SUTTON OAK CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs Policy

"Our school family, where all are valued, is centred on faith in Christ."

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CONTENTS

1. Introduction
2. Legal Framework
3. Definition of Special Educational Needs
4. Definition of Special Educational Needs Provision
5. Definition of Disability
6. Objectives
7. Strategies
8. Procedures
9. Monitoring and Evaluation of SEND provision
10. Complaints
11. Review date

Introduction

At Sutton Oak Church of England Primary School we believe that every child is a unique creation, made in the image of God, with their own gifts, talents and potential. Rooted in our Christian values of love, respect and compassion, we are committed to nurturing each child so that they can flourish academically, socially and spiritually.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

2. Definition of Special Educational Needs

A child or young person has Special Educational needs (SEN) 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 a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

3. Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

4. Definition of Disability

Under the Equality Act 2010, a disability is a physical or mental impairment which has a longterm and substantial adverse effect on a person's ability to carry out normal day-to-day activities. At Sutton Oak, we recognise, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

5. OBJECTIVES

The objectives of this policy are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for pupils with SEN and their families;
- to provide an effective and differentiated curriculum to meet the needs of pupils with SEN, to help them overcome their barriers to learning;
- to work in close partnership with parents/carers of pupils who have special educational needs and/or disabilities;
- to ensure that all who are involved with pupils are aware of the procedures for identifying and special educational needs, supporting and teaching them effectively;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support pupils who have special educational needs and/or disabilities.
- To ensure that reasonable adjustments are made, wherever possible, to ensure that pupils with SEND can participate fully in school life.

6. STRATEGIES

1. The SEND Code of Practice (2014) identifies four broad areas of special need, which are:

• **Communication and interaction**
Pupils with needs in this area have difficulty communicating with others. They may have difficulty using speech sounds, understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
• **Social, emotional and mental health difficulties**
These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have mental health difficulties such as anxiety, depression or an eating disorder, they may have ADHD, ADD, attachment disorder or be affected by adverse childhood experiences (ACEs). These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
• **Sensory and/or physical difficulties**
Pupils with these needs may have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment or they may have physical impairment. These pupils may need ongoing additional support and/or equipment to access all the opportunities available to their peers.
• **Cognition and learning**
A wide range of needs are grouped in this area, including specific learning difficulties (SpLD), such as: dyslexia, dyscalculia or dyspraxia, moderate learning difficulties, severe learning difficulties or even profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Ongoing behaviour concerns will be viewed as a response to an unmet need which we would strive to investigate further, with collaboration from parents and other agencies if appropriate.

We recognise that these categories are useful when planning suitable provision. However, it is important to note that identification of a specific type of need is not necessary to implement SEND support. We aim to anticipate and remove barriers to learning wherever possible to have an impact, rather than reacting to difficulties once they arise.

At Sutton Oak, we strive to consider the needs of the whole child, not only identified SEND needs. We also recognise that the following may also impact on a child's progress in school;

• Attendance and Punctuality
• Health and Welfare
• Speaking English as a second language
• Being in receipt of the Pupil Premium Grant
• Being a Looked After Child
• Being a child of Serviceman/woman

Our Pastoral Team works alongside teaching and support staff to provide support to pupils and families when affected by such factors. Sometimes, we may also involve outside agencies such as the Education Welfare Service, Early Help Team, Parenting Team, Social

Care, Food Banks, the Family Hub, The Sleep Charity, The School Nursing Service and others to maximise outcomes for pupils and families.

2.Regular monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that our aims for pupils' individual needs are met to the highest standard.
3. All teachers are teachers of Special Educational Needs and all are responsible for supporting these needs.
3. Identification and referral of pupils, considered as having special educational needs, will be the responsibility of every member of staff.
4. Class teachers are responsible for planning, overseeing, reviewing and evaluating interventions and adjustments for pupils in their class. Class teachers are also responsible for sharing this information with parents as appropriate.
5. The SENDCO will be responsible for managing the process of the identification and assessment of specific educational needs and procedures will be put into place for formal assessment of SEN involving outside agencies where necessary.
6. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and carers. Pupils will be involved at each stage where appropriate.
7. The positive achievements of children identified as having SEND will be recognised and celebrated, in line with the school's policy of inclusive practice.
9. Pupils identified as having SEND will have their needs regularly reviewed and the curriculum or environment adapted if and as necessary, as part of a termly Assess-Plan-Do-Review cycle by their class teacher.
10. INSET opportunities or individual support and advice will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials. These include support from the specialist teams in St Helens: TESSA Inclusion, TESSA Behaviour; TESSA Autism; EPALSS (Educational Psychology, Learning and Support Services); the school's Educational Psychologist; Occupational Therapists; Speech and Language Therapists; counsellors or other specialists as required.
11. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, individual or group withdrawal.
12. Educating children with SEND alongside their peers in a mainstream classroom setting is our ultimate goal. Where this is not possible, the SENDCo will consult with parents and the pupil for other flexible arrangements to be made.
13. Children who have an Education, Health and Care Plan (EHCP) will continue to access to the whole curriculum, as appropriate, with reference to Section F of their EHCP.

