



Donington on Bain Primary School

Special Educational Needs and Disability (SEND) Policy

Version: 7

Date approved by Governors: March 2026

Date of next review: March 2029

Governor committee responsible: Full Governing Body

Statutory Compliance

Our legal responsibilities

This policy complies with the statutory requirements laid out in the

Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014

Equality Act 2010: the school has a statutory duty not to discriminate against disabled children and young people directly or indirectly and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the Governing Body, Head of School, current school staff and parents. It should be considered alongside the SEN Information Report as identified in the SEN Information Regulations (Schedule 1 Regulation 51) for this school which can be found on the school website and also alongside the Disability Equality Scheme.

In line with DfE requirements, this policy will be updated every three years unless there is significant change to context or personnel. The SEN Information Report will be updated annually.

SENCO: Sara Gascoigne

SEN Governor: Stephen Woodcock

Designated Safeguarding Lead: Louise Anyan

Deputy Designated Safeguarding Lead: Katie Thompson

Policy Principles and Objectives

This policy has been drawn up in consultation with the whole staff to develop a procedure for identification and provision for children with special educational needs and/or disabilities in line with the SEN Code of Practice 0-25 guidance (2014). We feel that a clear procedure to identify and assist children with special educational needs and/or disabilities and a clear vision of what we hope to achieve will help us fulfil our aims. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe that pupils will be helped to overcome their difficulties.

In this school, every teacher is a teacher of every child, including those with special educational needs and/or disabilities and we aim to:

- Raise the aspirations of, and expectations for all pupils with special educational needs and/or disabilities (SEND)
- To ensure that all pupils have access to a broad and balanced curriculum
- Enable all children to participate in the life and work of the school, to the best of their abilities, whatever their needs
- Ensure that all children with special educational needs and/or disabilities will be included within all classroom and out of school activities

Our objectives are:

- To identify and provide for pupils who have special educational needs and disabilities
- To work within the guidance provided in the SEND Code of Practice (2014)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To provide a SENCO who will oversee the whole school approach to the inclusion of children with SEND
- To provide support and advice for all staff working with pupil with special educational needs and disabilities by collaborating with external partners and services where necessary
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the curriculum of all pupils

Definition of Special Educational Needs and Disability (SEND)

According to the Children and Families Act 2014 (section 20) and the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions within the Local Authority

A child within compulsory school age has special education needs if he or she is likely to fall within the definition in the above paragraph when they reach compulsory school age or would do so if special educational provision were not made for them (Section 20 Children and Families Act 2014).

This definition includes children and young people with long term medical conditions, such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Areas of Need

Below are the four broad areas of need as defined in the SEN Code of Practice 2014.

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 Autistic Spectrum Disorder (ASD) are likely to have 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 differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), 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 concerning behaviours. 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 hyperactive disorder (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) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Disabled Pupils

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

SEN Support

Parents/carers will be involved from the earliest stages of concern and will be fully informed of the support that their child is receiving. Once it has been identified that a child has a special educational need, a meeting will be held with the parents/carers and the process for meeting the need will be explained (see below cycle). At the review stage parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school will consider involving specialists.

Specialists may be involved at any point to advise on early identification of SEN and effective support and interventions. A specialist should be involved where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil’s parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

A Graduated Approach to SEN Support

Children make progress at different rates and have different ways they learn best. It is the class teacher’s responsibility to provide quality-first teaching for all pupils. Pupils who are making less than expected progress or having particular difficulties in one area will be provided with the appropriate intervention and/or relevant adaptations to help them succeed.

Class teachers make regular assessments of progress for all pupils. In doing so, they identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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
- Widens the attainment gap

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs.

The first response to less than expected progress is high quality teaching, targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN.

The school adopts an **Assess – Plan – Do – Review** Cycle:

Assess – Individual assessments are made to determine a pupil's specific needs.

Plan – A plan is formulated to include: inclusive quality first teaching, targeted interventions, clear targets and a date for review.

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. Teachers work closely with teaching assistants to ensure the above plan is implemented. The SENCO will support with further assessments of the pupils' strengths and weaknesses where necessary.

Review – Outcomes are tracked regularly, views of teachers, support staff, pupil and parents are gathered and changes to the plan are considered. The class teacher, in conjunction with the SENCO, will then revise the support outcomes and based upon the pupils' progress and development make any necessary amendments going forward, in consultation with the parents and pupil.

