

# CREETING ST MARY CEVAP SCHOOL



## SEND Policy

Date of Policy	September 2025
Review Date	September 2026
Head Teacher's signature	Mrs C Friar
Chair of Governors' signature	Mrs M Brame

### Introduction

The Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2015) provides guidance on the statutory duties, policies and procedures relating to Part 3 of the Children and Families Act (2014) and associated regulations. This SEND policy complies with the statutory requirements laid out in the code.

Creeting St Mary CEVA Primary School has a named Special Educational Needs Co-ordinator (SENCO) **Mr Matthew Palmer** and a named governor for SEND **Mrs Lyndsey Bejarrano**. It is their role to:

- Monitor the delivery of this policy
- Ensure that the policy is up to date and reflects the policy and procedures of the government and Local Authority.

This policy details how our school will use its best endeavours to ensure that the necessary provision is made for any child who has special educational needs. Our SEND Information Report also details the support that we provide.

## **What are Special Educational Needs (SEND)?**

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. Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age (SEND CoP 2015:15,16).

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

- Has a 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

Many children who have SEND 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 and long-term health conditions (SEND CoP 2015:16). Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition (SEND

CoP 2015:16). English as an Additional Language is not considered a Special Education Need.

## **Aims and Objectives**

All children are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff encourage children to: • Achieve their best

- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or higher education or training.

At Creting St Mary CEVA Primary school we endeavour to:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND.
- Ensure that all children in our school have full access to the curriculum. Teachers will provide differentiated learning opportunities for all children and provide materials appropriate to children’s abilities.
- Set out the four stage graduated response to SEND support (assess, plan, do, review).
- Request, monitor and respond to views of parents/carers and children.

- Ensure a high level of staff expertise to meet a variety of special educational needs through continual professional development.
- Make a clear distinction between underachievement and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need.
- Ensure support for children with medical conditions are in place to enable participation in all school activities.
- Carefully map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To work in partnership with the Local Authority and other outside agencies, to ensure that, where needed, there is a multi-professional approach to meeting needs.

It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

All learners have access to high quality first teaching: teaching that seeks to engage and support the learning of all children. Through all subjects we ensure that the school meets the needs of all children. We respect the fact that children have different educational needs and aspirations and require different strategies for learning. We recognise that this means they may require a range of different teaching approaches and experiences. Some learners will have access to learning support in the form of small groups or one-to-one. Often, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

## **Identification and Assessment**

Special educational provision should be matched to the child's identified SEND. Children's SEND can be within these four broad areas of need:

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

Children's needs should be identified and met as early as possible through:

- The analysis of data and tracking individual children's progress over time
- Classroom-based assessment and monitoring arrangements. (Assess, plan, do, review.)
- Listening to and following up on parents/carers concerns
- Liaison with feeder nurseries on transfer or information from previous schools •  
Information from other services
- Maintaining a provision map for all learners which clearly identifies pupils receiving additional SEND Support.
- Undertaking, when necessary, a more in depth individual assessment.

- Involving an external agency, when necessary.
- Discussions between class teacher and SENCO.

## **Monitoring and Evaluation of the effectiveness of SEND provision**

This is carried out in the following ways:

- conducting classroom observations and work sampling
- ongoing assessment of progress
- regular teacher/staff meetings with the SENCO and informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes) • monitoring targets, evaluating the impact of those targets on pupils' progress.
- Monitoring attendance records.
- regular meetings about pupils' progress between the school and parents
- SENCO's written report to governors and/or meeting with governor with responsibility for SEND

## **SEND Support**

Pupils will be offered SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school. Where children are identified as having SEND, the school endeavours to use a combination of the following approaches:

- teachers differentiate work and resources as part of high quality teaching
- small group/one-to-one work with a teacher, teaching assistant or external agency • individual support

Our Assess, Plan, Do, Review Plans are:

- Used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be constantly refined and amended.
- Used to record that which is *additional to* or *different from* the differentiated curriculum.
- Accessible to all involved in creating them – pupil, parents/carers, class teacher, SENCO.
- Manageable and evaluated termly.
- Target-focused - with a maximum of four short term targets. Targets will be decided on through discussions between teacher, SENCO, pupils, parents and, if necessary, with a professional from an external agency.

## **Education Health and Care Plan**

If a pupil has a significant, severe and sustained need, it may be necessary to request a multi-disciplinary assessment process to consider the need for an Education Health and Care (EHC) Plan. The request can be made by the school or parents and the school will provide a range of evidence and information to the LA to support the request. The parents/carers of any child who is referred for an EHC Needs Assessment will be kept informed of the progress of this referral. Pupils with an EHC Plan will have access to all arrangements for pupils on the

SEND list and, in addition to this, will have an Annual Review of their plan. Our review procedures follow those in the Special Educational Needs Code of Practice.

