

Nayland Primary School

Policy for the Teaching of Children with Special Educational Needs and/or Disabilities

Spring 2025

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (August 2014) 3.65 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 (August 2014)
- 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
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In the spirit of current reform, this policy was co-produced by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

The SENCO for Nayland Primary School is Mrs Angela Chappell. She can be contacted on her e-mail address senco@nayland.suffolk.sch.uk or by telephoning the school office on 01206 262348. Mrs Chappell holds the National Award for SEN (NASENCo award). Her advocate on the Senior Leadership Team (SLT) are the co-head teachers, Miss Raegan Delaney and Mrs Katie Coburn.

All teachers are teachers of every child including those with SEND and, as such, provide quality first teaching which takes their needs into account.

Nayland School strives to continually improve inclusive practice and to make the curriculum as accessible as possible for all children. Our SEN policy has been developed through discussion and consultation via the school website with pupils, parents, carers, staff and governors. Its content and structure reflect the *SEND Code of Practice, 0-25 guidance* of August 2014.

AIMS

For children with Special Educational Needs and Disabilities we aim:

- to raise the aspirations of and expectations for all pupils with SEND;
- to focus on the outcomes deemed important by the pupils, parents and carers involved;
- to ensure that our children, parents and carers have a voice in this process;
- to create an environment that meets the special educational needs of each child;
- to make clear the expectations of all partners in the process;

To achieve these aims, we will

- use the Suffolk Inclusion Toolkit and VSEND to ensure that the special educational needs of children are identified, assessed and provided for;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents and carers are able to play their part in supporting their child's education;
- work within the guidance provide in the SEND Code of Practice, 2014
- provide a Special Educational Needs Co-ordinator(SENCO) who will provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The term 'special educational need' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. The Code of Practice refers to four main areas of Special Educational Needs. These areas are explained below:

Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language

Cognition and Learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning.

Sensory and/or Physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

Social, Emotional and Mental Health

A child may have difficulties with their social and emotional development which may include depression, anxiety, attachment disorders, issues with self-image etc.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Nayland School, we identify the needs of pupils by considering the needs of the whole child, not just special educational needs. This means we will also consider needs that are not SEN but **may** impact on progress and attainment, for example:

- 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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. **It goes beyond the provision normally provided as part of the high-quality teaching that occurs in our classrooms.** It may take the form of additional support from within school or require involvement of specialist staff or resources. Nayland School is committed to early identification of special educational need and adopts a graduated response (**Assess, Plan, Do, Review** - referred to as **APDR**) to meeting special educational needs in line with the Code of Practice 2014.

ASSESS: The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. When deciding whether to make special educational provision for a child, the class teacher and SENCO will consider all information gathered from within the school about the pupil's progress, alongside shared information, national data and expectations of progress.

PLAN: If a child is identified as needing additional SEN support, this will be fully discussed with the child and parent / carer. The class teacher and SENCO will liaise with the pupil and parent / carer to identify desirable targeted outcomes including interim targets and strategies to facilitate them. The SENCO will

meet with the parents at least once each term to discuss progress made so far and new targets for the coming weeks.

DO: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High-quality teaching, carefully adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. The appropriate support strategies / interventions will be put in place at school and/or home. When there is a concern related to specific areas of education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may already have been placed in a small focus group run by the class teacher or teaching assistant. **This is part of our differentiated curriculum within our universal offer. Pupils are only identified as having a special educational need if they do not make expected progress once they have had all appropriate interventions / adjustments and high-quality personalised teaching. If a child is not making progress after receiving such support, we may introduce a structured 1 to 1 intervention.** This will be discussed with the child and parent/carer and recorded on a child's Learning Action Plan and Pen Portrait.

REVIEW: The class teacher will annotate work in the child's books to show levels of support and degrees of success. The child will be assessed as per the Nayland Primary School assessment policy and these assessments will be used to inform the future planning for the child. The teacher will keep a record of pertinent results and examples of work. The SENCO will support teachers in the review of progress and setting of targets for the Learning Action Plan and may attend the meeting with parents. After an agreed period, pupil, parent / carer and teacher meet to assess the pupil's progress towards the chosen outcomes. Effective strategies may be continued if necessary; new strategies or outcomes may be identified.

If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from other professionals outside of school. These professionals are invited to contribute to the monitoring and review of pupil progress at the termly planning meetings with the SENCO. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The SLT regularly monitors the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the Special Educational Needs most frequently encountered.

Referral for Educational Health and Care Plan (EHCP)

In some cases, children with more complex needs will need further assessment and may require a single education, health and care (EHC) plan. These give details of specific individual provision which may include a high level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. A request for an EHCNA (Education, Health and Care Needs Assessment) will be made by the SENCO, with parental consent, and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. The SENCO will determine the availability of any additional funding from the Local Authority and will work with class teachers to complete all necessary applications and assessments.

The EHC plan will place great emphasis on personal goals and will describe the support a child will receive whilst in education. A child whose complex needs require an EHCP may be given a personal budget to support their needs. Parents will be able to decide with the school how best to use this budget. EHC plans are reviewed annually. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, other interventions will be arranged and support may change. The school will follow the appropriate Local Authority procedures for assessment and review for children who have an EHCP.

CRITERIA FOR EXITING THE SEN REGISTER

Children remain on the SEN register for as long as they need additional support to make progress. If assessments identify they are making expected progress and / or there are no longer barriers to learning,

the class teacher, pupil, parent / carer and SENCO will discuss whether it is appropriate for the child to be removed from the SEN register.

SUPPORTING PUPILS AND FAMILIES

Nayland's contribution to the Local Offer can be found on the Suffolk Infolink website [here](#) and on the school website [here](#).

Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) in Suffolk.

<https://www.suffolk.gov.uk/sendiaass>

Telephone: 01473 265210, 9-5 Mon-Fri. (Helpline)

Telephone: 01473 264702, 9-5 Mon-Fri. (General enquiries)

Email: sendiaass@suffolk.gov.uk

Activities Unlimited is the One Stop Shop for children with special educational needs or disabilities.

Information can be found at the following link: [Activities Unlimited - Suffolk SEND Local Offer](#)

suffolklocaloffer.org.uk

Other information can be found at the Department of Education at the following link:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

TRANSITIONS

The school aims to ensure a smooth transition between Key Stages, classes or schools. This may include: taster days, possibly supported by a member of staff; liaison with staff members from the new or old school; virtual tours / visits, class discussions; meetings with, and support for, parents. When pupils move to another school their written records will be transferred to the next school as soon as possible. In preparation for transition to a new school, the school SENCO liaises with SENCOs and Student Support Managers in receiving schools, such as the local high schools, to make sure that vital information is shared, and appropriate support can therefore be put in place without delay.

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.

Where a child has a medical condition, staff receive training from the school nurse as appropriate, for example on the use of the EpiPen. In the case of more complex needs, advice will be sought from relevant external agencies. If a child has a dual placement, liaison and, where appropriate, training is arranged between both schools' staff to share expertise and best practice. Children with a medical condition will have an individual healthcare plan to which parents / carers will be invited to contribute. The school policy on supporting pupils at school with medical conditions is available on the Nayland School [website](#).

Some children may also have special educational needs (SEN) 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 in these cases the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

The success of the school's SEND policy will be judged against the aims set out on page 1 of this policy. Annual success criteria will be reviewed and the successful implementation of the policy and the effectiveness of the provision made will be reported by the Governing body annually on the school's website. The headteachers and governors will then set new success criteria.

TRAINING

The school's SENCO regularly attends available training and undertakes personal research to keep up to date with local and national updates in SEND.

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 regular training and development. This is offered by the SENCo in school and virtually / in person by the Local Authority.

Training needs of staff are identified by the SENCO through:

identifying children's needs;

regular audits of staff confidence and expertise;

assessing how staff skills match children's needs;

monitoring plans, teaching and pupil progress.

ROLES AND RESPONSIBILITIES

The governing body will...

- Ensure that the school provides the necessary provision for pupils with SEN
- Ensure that the SENCO, responsible governor and class teacher fulfil their responsibilities
- Consult with other schools and the LEA to co-ordinate SEN provision
- Report annually to parents on the SEN policy
- Ensure that there is equal access to the curriculum for all children in the school
- Have regard for the Code of Practice for children with SEN
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The SENCO will...

- Co-ordinate provision for children with SEN
- Operate the SEN policy and oversee procedures on a day-to-day basis
- Maintain the SEN register and oversee SEN records
- Contribute to INSET training
- Apply for High Needs Funding when appropriate
- Liaise with and advise teachers, TAs, other agencies, parents and schools in matters concerning the school's SEN policy and children with SEN
- Ensure that necessary SEN documentation is forwarded when a child changes school

Miss Delaney and Mrs Coburn are Designated Teachers with specific Safeguarding responsibility

The SENCO, Mrs Chappell manages the school's responsibility for meeting the medical needs of pupils. Miss Delaney, head teacher, and Mrs Chappell manage the SEND High Needs Funding and PPG/LAC funding.

ADMISSIONS

The Governing Body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in

the Code of Practice which accompanies the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to contact the school well in advance so that consultations can take place. Our admission arrangements can be found on the [school website](#), through Suffolk County Council School Admissions or by contacting the School Office.

ACCESSIBILITY

Nayland Primary School has single level access, with ramps and accessible toilet facilities. However there are some steps within the school which may need adapting for wheelchair users to access all areas of the school by common routes. (See the school's building and accessibility plan for further details).

We have a Soundfield System in every classroom. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be invited to accompany their child during the activity.

When appropriate, we liaise with parents / carers on an individual basis to improve the delivery of written information such as hand-outs, timetables, textbooks and information about school events to disabled pupils. The information can then be modified to take account of pupils' disabilities and pupils' and parents' preferred formats.

We have a dedicated e-mail address senco@nayland.suffolk.sch.uk to contact the SENCO. Class teachers are available at the end of the day for an informal brief meeting and parents / carers can arrange a longer appointment with the class teachers, SENCO or head teacher through the school office if they wish.

SAFEGUARDING THE NEEDS OF PUPILS WITH SEN

Nayland School has an inclusive ethos where all children are welcomed, celebrated and nurtured. Staff are skilled and experienced in supporting a wide range of needs. Personalised learning is a key feature of Nayland School and enables all children to be special within their class. Pupils' independence, tolerance, understanding and effective collaboration are benefits of children experiencing the Building Learning Power approach throughout the school and incidences of bullying are few. More information on the school's Discipline and Anti-Bullying policy is available on the school website; go to the School Philosophy and Aims page.

COMPLAINTS

The school's complaint procedures are set out in the school's prospectus and are on the school website. The child's teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about the process available on request.

REVIEWING THE POLICY

This policy will be reviewed annually, in line with review of Nayland School's contribution to the Local Offer.