



SEND Policy

Policy Date Reviewed: September 2023

Next Review Date: September 2024

This Special Educational Needs and Disability policy applies to all relevant children in the school, and is an overarching document which sets out how we seek to remove the barriers to learning and participation for children with additional educational needs.

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1. Aims of this policy

- To remove the barriers to learning
- To enable pupils to achieve their best
- To enable pupils to become independent and resilient learners

2. Our commitment

At Colham Manor Primary school all children including those with a special educational need and disability (SEND) will be provided with quality first teaching to **Aspire, Achieve and Thrive**. All staff will work hard to help students with a special educational need and disability (SEND) to become successful learners with high aspirations. Support will be coordinated to ensure additional provisions make connections to current learning and target specific gaps without narrowing their curriculum in order for progress to be made.

3. What is SEND?

SEND stands for **Special Educational Needs and Disabilities**.

It is a word used in schools to describe a pupil who struggles with learning and sometimes needs extra help from teachers and classroom staff.

It is also used to describe a pupil who has a problem with their health or who has a disability which makes it difficult for them to learn or use things in the classroom that other people may find easy to use.

If a pupil has SEND, they may find their day-to-day tasks a challenge.

Just like with everyone, people with SEND are unique and their needs and disabilities will differ. Some people may struggle with understanding what is being said to them, speaking clearly and talking with others.

Other people may struggle with understanding how themselves and others feel, or they may get very worried in situations which seem easy for others to deal with, such as playing in the playground.

People with SEND may also struggle with their senses or physical needs, for example, they may not be able to walk or might not be able to hold objects well.

There are many different ways a pupil can struggle, but what is important to remember is that they should not be treated unfairly or made to feel alone or unwanted because of their SEND.

4. Areas of Special Educational Needs

Under the SEN Code of Practice 2014 special educational needs and provision are considered as falling under four broad areas. These are:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

At Colham Manor we identify children within these categories and provide the necessary support in order for them to achieve and develop their potential.

5. Identification and Assessment of Special Educational Needs

The identification of SEND is built into the overall and continuous approach to monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, appropriate support will be identified. If teachers suspect a child has special educational needs they will informally collect evidence and meet with the SENDco.

The class teacher and SENDco will work together to liaise with the parents and assess whether the child has significant learning difficulties. Where this is the case appropriate support will be put in place. Once a potential special educational need is identified the graduated assessment process will be put in place through the Assess, Plan, Do, Review (APDR) cycle. These actions form part of a graduated approach through which support, targets and actions are revisited, refined to support the pupil to make good progress. If, this is in place, the pupil continues to make inadequate progress the SENDco will advise and seek the support of external agencies. This could lead to the need for assessment for an Education, Health and Care Plan.

See **Identification Flowchart** in Appendix 1

6. How we will help pupils with SEND

Teachers are here to help all pupils but there are things they will do to help pupils with SEND. These include:

- a. Making plans and keeping track of the help given to pupils with SEND
- b. Discussing a child's views and targets with them so they are involved in the decisions made
- c. Talking to the parents/carers of pupils with SEND to make sure the help in place is suitable
- d. Setting challenging targets for pupils with SEND to help them achieve their best
- e. Knowing the needs of all pupils and the special help that is in place to help pupils with SEND
- f. Ensuring our staff have sufficient training and our resources are up to date and of a high quality
- g. Seeking advice and support from external agencies as and when needed

Other members of staff in school will work closely with your parents/carers and other grown-ups to help you make the most of your time in school and enjoy as many new things as possible.

Help might be given in the classroom, at break time and lunchtime, and will look different for each pupil.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCOs (Special Educational Needs Coordinators) and parents should collaborate on planning support and teaching strategies for individual pupils. High quality teaching, personalised for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional interventions and support cannot compensate for quality first teaching. The majority of pupils will make progress through such teaching.

At Colham Manor we regularly and carefully review the quality of teaching for pupils of SEND.

7. Levels of Support

Children with who have been identified as needing appropriate support will have a learning plan and pupil passport. This will show where their strengths are and the areas which are a challenge for them. It will also give them the opportunity to show their interests and tell their teacher what they want to achieve in the future. The following information is an overview of the levels of support offered at Colham Manor.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8. Privacy

The information the school holds is private, and we will only tell people your information if we have to by law. There are laws stopping the school from sharing information without telling you or your parents/carers first. This means you can be sure that only the people who need to know about your needs are told.

9. Monitoring and reviewing the policy

This policy will be reviewed by the SENDco **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board. The school will make sure you know of any changes to this policy.

We will evaluate how effective our SEND policy is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Appendix 1-Identification of SEND flowchart:



Identification of children with SEND at Colham Manor Primary School