## **Management of SEND within our school**

All staff in school have a responsibility for maximising achievement and ensuring the needs of each child are met. Staff are trained in how to best support all learners in order to maximise their achievement as part of the school development plan and continuous professional development. All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

### **Headteacher**

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making decisions which will maximise their opportunity to learn. The head teacher and the governing body delegate the day to day implementation of this policy to the SENCO.

The head teacher will be informed of the progress of all 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 a whole-school provision for vulnerable learners
- pupil progress meetings with individual teachers

### **SENCO**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the SENCO. The SENCO is a qualified teacher working at the school.

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

- maintenance and analysis of whole-school provision for pupils with SEND..
- liaising with teachers
- overseeing the records on all children with SEND
- liaising with parents of children with SEND, in conjunction with class teachers
- overseeing transition arrangements and transfer of information for pupils with SEND, including liaising with high schools as year 6 children prepare to transfer.
- implementing an Annual Review for all pupils with an Education and Health Care Plan.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an EHC plan
- evaluating the impact and effectiveness of additional interventions
- meeting termly with each teacher to review and revise targets for pupils with SEND in their class.
- attending SENCO training as appropriate.

- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for pupils with SEND (nationally, locally and within school).
- liaising closely with a range of external agencies

### **Class teacher**

Each class teacher is responsible for the progress of the pupils in their class, including those with SEND. They have a responsibility to secure good outcomes for all pupils by:

- providing differentiated teaching and learning opportunities whilst maintaining challenge
- ensuring there is adequate opportunity for pupils with SEND to working on agreed targets.
- ensuring effective deployment of resources to maximise outcomes for all learners.
- having high expectations for all learners.

They also need to regularly liaise with the SENCO to agree:

- which pupils need to have their progress monitored.
- which pupils require additional support because of a SEND.

## **Partnership with Parents/Carers**

All parents/carers of children in our school are treated as partners and encouraged to play an active and valued role in their child's education. Parents/carers and pupils will be encouraged to contribute to the assessment of their own individual needs, the planning of interventions and the review, as well as any transition process.

At our school, we aim to:

- work effectively with all other agencies supporting children and their parents/carers.
- give parents/carers opportunities to play an active role in their child's education, encourage them to inform school of their child's needs, allow parents/carers opportunities to discuss ways in which they and the school can help their child
- instil confidence that the school will listen and act appropriately
- focus on the child's strengths as well as areas of additional need
- suggest ways in which parents can support their child at home during half termly meetings
  - support parents with referrals and give regular updates on their progress
  - provide all information in an accessible way.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning and identify their own needs.
- share in target setting so that they know what their targets are and why they have them.
- self-review their progress and set new targets
- monitor their success at achieving their targets.

## **SEND Support: Assess, Plan, Do, Review cycle**

### **Assess**

The school assesses each child's current level of attainment on entry to ensure that they build on learning and experience already established during the child's pre-school years. If a teacher thinks a child may have a special educational need, the class teachers will discuss this with the parents/carers. After this discussion, the class teacher will work with the SENCO to carry out an analysis of the child's needs, drawing on the parents/carers views, the child's views and the teacher's assessment.

### **Plan**

The teacher and SENCO will use this information to identify learning difficulties and identify targeted interventions which will support the child. If it is decided that the child will have SEND support, the parents/carers will be notified. Parents/carers will also be notified of any adjustments, interventions or support that is put in place. Where possible, parents/carers will be asked to reinforce or contribute to learning at home in order to further support progress. Details of additional support will be recorded in the child's Pupil Passport.

### **Do**

The class teacher will be responsible for working with the child on a daily basis. They will provide interventions that are additional to those provided by the school's differentiated curriculum. The child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by all classroom staff and reviewed formally each term with the SENCO, child and parents/carers.

### **Review**

The effectiveness of the adjustments and support will be reviewed termly. New targets and provision will be agreed. If the child has made sufficient progress then it may be decided that additional support is no longer required. If a child has an EHC Plan their progress will be additionally reviewed every twelve months.

### **Equipment and Facilities**

Specialist equipment and expertise in relation to its use will be purchased/hired/sought by the school, when needed.

### **Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Pupils with EHC Plans will have transition arrangements discussed at annual review meetings.

## **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. For further information, see the school's Admission Policy.

## **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND may be involved. In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure.

## **Contact Details**

Email: [office@creetingstmary.suffolk.sch.uk](mailto:office@creetingstmary.suffolk.sch.uk)

Tel No: 01449 720312

Further information on Suffolk's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) <http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/>

Further information on Suffolk's Local Offer: <http://infolink.suffolk.gov.uk/>