



SOUTHWICK C E PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Introduction

At Southwick CE Primary School, we are committed to ensuring that every child is known, valued and supported to flourish. Guided by our Christian vision, '**Do Everything in Love**' (**1 Corinthians 16:14**), we recognise that every child is uniquely created and has the right to achieve their full potential.

We provide an inclusive learning environment in which all pupils, including those with Special Educational Needs and Disabilities (SEND), are welcomed, respected and supported to participate fully in school life.

We believe that high aspirations, strong relationships and effective partnerships with families are fundamental to enabling pupils with SEND to thrive academically, socially, emotionally and spiritually. We strive to remove barriers to learning and ensure that every pupil has equitable opportunities to achieve success, develop independence and flourish within our school community.

This policy complies with the statutory requirements set out in:

- Special Educational Needs and Disability Code of Practice: 0-25 Years (2015);
- Equality Act 2010;
- Supporting Pupils at School with Medical Conditions;
- Keeping Children Safe in Education (current edition);
- The school's SEND Information Report;
- Accessibility Plan;
- Safeguarding and Child Protection Policy

SENDCo: Jessica Steel

Email: senco@southwick.equamead.org

SEND Governor: David Finley

Further information about how Wiltshire Local Authority supports children with SEND can be found in the [Local Offer](#).

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age; or

- Have a disability that prevents or hinders them from making use of the educational facilities generally available to pupils of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally available to other children of the same age.

Aims

At Southwick CE Primary School, we seek to provide an inclusive education that enables every pupil to flourish and achieve their potential. Guided by our vision to **'Do Everything in Love'**, we foster a culture of compassion, dignity, belonging and high expectations for all.

We aim to:

- Provide a broad, balanced and ambitious curriculum for all pupils.
- Enable pupils with SEND to participate fully in all aspects of school life.
- Remove barriers to learning and achievement through high-quality adaptive teaching.
- Promote independence, resilience, confidence and wellbeing.
- Identify needs early and provide timely and effective support.
- Work collaboratively with pupils, families and external professionals.
- Celebrate diversity and foster a culture of inclusion and respect.
- Prepare pupils effectively for the next stage of education and future life.

Objectives

The objectives of this policy are:

- To ensure compliance with the SEND Code of Practice (2014) and Equality Act (2010).
- To identify and respond to SEND at the earliest opportunity.
- To ensure that every teacher is responsible and accountable for the progress and development of all pupils in their class.
- To provide high-quality adaptive teaching that meets individual needs.
- To implement the graduated approach of Assess, Plan, Do, Review.
- To promote inclusion, participation and equality of opportunity.
- To value and promote the views, wishes and aspirations of children and young people with SEND.
- To establish effective partnerships with parents, carers and external agencies.
- To promote positive outcomes, independence and wellbeing.
- To support staff through ongoing training and professional development.

Inclusion Statement

Southwick CE Primary School is an inclusive school where diversity is valued and celebrated.

We recognise that pupils learn in different ways and may require varying levels of support to access learning successfully. Through high-quality adaptive teaching, appropriate support and reasonable adjustments, we seek to remove barriers to participation, achievement and wellbeing.

In accordance with the Equality Act 2010, we are committed to preventing discrimination, harassment and victimisation and to promoting equality of opportunity for all members of our school community.

All pupils are encouraged and supported to participate fully in:

- Learning opportunities;
- Extra-curricular activities;
- Educational visits and residential experiences;
- Leadership opportunities;
- Collective worship; and
- The wider life of the school.

Safeguarding and SEND

The school recognises that children with SEND may face additional barriers to recognising abuse, reporting concerns and accessing support services.

Pupils with SEND may be disproportionately vulnerable to:

- Neglect;
- Emotional abuse;
- Physical abuse;
- Child-on-child abuse;
- Online harms;
- Exploitation; and
- Bullying.

All staff receive safeguarding training and understand the additional vulnerabilities that some pupils with SEND may experience.

Any concerns regarding the safety or wellbeing of a pupil with SEND will be managed in accordance with the school's Safeguarding and Child Protection Policy and current statutory guidance.

We work closely with families and external agencies to ensure vulnerable pupils receive appropriate support, protection and safeguarding.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Ensuring the school meets its statutory duties relating to SEND.
- Ensuring appropriate provision is made for pupils with SEND.
- Monitoring the effectiveness and quality of SEND provision.
- Ensuring sufficient resources are available to meet identified needs.
- Promoting equality of opportunity and inclusion.
- Ensuring SEND remains a strategic priority within school improvement planning.
- Ensuring that pupils with SEND are not disadvantaged or discriminated against.

The Governor with responsibility for SEND is **David Finley**.

