Disorder
- Autism
- Pervasive Developmental Disorder
- Anxiety Disorder
- Disruptive Disorder
- Schizophrenia
- Bipolar Disorder

4. SENSORY AND/OR PHYSICAL

ONLY SEN IF THE CHILD ALSO REQUIRES SPECIAL EDUCATIONAL PROVISION

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical Disability

SENDCO's responsibilities for children with SEND

The SENDCO has day-to-day responsibility for the **operation of SEND policy and coordination of specific provision** made to support individual pupils with SEND, including those who have EHC Plans.



The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than 12 months, they must achieve a National Award in SEND Coordination within 3 years of appointment.

SEND Code of Practice 2015

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCO has an important role to play with the headteacher and governing body, in determining the **strategic** development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time *away* from teaching to enable them SENDCO to fulfil their responsibilities in a similar way to other strategic roles within a school.

The key responsibilities of SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, EPs, health and social care professionals and independent professional bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Appendix 2

Class teachers' responsibilities for children with SEND

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty.



Teachers should use appropriate assessment targets which are **SMART (short, measured, achievable, realistic and timely)**. Potential areas of difficulty should be identified and addressed at the outset. **Lessons** should be planned to address any potential areas of difficulty and to remove barriers to pupil achievement.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. **Additional intervention and support cannot compensate for a lack of good quality teaching.**

Teachers should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and **how they can be linked to classroom teaching.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

The first response to slow progress should be high quality teaching targeted at a child's areas of weakness.

SEND Code of Practice
2015

All those who work with children should be alert to emerging difficulties and respond early.

The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, **they should still retain responsibility for the pupil.**

Class teachers, supported by the SLT, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly lower than that of 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

Appendix 3

Appendix 4:

Dyslexia-Friendly School Policy

This policy should be read in conjunction with the school's SEND policy.

What is Dyslexia?

Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in reading, spelling, writing and sometimes numeracy.

People with dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

(British Dyslexia Association)

The BDA recognises that:

Some children have outstanding creative skills; others have strong oral skills.

Dyslexia occurs despite normal teaching and is independent of socio-economic background or intelligence. It is however, more easily detected in those with average or above-average intelligence.

Challenges faced by children with dyslexia

(N.B. Not all children experiencing dyslexic traits will necessarily face all of these challenges.)

- Hearing sounds in different places in words or in a different order
- Putting sounds together for reading or spelling
- Remembering what sound a letter makes or what letter to write when they hear a letter sound
- Remembering letters, spelling patterns, maths symbols, number bonds, whole words for reading and spelling
- Remembering what they have been asked to do or what they have just learned
- Taking in and understanding new vocabulary, especially complicated topic-related words
- Getting enough practice in lessons
- Organising themselves – routines, equipment, thoughts and ideas, concentration and focus
- Scanning text and diagrams quickly
- Words appearing to move or lack focus
- Copying information from one place to another
- Letter formation and layout of work
- Presentation and handwriting
- Perception – orientation, direction, interpretation of visual information

Identification

'The first step in identifying that children may have language learning difficulties, including dyslexia, is to notice those making poor progress in comparison with their typically developing peers, despite receiving high quality teaching.' The Rose report, p.42

The school's policy for assessment and identification of children's special educational needs is set out in the SEND policy. It is the class teacher's responsibility to recognise the early signs of dyslexia and arrange for preliminary assessments, in liaison with the SENCO.

Assessment may include:

- Background information including a discussion with parents
- Discussion with the pupil
- Use of the Dyslexia Institute screening test for children over 6 years 6 months
- Use of the Dyslexia Institute Early screening test for children under 6 years 6 months
- Other norm referenced and criterion referenced assessments

"Do Everything in Love; we do our best in all we do and all we say with God's help."

N.B. Assessments **do not provide a diagnosis**. Only a qualified, specialist practitioner is able to diagnose dyslexia. The assessments do however provide an indicator of dyslexic traits.

Provision

All class teachers have been trained to recognise and cater for dyslexic traits. It is the class teacher's responsibility, in consultation with the SENCO, to ensure that classroom learning environments are dyslexia-friendly in the following ways:

- Visual reinforcement is provided through wall displays and table-top supports
- Assistive technology (Communicating print, Clicker 7 and talking tins) may be used
- Instructions are clear, simple and broken down into stages
- Resources are organised, labelled, differentiated and readily available
- Visual timetables relieve anxiety and support memory
- Learning materials are presented clearly and concisely
- Multi-sensory techniques support learning
- Appropriate resources are used to support particular learning needs

All staff support children in some, or all of the following ways on a daily basis:

- Raising self-esteem by planning and delivering lessons so that children experience success
- Planning and adapting the teaching programme to meet individual needs
- Allowing more time for tasks such as getting out books, getting started, completing work.
- Showing sensitivity to the emotional needs of children
- Helping children to improve their skills of concentration
- Using routine and structure in an organised classroom
- Not asking children to read aloud without preparation
- Teaching unfamiliar subject words
- Supporting children to skim, scan and select key words
- Teachers' handwriting is joined, neat and legible following the agreed school style
- Learning resources incorporate dyslexia friendly fonts
- Work is judged and marked on content and teachers encourage use of a wide vocabulary
- The spelling of subject-specific words is taught and word banks are provided for children to refer to
- Children are not overloaded
- Letter patterns are grouped whenever possible to aid learning of spellings
- Children are encouraged to 'have a go'
- Synthetic Phonics is taught from Reception (DfE Letters and Sounds)

Complex needs

Sometimes, additional intervention is required, above and beyond that provided in the classroom. This is highlighted by a lack of progress mainly in Literacy. In such cases a child may need to revisit the basic building blocks of reading and writing before moving on.

At Steyning CE Primary School, we carry out the following interventions:

- WESFORD Literacy skills (aimed at children experiencing dyslexic traits) – in small groups
- Phonics support groups
- Memory Magic – a programme providing strategies to support working memory

- Pre-learning – looking at next week’s learning – topics, vocabulary and concepts

We also have a specialist teacher who supports the school in strategies to support these children. We have close links with a dyslexia specialist teacher who works with some of our more complex cases and provides support and training for our Support staff.s

If through assessment specific areas for development are highlighted, a child may receive one of these interventions.

Working with parents and carers

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified.