



Special Educational Needs and Disabilities (SEND) policy

July 2023

Approved by: Stivichall Governing Body

Date: July 2023

Last reviewed on: July 2023 by L. Frankiess

Next review due by: September 2024

Learning at Stivichall is a passport for life

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Intimate care policy
- Child protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCO Leah Franckeiss in liaison with the school's Senior Leadership Team (SLT), the Governors and Chair of Governors Mike Ballinger. It sits alongside the school's SEN Information Report and can be found on the school website.

The SEND Governor is Pauline Parkes. The School Inclusion Lead and SENDCO is Leah Franckeiss. They can all be contacted at school@stivichall.coventry.sch.uk or telephone 02476419555.

Stivichall Primary School is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life from Reception all the way to Year Six.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEND). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register.

Our school's definition of SEND is ***“Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies”***.

The decision to do this is made by the school after consultation with the parents / carers and is based on each child's individual needs.

Aims

At Stivichall Primary School we aim to raise the aspirations of and expectations for all pupils with Special Educational Needs and Disabilities. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

The SEND Code of Practice 2015 states that “*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*”

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger’s syndrome)
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child’s special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

A Graduated Response

At Stivichall Primary we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children’s needs, most children will make good progress.

Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENDCO (Special Educational Needs and Disability Co-ordinator) as soon as they have concerns about any of their pupils. We then follow the SEND stage graduated approach documented below and the **Assess, Plan, Do, Review** cycle. A concern might relate to a child's low attainment, making less than expected progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEN support register	Stage T (Teacher)	<ul style="list-style-type: none"> Teachers use a range of classroom assessments to identify pupils of concern and relevant targets e.g. assessment for learning, summative assessments, WellComm, phonics screen, knight of timestables, reading schemes. Teachers then Plan to support those children through quality first teaching e.g. differentiated work, additional/differentiated resources Additional classroom support/interventions may be implemented. (see non-exhaustive list below) The provision being made for these children is regularly reviewed as well as their progress towards targets. 	Class teacher child
	Stage 1	<ul style="list-style-type: none"> If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents Additional support/interventions may be planned. The child's progress and any interventions will be monitored and reviewed carefully for impact by class teacher and SENDCO. Referrals may be made to external agencies for assessment and additional support. (list below) Additional in-school assessments may be carried out. (list below) For speech and language concerns – if the issues relate solely to speech, the child will stay at stage 1. 	Class Teacher SENDCO Parents child
Added to SEN support register. Parents notified and involved to termly reviews	Stage 2 A child has SEN if they have a learning difficulty or a disability which calls for specialist provision to be made.	<ul style="list-style-type: none"> Following a review of Stage 1 and of the child's learning, SEMH or social needs, if concerns persist and the pupil is requiring support which is additional to and different from standard quality first teaching they will be moved to stage 2. Referrals may be made to external agencies for assessment and additional support. (list below) Additional in-school assessments may be carried out. (list below) Teacher, parents, child and SENDCO will set SMART targets and plan relevant provision and interventions. Targets may be captured in a Dyslexia Plan, a Speech and Language Plan, an Individual Education Plan or a My Support Plan. These will be reviewed termly with parents. Any child who has a formal diagnosis e.g. ASD, ADHD, Dyslexia will be added to the SEN register 	Class teacher SENDCO Parents Child

Request for statutory assessment of SEND	Stage 3 EHCP	<ul style="list-style-type: none"> For some children, stage 2 support will not be adequate to enable them to make expected progress towards their targets. Following an evidenced 3 cycles of SEN support, the school may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an assessment of needs within a 20 week window. The child, parents and school are fully involved in this process. Needs will be identified, targets set and plans made for provision to meet these needs. These children will continue to be supported by an IEP which is reviewed on a termly basis and will have a statutory annual review of their EHCP 	Local authority SENDCO Class teacher Parent Child
--	--------------	---	---

<u>External Agencies</u>	<u>In-school assessments</u>	<u>In-school interventions</u>
Complex communications Team (CCT) The Complex Communication Team are a team of experienced teachers who specialise in supporting children with autism, ADHD or who present with social communication difficulties. They observe in school and offer advice and strategies to support children and teachers.	Speech and Language – We have a range of in-house assessments including: BPVS, Renfrew, Language link, WellComm, CTOPP which can assess a child's receptive and expressive language ability and identify those who require additional support.	S&L Nuffield Early Language Intervention (NELI), Personalised SALT therapy sessions, Talking Partners, Memory magic
Educational Psychology Service (EPS) provides a specialised response to children whose progress in educational settings is presenting serious concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick children's specific needs and support with targets and provision planning.	Literacy assessments GL Dyslexia screener Vernon graded word spelling test New Salford sentence reading test Phonics screen	Literacy Dyslexia support Precision Teach SOS spellings Toe by Toe spellings Dyslexia reading schemes: totem/dandelion/wildcats Fast track phonics No nonsense phonics Additional reading
Dyslexia West Midlands The team conduct our dyslexia assessments and provide practical advice in the form of a report.	Numeracy assessments Sandwell numeracy assessment – to identify specific gaps in numeracy Knights of the times tables Numbersense	Numeracy Precision Teach Number sense First class @ number
NHS - Speech and language therapy (SALT) Children whose progress is a concern following 12 weeks in-school intervention are referred to NHS SALT. NHS – Occupational Therapy (OT) Children with fine or gross motor concerns or sensory needs may be referred to OT	SEMH assessments Dimensions tool –to identify a child's social, emotional and mental health needs and signpost professionals and parents to locally available support. The Coventry grid – used to assist distinguishing between ASD and attachment needs	SEMH A range of bespoke groups supporting: friendships, self esteem, social interaction: Talk about, Time to talk, emotion coaching, zones of regulation, CBT
RISE This is a group of NHS services which support emotional wellbeing and mental health including: Primary Mental Health (CAMHS) services and the Neuro	Sensory Screener – used to support the creation of sensory diets and to identify the sensory needs of children.	Sensory/Motor skills Handwriting Sensory diets/movement breaks Fine motor skills

developmental team who assess for ASD and ADHD.		
---	--	--

Managing SEND in school

The SENDCO is responsible for keeping all records up to date and managing the SEND process and procedures.

