



SEND Policy

Next Review Date:	Autumn 2025
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Summary

This document covers the approach of Southminster C of E Primary School with regards to Special Educational Needs and Disabilities.

Introduction

At Southminster C of E Primary School we believe we have a safe, happy and challenging community where we value every child and their family. We encourage confidence and creativity to enable each child to flourish and reach their full potential.

The schools' admissions policy offers all children equal rights to attend the school. We aim to give each child equal access to a broad and balanced curriculum that will enable each child's potential to be developed to the full.

The school values the contribution and achievements of all and recognises the importance of each child experiencing success and having a high level of self-esteem.

School staff have high expectations for all children and are expected to respond to the needs of all pupils. All children are seen and respected as individuals with differing interests, knowledge and skills.

Some children may have a special learning need or requirement that will merit specific educational provision to be made for them. This is in addition to, or differing from, the general provision made for the majority of their same aged peer group.

'Special Educational Needs & Disability' (SEND) is a wide-ranging term covering areas such as difficulties with learning or communication, as well as social and emotional and mental health needs and physical and sensory impairments. Many children will present with a special need at some time in their school life and may need additional help to support them.

This policy reflects guidance from the SEND Code of Practice 2015.



Arrangements for co-ordinating Educational Provision

It is the intention of the school to ensure full access to all school activities for children with SEND and support inclusion in the classroom setting for learning, and to ensure all children have equal access to extra-curricular activities.

Where the specific needs of some children cannot be met by working alongside their peers, they may receive individual or small group teaching and may be further supported by a member of the Learning Support Team.

Class teachers are responsible for providing high quality teaching and for differentiation and enrichment. The SENCo oversees the support of those children identified as requiring support with their learning.

Details of the SENCo for each school can be found on the school website.

The School Improvement Board has overall responsibility for SEND provision and a named member meets regularly with the SENCo. The Head Teacher and the SENCo are responsible for the implementation of the school's SEND Policy.

The SENCo's role involves working closely with school staff and, in some cases, external agencies to support children identified as having SEND. Some children will need an Education, Health and Care Plan (EHCP). Parents and carers are involved at all stages of this process. The school uses a person-centred approach to planning for an individual child's needs; this is known as One Planning. All teachers are trained in this process and this is used to monitor and review a child's progress. Parents and carers and, where appropriate, the child, are also involved in the One Plan process.

The school uses the Ordinarily Available document and the Essex Local Offer to help ensure each child's individual needs are met. Mental Health is very important to us and we develop children's mental health and well-being as part of our practice. We adhere to the guidance in the document 'Promoting children and young people's health and well-being'.

The SENCo also identifies, facilitates and provides appropriate training courses, secures resources and special equipment to support learning programmes in the school. The SENCo attends a range of training courses, cluster meetings and conferences in order to maintain an up to date knowledge of all aspects of SEND.

Transition between classes, starting school and moving on to secondary is carefully managed to facilitate continuity of support.

The school recognises the importance of early intervention, and children admitted to the school are assessed on entry.

Pupils are identified as having SEND by their Class teacher using a range of assessments and in conjunction with the SENCo. The SENCo keeps a register of the children and liaises with the teachers.

Children on the SEND register are monitored by the SENCo, Class teachers and Learning Support Assistants. Where necessary, further support and advice may be sought from



external agencies, such as Educational Psychologists, Specialist Teachers or medical professionals. Progress is closely monitored during half termly Pupil Progress meetings.

Sometimes the school is alerted to potential SEND if a parent raises a specific concern about their child. The SENCo may then initiate appropriate assessment and/or intervention if required.

The school is wheelchair accessible and, if further adaptations were needed to meet the needs of a pupil, we would apply for additional funding.

Monitoring and Evaluating Success

The school assesses each child on entry to the school.

Targets are set for individual children and, for some children, Education, Health and Care Plans provide targets and advice on how the school can support the child. Progress is monitored as a measure of their success. Education, Health and Care Plans are subject to Annual Reviews in addition to the termly One Plan Meetings.

The SEND Register is updated periodically, and at least every half term. The effective use of resources is monitored by the SENCo, and audited to identify gaps in support provision.

The Head Teacher has overall responsibility for SEND provision and reports on SEND matters to the School Improvement Board every term.

Links with external support services

When required, the school may seek further advice and support from Educational Psychologists and Specialist Teachers.

The school maintains strong links with health services and further advice and support may be sought from a range of provisions, such as physiotherapists, occupational therapists, speech and language therapists, and the school nurse service.

Support from other services may be sought as appropriate. This is particularly important with regards to mental health concerns and the school takes guidance from the Mental Health Support Team to provide support in this area. Details of services available to parents can be found via the Essex Local Offer.

All interventions from external services are recorded and reports are copied to parents and carers.

Parents and Carers

Parents and Carers may request meetings with Class teachers and to see their child's work after school or by appointment via the school office. Parent Consultation meetings are offered twice a year.



The school encourages parents to contribute to their child's individual programme as part of the One Planning Process. Should concerns be expressed about a child's progress, an assessment of the child's strengths and weaknesses may be initiated and, in some cases, an Educational, Health and Care Plan Needs Assessment initiated, if appropriate.

The SENCo operates an 'open door' policy and parents and carers may request an appointment at any time during the school year if they have concerns about their child.

School staff will contact parents and carers should they have any concerns regarding their child.

Confidentiality

Information regarding children is kept confidential. This policy works in conjunction with the school's Child Protection Policy and all other policies relating to the welfare of children.

School Links, entry and transfer procedures

Pre-school: Information regarding children's identified needs is collected from pre-school settings and passed on to the school for early intervention as appropriate. The EYFS Class Teacher and/or SENCo visit the local pre-school as necessary.

Transfer to Southminster C of E Primary School from other schools: Information from other schools, and from the child's parent or carer is collected and used to inform staff of a child's individual needs.

Secondary Transfer: Information regarding children who are likely to require specific support during their secondary school life is passed on to the SENCo at the receiving secondary school. Additional induction visits may be facilitated to the new school if required. Before secondary transfer takes place, there is liaison between staff and parents and carers and, if possible, the secondary SENCo is included in the One Planning process in the Summer Term. With parental agreement, copies of existing One Plans and EHC Plans are made available to the receiving secondary school.