Poringland Primary School and Nursery

SEND Policy

Date of Policy: Spring 2025
Review Date: Spring 2026

Members of staff responsible: Sendco/Headteacher and Senior Leadership Team

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1. **Responsibilities**

1.1 The Governing Body has overall responsibility for the implementation of the SEND Policy of Poringland Primary School and Nursery.

1.2 The Governing Body has overall responsibility for ensuring that the physical SEND Policy, as written, does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3 The Sendco will be responsible for the day-to-day implementation and management of SEND within Poringland Primary School and Nursery.

1.4 All Staff, including the senior leadership team, teachers, support staff and volunteers, will be responsible for following the SEND Policy.

2. **Aims and Objectives**

2.1 This policy aims to work alongside and in conjunction with our School Information Report, The Local offer and various other school policies including our Behaviour Policy, Attendance policy,Accessibility plan and is embedded in our teaching and learning framework of the school.

2.2. This policy sets out how our school will make provision for learners with special educational needs (SEND).

2.3 At Poringland Primary School we believe that 'all teachers are teachers of SEND'. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

2.4 'High Quality teaching that is differentiated and personalised' to meet the needs of all of our children comes before anything else and should not be compromised.(SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk).

2.5 We aim to ensure that all learners can access the curriculum, through careful planning, teaching and assessing cycles which are tailored to meet the wide range of

abilities, interests and needs of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

3 Legislation and Guidance

This policy and our SEN information report is based on the Statutory SEND (Special Educational Needs and Disability) Code of Practice
SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

It also follows :

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report;
- The Equality Act 2010.

4 Roles and Responsibilities

4.1 *The SENDCO Special Educational Needs Co-ordinator will:*

● Work with the Headteacher, Senior Leaders and Governors to ensure the strategic development of the SEND strategy and provision in the school;
● Have day-to-day responsibility for both strategy and operation of this SEND policy and the coordination of specific provision made to support individual learners with SEND, including those who have Education Health Care plans;
● Provide professional guidance to colleagues and work with staff, parents and carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching;
● Be the point of contact for external agencies, especially the local authority and its support services;
● Work in partnership with parents to keep them informed of the provision that has been made for their child;
● Liaise with potential next providers of education, and prior settings, to ensure learners and their parents/carers are informed about options and a smooth transition is planned;
● Ensure the school keeps the records of all learners with SEND up to date; and produce a SEND Information Report annually, to be then published on the school website

4.3 The Headteacher will:

Be responsible for the day to day leadership and management of all aspects of the school. Ensuring that the Governing body is kept up to date about issues that arise in the school.

4.4 The Send Governor will:

Be Responsible for ensuring that the school has an up to date SEN Policy

Ensuring the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

Making visits to understand and monitor the support given to children within the school

Being part of the process to ensure your child reaches their potential

5. SEND and identification

5.1. According to the SEND code of practice 2014, a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or a disability if they:

a) Have a significantly greater difficulty in learning than most others of the same age

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

5.2 We recognise at Poringland Primary School that there are 4 areas of need and children may fall into more than one of these categories.

- Cognition and learning, Communication and Interaction, Physical and Sensory and Social Emotional and Mental Health.

5.3 At Poringland Primary School and Nursery once a potential special educational need is identified, four types of action will be taken to put effective support in place: 1 Assess 2 Plan 3 Do 4 Review. This is known as the graduated approach.

5.4 At times Specialist Services and teachers with additional specialist qualifications may be called upon to assess children and to provide specific programmes to be followed by all adults coming into active learning situations with the child.

5.5 Where a pupil is receiving SEN Support, school will review this at least termly to set goals with an Individual Learning Plan. The Sendco and class teacher will discuss the support required to help the children make progress and these plans will be shared with our parents.

5.6 A child is recorded as having SEND only when additional and/or different provision is needed, outside of the whole school offer.

6. Consulting and involving learners, Parents and Carers

6.1 The Sendco and class teacher will ensure that parents and carers are involved in discussions about Special Educational Provision at all stages.

6.2 Parent surveys will be sent out annually to parents to capture their views and offer support.

6.3 Regular coffee mornings will be held by the Sendco to support parents in any questions and concerns they may have.

7 Monitoring and Review

7.1 The SENDCo has day-to-day responsibility for the operation of the SEND policy/ SEND information report and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs

7.2 Regular meetings are held between the SENDCo and Headteacher to review provision and allocate support.

7.3 If any parent feels dissatisfied with the arrangements for, or the treatment of their child who has SEND, they should first contact the class teacher and if still unhappy speak to the SENDCo.

8. Effective support

8.1 It is the responsibility of the class teacher to ensure that High quality teaching and suitable adaptations are in place to support learners with SEND . This will be supported and guided by the SENDCo

8.2 The Sendco will ensure that all children with SEND are supported through transitions in their educational journey. This may be when starting our school/leaving our school or moving between classes.

8.3. At Poringland we believe that no child should be excluded from taking part in activities based on their Special Educational need and/or Disability. We Monitor the participation of learners in all personal development opportunities to identify and overcome actual and perceived barriers to both encourage and enable participation of learners with SEND.

8.4 Porigland Primary school and Nursery have an accessibility plan which is available on our website. This details how we are working to improve the environment for our learners with disabilities.

8.5 All Staff will ensure when working with other agencies, they are adhering always to standards of data protection when sharing information and record keeping.

9. Complaints about our SEND provision

9.1 If you have concerns about your child you should call or email the school or speak to your child's class teacher.

9.2 If you are unhappy with how the concerns are being managed and/or think that your child is not making progress, you can speak to the SENDCO – Emma Steward or the Head Teacher- Pete Dean. We would encourage you to contact us and ask for a meeting. If you still feel unhappy you can speak to the school SEN Governor/Chair of Governors Jo Francis.

10. Linked Policies

This policy links to policies/documents including but not limited to the following:

- Accessibility plans
- Behaviour policy
- EqualityPolicies
- Safeguarding policy
- Medical Needs Policy
- GDPR Policy