Children on the SEND register are classified as having **SEND Support**. Some children will be on the SEND register and receive SEND support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEND register and monitor the interventions and support available to children to ensure that the SEND needs of each child are being met.

Individual targets and interventions will be updated at least three times a year by the class teachers as part of the termly review process, with children and parents / carers. These meetings usually take place in the second half of each term. Parents / carers will be invited to a meeting with the class teacher.

If the school feel that the child no longer needs SEND support, there will be a consultation with Parents / carers and the child will be taken off the SEND support register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children at Stivichall primary School.

Supporting Pupils and Families

Families can find additional help and guidance in the schools SEND Information Report or [Coventry's Local Offer](#).

Families needing additional support can also request this through the Early Help process following an assessment of need, through the Early Help system. This is managed in school by our Learning Mentor Alison Perkins.

All children are supported through times of transition by all members of staff. Where children have been identified as having additional needs the SENDCO and Learning mentor will work alongside class teachers to coordinate transition within school and to other settings.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Please refer to our Supporting Children with Medical Needs Policy for further details.

Monitoring and Evaluation of SEND

The SEND policy will be evaluated and reviewed on an annual basis. All SEND services and provision in the school are subject to rigorous monitoring through the gathering of Parent, staff and pupil views. Governors and SLT will also monitor throughout the year. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

Training and Resources

SEND is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENDCO or by external specialists and is organised by the SENDCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The SENDCO meets with all Class Teachers to assist them in meeting the needs of the children in their class.

The SENDCO and the Senior Leadership Team work closely together to ensure the needs of the children are met.

Roles and Responsibilities

The Role of the SENDCO

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents / carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils

- ensure that documents and records are kept and shared with staff and parents / carers and are available where needed
- completing and maintaining the Special Educational Needs and Disability Register
- making sure relevant referrals have been made

The Role of the Class Teacher

- providing quality first teaching to all pupils, including those identified as having SEND
- identifying each child's needs and levels of attainment and progress
- advising parents / carers of any concerns
- raising concerns for children that they are worried about, completing initial concern forms and discussing concerns with the SENDCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including holding SEND meetings, setting and reviewing targets at least three times a year.
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary and implementing strategies that have been suggested by the SENDCO or external specialists
- analysing and reporting on progress of pupils with SEND at Pupil progress meetings
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEND Code of Practice 2015

The Role of SEN Governor

- to monitor and support the SENDCO and Senior Leadership in the implementation of the SEND Policy and SEND Information Report.
- to inform Governors of any issues regarding the implementation of the SEND policy.

The Role of Teaching Assistants

- to support and help children with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

Additional Responsibilities

Person / People responsible for Safeguarding: Karen Ferguson, Janine Lee, Richard Gould and Alison Perkins.

Person / People responsible for Pupil Premium Grant: Amy Sexton

Person / People responsible for Looked After Children: Amy Sexton

Person / People responsible for ensuring the medical needs of children are met: Richard Gould

Storing and Managing Information

Stivichall Primary School will follow the school's policies and practices relating to General Data protection regulations (2018) with regards to storing and managing information held about SEND. All documents regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school.

Reviewing the Policy

This policy has been written with regard to the SEND Code of Practice (July 2015).

It will be reviewed annually, alongside the SEND Information Report, by the SENDCO and Senior Leadership Team and shared with all staff and governors on an annual basis.

Accessibility

At Stivichall Primary we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

Our Equality information and Objectives demonstrate how we comply with the Public Sector Equality Duty.

View [Coventry's Accessibility Strategy](#).

Behaviour

At Stivichall Primary School our Behaviour policy aims to:

- Embed and embody Stivichall's six golden rules
- Promote a positive ethos and climate in the school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race
- Develop self-discipline, the ability to learn independently and work co-operatively and to define acceptable standards and the principles of good behaviour choices
- Foster respect for the school environment, including the building (inside and outside areas), equipment and the personal belongings of others
- Ensure that all learners have the opportunities to develop an active, personalised and independent approach to learning, through a broad, balanced and relevant curriculum
- Define acceptable standards and the principles of good behaviour choices
- Encourage consistency of response to both positive and negative behaviour choices
- Promote self-esteem and self-regulation through success, self-discipline, perseverance and positive relationships
- Ensure that the school's expectations and strategies are widely known, understood and followed
- Encourage the involvement of both home and school in the implementation of this policy.

For further information please see our Behaviour Policy which includes a section on bullying.

Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the SENDCO at a.sexton@stivichall.coventry.sch.uk or telephone 024 7641 9555.

Complaints

If you have any complaints about this policy or SEND in general, please contact either the School complaints coordinator at school@stivichall.coventry.sch.uk or the Inclusion Lead at a.sexton@stivichall.coventry.sch.uk or telephone 02476419555.

Alternatively please contact the Head Teacher at headteacher@stivichall.coventry.sch.uk

A copy of the full complaints procedure is available on the school website.

Date of review

Policy reviewed by L Franckeiss

Date of Last Review: July 2023

Date of Next Review: July 2024