SENDCo

The SENDCo, Jessica Steel, works collaboratively with the Headteacher, staff, families and external agencies to coordinate SEND provision across the school.

The SENDCo, in partnership with the Headteacher and Governors, is responsible for:

- Overseeing the day-to-day implementation of the SEND policy.
- Coordinating provision for pupils with SEND.
- Advising and supporting colleagues.
- Monitoring the effectiveness of interventions and provision.
- Maintaining the SEND register and associated records.
- Liaising with families, external agencies and other professionals.
- Coordinating transition arrangements.
- Supporting staff training and professional development.
- Promoting the participation, achievement and wellbeing of pupils with SEND.
- Ensuring statutory duties are fulfilled.

The SENDCo holds the National Award for Special Educational Needs Coordination in line with statutory requirements.

Teachers

All teachers are teachers of pupils with SEND and are responsible for the progress and development of every child in their class. High-quality adaptive teaching is the first response to meeting individual needs, with additional interventions used to supplement, rather than replace, effective classroom practice.

Teachers are responsible for:

- Delivering high-quality adaptive teaching and maintaining high expectations for all pupils.
- Monitoring attainment and progress to identify pupils who may require additional support.
- Setting and reviewing SMART targets where appropriate.
- Implementing agreed strategies and reasonable adjustments within the classroom.
- Working collaboratively with teaching assistants, the SENDCo and external professionals.
- Communicating effectively with parents and carers.
- Reviewing targets and progress regularly through the graduated approach.
- Preparing pupils for successful transitions between classes and settings.
- Providing information and attending review meetings when required.

Admissions Arrangements

Southwick CE Primary School welcomes applications from all children, including those with SEND.

Admissions are administered in line with Local Authority admissions arrangements.

No pupil will be discriminated against on the grounds of disability, race, religion, gender, family circumstances or socio-economic background.

Where a disabled pupil is admitted, the school will make reasonable adjustments to support access to:

- The curriculum;
- The physical environment; and
- Information and communication.

The school works closely with families, previous settings and the Local Authority to ensure effective transition arrangements are in place.

Resources

Resources to support pupils with SEND are available throughout the school. Additional specialist resources are managed by the SENDCo in consultation with the Headteacher.

The SEND budget is used strategically to ensure that resources, staffing and support are matched to identified needs and achieve the greatest impact on pupil outcomes.

Teaching assistants work under the direction of the class teacher and SENDCo to support access to learning, promote independence and improve outcomes for pupils with SEND.

Identification of SEND

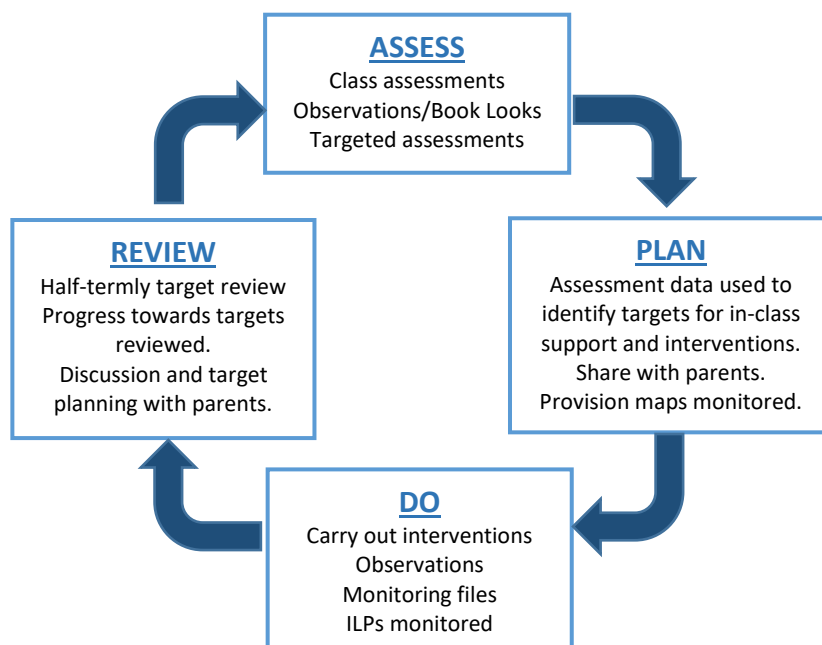
Children and young people are identified as having SEND when they require special educational provision that is additional to, or different from, that made generally available to other pupils of the same age in order to access learning and make progress.

The SEND Code of Practice 0 – 25 (2014) specifies 4 broad areas of need:

Cognition and Learning	Specific Learning Difficulties including dyslexia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties Developmental Language Delay
Social, Emotional and Mental Health	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Anxiety Disorders including Emotionally Based School Avoidance (EBSA)
Physical and/or Sensory	Hearing Impairments Visual Impairments Multi-sensory Impairments Physical Impairments Developmental Co-ordination Disorder (DCD – Dyspraxia)

The school gathers information from pre-school settings and previous schools to ensure that any identified needs are understood and appropriate support is in place from the earliest opportunity.