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code of Practice, regular reviews will be available with the Class Teacher and when necessary, the SENCO and SLT. These will take place three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an EHCP. A record of all children with SEN will be maintained on the school's SEN register.

Meetings are held every term between the SENCO and Class Teacher in order to review this process for each individual child. The Class Teacher will then meet with parents each term.

Education, Health and Care (EHC) Plans

The needs of the great majority of children who have SEND should be met under the school based stages of SEN Support and by the resources made available to schools through the delegated funding arrangements without the statutory involvement of the Local Authority but, in a small minority of cases, where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required, the school or parents should consider requesting an Education, Health and Care needs assessment. Application may be made using the guidelines set out by the Lincolnshire County Council and they will follow the regulation set out in the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

If, after considering the application and carrying out the assessment by the Local Authority, it is deemed necessary an Educational, Health and Care Plan will be issued. This will follow an agreed format by Lincolnshire County Council and will include:

- The views, interests and aspirations of the child and his or her parents
- The child's special educational needs
- The child's health needs which are related to their SEN
- The child's social care needs which are related to their SEN or to a disability
- The outcomes sought for the child. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter-term targets by the school.

- The special educational provision required by the child
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN. Where an individual Health Care Plan is made for them, that plan should be included.
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
- The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child and the type of that institution
- Where there is a personal budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care
- The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information

The EHC plan must be reviewed and submitted to the Local Authority as a minimum every 12 months. However, regular reviews using the Assess-Plan-Do-Review cycle will be carried out by school.

Links with External Agencies/ Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Working Together Team
- Medical officers
- Specialist Teaching Team
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- School Nurse

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- s in other Lincolnshire schools

Reduction of Support

The aim of SEN support is to enable a child to make accelerated progress so that they achieve at the same level as their peers. If, at the meeting at the end of a review cycle, this has been achieved, the SENCO and parents/carers will agree that SEN support is no longer needed, and the child will be removed from the SEN register. The child's attainment will continue to be monitored closely to ensure that good progress is maintained.

Roles and Responsibilities

Head Teacher

- the Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Head Teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator ()
- the Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of data for vulnerable learners as supplied by
 - pupil progress meetings with, and individual teachers
 - regular meetings with the
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator (SENCO)

In line with the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- co-ordinating provision for children with SEND
- liaising with and giving advice to fellow teachers
- overseeing pupils' records
- contributing to the in-service training of staff such as INSET and other professional development opportunities
- implementing a programme of Annual Review for all pupils with a current EHCP. Complying with requests from an Education Health and Care Plan caseworker to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being monitored through the graduated approach
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Class Teacher

The code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils

Collaborating with the SENCO:

- to decide the action required to assist the pupil to progress
- to collect all available information on the pupil
- develop suitable targets for SEND pupils

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

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty, whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are 'additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.' (SEN Code of Practice 2015)

SEND Governance

To meet the statutory requirements of the Code of Practice (2015)

- There must be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability
- The governing bodies of maintained schools **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014** and **must** include information about:
 - The kinds of SEN that are provided for
 - Policies for identifying children and young people with SEN and assessing their needs
 - Arrangements for consulting parents of children with SEN and involving them in their child's education
 - Arrangements for consulting young people with SEN and involving them in their education
 - Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
 - Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood
 - The approach to teaching children and young people with SEN
 - How adaptations are made to the curriculum and the learning environment of children and young people with SEN
 - The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Evaluating the effectiveness of the provision made for children and young people with SEN:

- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- Support for improving emotional and social development. This should include pastoral support, arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN about the provision at the school. This should include arrangements for supporting children and young people who are liked after by the local authority and have SEN.

Partnership with Parents

At every stage of the SEN process, it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.

Donington on Bain Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership. The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Lincolnshire Educational Needs and Disability, Information, Advice and Support Service (LIASE) at:

Email: liase@lincolnshire.gov.uk

Website: https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11

COMPLAINTS

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. If you have a complaint, this should first be discussed with the class teacher. They will listen to the issues and address them where appropriate. However, if this is not possible or you feel your complaint has not been resolved, complaints relating to SEN should be addressed to the SENCO and/or the Head Teacher. If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address:

The Clerk to Governors is: Claire Sammons

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs:

Mrs Sheridan Dodsworth

9-11 The Avenue

Lincoln

LN1 1PA

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REVIEW FRAMEWORK

This policy will be reviewed every three years (or sooner in the event of any legislative change or change of personnel).