7. PROCEDURES

At Sutton Oak, we follow the St Helens Local Authority Graduated Approach to meeting pupils' educational needs. Concerns about a child's learning would usually be raised by a parent or teacher.

Step 1 is when concerns are first raised and discussed between parents and the class teacher. The teacher reviews support and strategies already in place and adapts as necessary. This is known as 'Quality First Teaching'. Strategies and any impact will be reviewed after 6-12 weeks. If concerns are not related to education, at this point, parents may be signposted to other, more specialist services.

Step 2 –If after 6/12 weeks of Quality First Teaching support, concerns remain and progress is not evident, the class teacher will complete a 'Referral to SENDco' form. The pupil will be added to the SEND Monitoring register. Further, targeted support will be implemented and the impact monitored. This may also include short-term, specific interventions in a small group or screening for any Specific Learning Difficulties.

Step 3 – If, after an agreed period of targeted support, a pupil hasn't made the expected progress, they will be added to the SEND register. A support plan will be created by the class teacher, in collaboration with other agencies if appropriate. This plan will be shared with parents and staff working with the pupil. The pupil will remain at this level of SEND Support for at least 2 terms. At this level, support will involve targeted interventions designed to support the pupil's specific needs in small groups or occasionally individual support. The SENDCo may make referrals to external agencies such as TESSA, SaLT, Paediatrics, Occupational Therapy or Educational Psychology as appropriate. Once a child has been added to the SEND register, the cycle of Assess-Plan-Do-Review begins. Provision will reviewed at least termly by the class teacher and overseen by the SENDCo.

Step 4 –If a child is not making progress with additional targeted support, with input from wider professional agencies and requires a high level of support to access learning, parents and the SENDCo may gather evidence required for an Education, Health and Care Needs assessment (EHCNA) which may lead to an Education, Health and Care plan (EHCP) being issued. For a EHCP, a pupil's needs must be significantly greater than other pupils of the same age, it must be agreed that these needs are long term and that the pupil will require significant continuing additional support, more than school can provide with existing resources. Once issued, a EHCP is reviewed at least annually. A EHCP is written and overseen by the Local Authority (LA) and details a pupil's SEND needs and how these needs can be met by Education, Health and Social Care professionals. It is the responsibility of the Local Authority to ensure that provision detailed in the EHCP is delivered and that the contents of the plan are accurate. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes could be met through the school's existing provision.

8. MONITORING AND EVALUATION OF SEND PROVISION

The impact of SEND provision is monitored and evaluated in the following ways:

- classroom observation by the SENDCO, Headteacher and/or members of the Senior Leadership Team
- ongoing assessment of progress made by intervention groups
- regular book scrutinies.
- Learning Walks carried out by SENDCo and the Senior Leadership Team
- informal feedback from all staff
- pupil progress tracking and meetings
- monitoring of Class Provision Maps and ILPs
- attendance records and liaison with EWO if appropriate
- Annual EHCP reviews
- Termly SEND reports
- Pupil and parent voice

9. Complaints

Sutton Oak Church of England Primary School values its relationship with parents, carers and the local community. School staff are happy speak to parents regarding their child, and this can help to identify areas of success and where improvements can be made. There may be times when parents feel they have a concern or unresolved issue and so it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Most enquiries and concerns can be dealt with by the class teacher, SENDCO or the head teacher without needing to resort to a formal procedure. If it is not possible to resolve the matter informally the person raising the concern may decide to pursue a formal complaint. Further information can be obtained from the school website.

10. Date of Review

This policy will be reviewed in September 2027

Date:……

Signed…… (SENDco)

Signed:……(Chair of Governors)

Signed…… (Headteacher)