Through a continuous cycle of planning, teaching and assessment, staff monitor the progress and attainment of SEND pupils through the graduated approach of Assess, Plan, Do and Review.



High-quality adaptive teaching and appropriate scaffolding are used to meet individual needs wherever possible. Types of support may include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Small group and one-to-one teaching in specific areas requiring further support.	Visual timetable	Explicit praise	Sensory profiling
Initial check-ins	Social stories	Prioritise for class jobs	Careful consideration of seating
Sound/Word mats	Personal Workstation	Movement & brain breaks	Pencil grips
Planning/writing frames	Privacy screen	Low pressure strategies ie whiteboards for answers	Visuals to reinforce learning
Key word spelling bookmark	Structured routines and pre-warning of changes	Quiet or calm zone	Exit cards
Verbal rehearsal of ideas and sentences	Use of visuals and physical resources to support language.	Start or end of day check-ins	Sensory learning aids
Physical resources in Maths	Instructions in short, simple sentences.	Task chunkers	Ear defenders
Visuals to reinforce learning	Delivery slowed and repeated to support processing.	Visual timer to aid transitions	Isolation screens
Additional time	Talk partners	Initial check-ins to support transition from class to independent work	Coloured pages in book
Task chunkers	Pre-warning of transitions and changes to routine	Wobble cushion	Whiteboard set to colour/not white
Assistive software to support alternative ways of recording.		Resistance band around chair legs	Wobble cushion
			Resistance band

Teaching assistants are deployed strategically to support learning whilst promoting independence and avoiding over-reliance on adult support. Sometimes a child will require more targeted intervention in a subject through one-to-one and small group work outside the classroom. The interventions are taught by teachers or trained teaching assistants during the afternoons.

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Sounds Write phonics	NELI	ELSA	Write from the Start Handwriting
Herts for Learning reading fluency and comprehension	TalkAbout communication	Thrive	Sensory Circuits
Number Stacks	Lego Club	TalkAbout friendship skills	Typing Club
		Lego Club	

Children who do not make expected progress despite additional strategies and intervention, may be referred to external specialist services.

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Educational Psychologist	Speech and Language	Behaviour Support	Occupational Therapy
Specialist SEN Service Surgery C+L	Specialist SEN Service Surgery C+I	On Your Mind Mental Health	Paediatrician
Specialist SEN Service Assessment	Educational Psychologist	CAMHS	Audiology
	Autism Assessment team	ADHD Assessment team	

Class teachers, supported by the SENDCo and Senior Leaders, monitor pupil progress through ongoing assessment and termly pupil progress meetings.

Partnership with Parents and Carers

At Southwick CE Primary School, we recognise that parents and carers know their children best and play a vital role in supporting their learning and development.

Working in partnership with families reflects our Christian vision to '**Do Everything in Love**' and helps ensure that support is effective, meaningful and consistent.

We will:

- Listen carefully to parental views and concerns.
- Involve parents and carers in decision-making.
- Communicate openly and honestly.
- Share information about progress and provision.
- Review targets and outcomes regularly.
- Signpost families to appropriate services and support.
- Work collaboratively to secure the best possible outcomes for pupils.

Parents and carers will be fully involved throughout the graduated approach and in decisions relating to SEND support, specialist referrals and Education, Health and Care Needs Assessments.

Criteria for evaluating the success of the policy

This effectiveness of this policy will be measured by:

- Monitoring Individual Learning Plans to ensure that small group and individual interventions are taking place and having an impact on pupil progress.
- Analysis of SEN assessment data to monitor the impact of interventions and identify any children not making expected progress.
- Monitoring of books to ensure work is being appropriately scaffolded and identify evidence of progress throughout the school year.
- SEN Learning Walks to monitor universal provision and ensure that provision identified in Individual Learning Plans and Education Health Care Plans are being provided to pupils.
- Parents/carers being aware of individual targets set for children by discussing, receiving and where appropriate, having their views noted.
- Monitoring of Individual Learning Plan targets to ensure they meet the needs of pupils and review data shows progress towards these.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the SENDCo. If this proves unsuccessful, the matter should be referred to the Head teacher. Should the matter still be unresolved, the parents/carers should contact the SEND member of the governing body (David Finley). If the complaint remains unresolved, the Chair of Governors should be involved. For children with an EHCP, the parents can contact the Local Authority.

