# A blue and black logo Description automatically generatedA logo of a tree Description automatically generatedAshdon Primary School

**SEND Policy**

**Date adopted by Governing Body**: July 2024

**Next Review:** July 2025

**SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously its responsibility to protect the welfare of the children in its care, believing that "The welfare of the child is paramount" (Children Act 1989). This policy plays an integral part in our aim to safeguard children and ensure their wellbeing to promote optimum development.

**Introduction**

At Ashdon Primary School, we are committed to providing an inclusive, enriching education that ensures the best possible progress for all our pupils. Our policy of inclusion means that the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities. The school's resources, culture, and practices are designed to ensure all children's needs are met effectively.

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally and have equal access to learning. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership and aim to involve staff, parents, children and governors in creating a happy and secure environment where there is a shared sense of purpose supported by mutual trust and respect.

**Our Vision for SEND**

We strive to create an inclusive learning environment where:

- Every child feels valued, safe, and supported

- High expectations lead to outstanding outcomes

- Differences are celebrated and viewed as opportunities

- Barriers to learning are identified and overcome

- Parents and carers are valued as active partners

- Staff are empowered to support all learners effectively

**Our Objectives**

- To embed quality first teaching, differentiated for individual pupils, in every class

- To ensure teachers maintain accountability for the progress and attainment of all pupils

- To provide all children access to a broad, balanced and relevant curriculum

- To ensure early identification, assessment and provision for any child who may have special educational needs

- To help every child realise their full potential and optimise their self-esteem

- To encourage pupils with SEND to take positions of responsibility within the school

- To enable all staff to identify SEND pupils and take responsibility for meeting their individual needs

- To foster a whole school positive attitude towards SEND

- To develop effective parent partnerships in supporting learning

- To ensure pupils participate in decisions about their education

- To prepare pupils effectively for their transition to secondary education

**SEND Team at Ashdon Primary School**

SENCo: Mrs. R. Jarmain (NASENCo award)

Governor with responsibility for SEND: Rev. B. Brundritt

Contact: Through school office

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**Definition of SEND**

**A child has Special Educational Needs or a Disability if they:**

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

**Areas of Need**

**The 2014 SEND Code of Practice identifies four broad areas of need:**

1. **Communication and Interaction**

- Speech, Language and Communication Needs (SLCN)

- Autism Spectrum Condition (ASC)

2. **Cognition and Learning**

- Specific Learning Difficulty (SpLD)

- Moderate Learning Difficulty (MLD)

- Severe Learning Difficulty (SLD)

- Profound and Multiple Learning Difficulty (PMLD)

3. **Social, Emotional and Mental Health Difficulties**

4. **Sensory and/or Physical Needs**

- Visual Impairment (VI)

- Hearing Impairment (HI)

- Multi-Sensory Impairment (MSI)

- Physical Disability (PD)

**Factors Not Considered SEND**

**We recognise that the following factors may impact on progress and attainment but do not alone constitute SEND:**

- Disability (the Code of Practice outlines reasonable adjustment duty)

- Attendance and Punctuality

- Health and Welfare

- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant

- Being a Looked After Child

- Being a child of service personnel

**The Graduated Approach to SEND Support**

**Our approach follows the recommended four-part cycle:**

**Assess**

- Regular assessment by class teacher and SENCo

- Analysis of pupil's needs

- Parent and pupil views

- External specialist assessment where appropriate

- Regular review of effectiveness

**Plan**

- Teacher and SENCo agree interventions and support

- Staff, parents and pupil involvement in planning

- Clear expected outcomes

- Clear date for review

- Staff awareness of strategies

- Parent involvement and support

**Do**

- Class teacher remains responsible for working with child

- Targeted interventions delivered

- SENCo supports assessment and planning

- Effective communication between all parties

**Review**

- Regular reviews of effectiveness

- Impact and quality of support evaluated

- Parent and pupil views sought

- Revision of support in light of progress

- Clear information about impact of interventions

**SEND Register**

The SEND register includes all pupils who:

- Have a One Plan

- Have an Education, Health and Care (EHC) Plan

- Receive specific support or interventions for identified needs

**Managing the SEND Register**

- Regular monitoring and review of pupil needs

- Termly review of provision

- Clear criteria for placing pupils on and removing them from the register

- Regular communication with parents about provision

- Systematic record-keeping of interventions and their impact

**Criteria for Exiting the SEND Register**

A pupil may be removed from the SEND register when:

- They have made sustained progress

- They no longer require additional support

- The gap with peers has closed

- They can access the curriculum independently

- All stakeholders agree removal is appropriate

**Supporting Pupils with Medical Conditions**

- Recognition of impact of medical conditions on learning

- Individual healthcare plans

- Training for staff where required

- Full access to education including school trips

- Appropriate arrangements for medical appointments

**Working with Parents**

We recognise parents as key partners and:

- Hold regular review meetings

- Provide clear information about interventions

- Seek parent views and experiences

- Provide support in understanding SEND processes

- Share strategies for home support

**Transition Arrangements**

We support smooth transitions through:

- Early planning for transfer between phases

- Information sharing between settings

- Additional visits where needed

- Close liaison with secondary schools

- Transition meetings with parents

- Individual transition plans where needed

**Training and Resources**

- Regular staff training needs analysis

- Targeted professional development

- Access to specialist support services

- Effective use of resources

- Regular review of impact

**Roles and Responsibilities**

**SENCo**

- Oversees day-to-day operation of SEND policy

- Coordinates provision

- Advises on graduated approach

- Liaises with parents and external agencies

- Manages SEND records

- Supports staff development

**Class Teachers**

- Responsible for progress of all pupils

- Identify and support SEND pupils

- Plan and deliver differentiated lessons

- Implement agreed interventions

- Regular communication with parents

**Headteacher**

- Overall responsibility for SEND provision

- Managing SEND budget

- Line managing SENCo

- Reporting to governors

**SEND Governor**

- Monitoring SEND provision

- Supporting development of SEND policy

- Ensuring statutory duties are met

- Regular meetings with SENCo

**Monitoring and Evaluation**

**The effectiveness of our SEND provision is monitored through:**

- Regular review of pupil progress

- Observation of teaching and learning

- Feedback from pupils and parents

- External reviews and audits

- Governor monitoring visits

- Annual review of this policy

**Complaints Procedure**

- Initial concerns raised with class teacher or SENCo

- Formal complaints follow school's complaints procedure

- External support available through SEND Information, Advice and Support Service

- Right to appeal to SEND Tribunal where appropriate

**Review**

This policy will be reviewed annually by the Governing Body.

Last reviewed: July 2024

Next review due: July 2025

Signed: A hand drawn dragonfly

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Date: 20th July 2024