At Southwick CE Primary School, our commitment to **'Do Everything in Love'** underpins all aspects of SEND provision. We believe that every child should experience belonging, acceptance, opportunity and success. Through strong partnerships, high-quality teaching and an inclusive culture, we strive to enable all pupils to flourish and achieve their full potential, regardless of need or starting point

Appendix 1: Process of Identifying and Supporting Children with SEN

1) Class teacher/parent/SENDSCO identifies pupil's needs from observation, discussion, assessment gap analysis. Need for **Tier 2** additional support identified and carried out and monitored.

2) If little progress is made following **Tier 2** support, the class teacher meets with parents to discuss concerns, completes an **Initial Support Form** and meets with SENDSCO. Key areas of need are identified in relation to the Wiltshire GRSS key descriptors, strategies identified and next step actions agreed upon. The child is placed on the SENDSCO **Monitoring List** and review meeting date is agreed

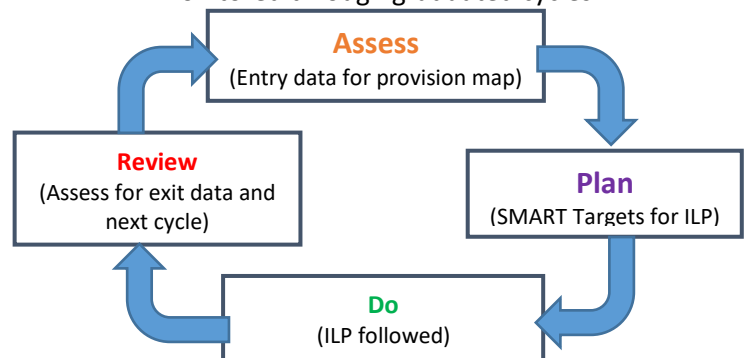
3) Class teacher meets with SENDSCO on review meeting date to share outcomes and decide next steps.

4a) If the child is beginning to make progress, **Tier 2** strategies will continue and child remains on **Monitoring List**. Teacher to meet with parents and ensure strategies are in place.

4b) If the child is only making small amounts of progress, support through **Tier 3** intervention is required.

SENDSCO and class teacher meet with parents to discuss placing child on SEN register and an **Individual Learning Plan** is created.

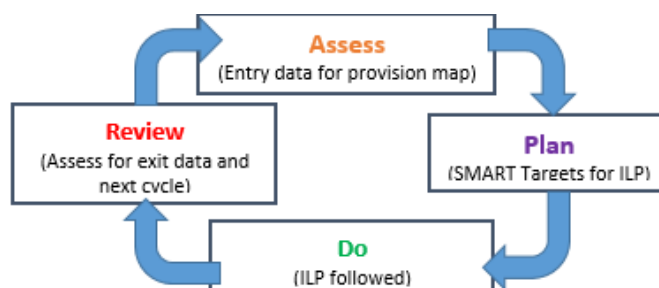
Teacher and SENDSCO identify **Tier 3** provision and targets monitored through graduated cycles



The class teacher will meet with parents 3 times per year to review the **Individual Learning Plan** and set new targets.

5) If little progress is made following at least 2 cycles, the SENDSCO and parents meet to discuss and gain permission for referrals for **Tier 4** specialist advice and a **My Support Plan** is created to detail how their recommendations are being put in place to support the child.

The class teacher and SENDSCO will monitor the **Tier 4** provision in place through graduated cycles.



6) If the child continues to make limited progress after 3 cycles, the SENDSCO may recommend applying to the Local Authority for an **Educational Health Care Needs Assessment (EHCNA)** which could lead to an **Educational Health Care Plan (EHCP)** if the Local Authority criteria are met. If provided, the needs of the child are then met through an SEND Lead Worker and the **Wiltshire Local Offer**. Parents can also make a request for an **EHCNA** by following the process detailed in the Local Offer.

Appendix 2: Southwick Primary School Provision

Tier 1: Universal Provision

All children at Southwick Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinaesthetic activities alongside individual, partner and group work.

Through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Tier 2 support.

Tier 2: Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This will take place in small groups with either the class teacher or TA and sessions will have a clear focus and outcome to monitor progress. Additional support may be provided during lessons to aid learning during whole class teaching and activities.

Children who continue to make little progress will be referred to the SENDCO. The class teacher, with the support of parents will complete an **Initial Support Form** and move to **step 2** of the **Identification Process**.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles, move to Tier 3.

Tier 3 SEN Support: Individual Learning Plan

Some children may require sustained additional intervention to help them make progress – **4b** of the **Identification Process**. There are 4 main areas of need and the school have a range of tools to help identify these and the appropriate support.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Cognitive Assessment SSENS Early Assessment Materials Sounds Write Assessment	Primary School Communication Tracker Strengths & Difficulties Questionnaire	Strengths & Difficulties Questionnaire Thrive baseline assessment	Individual and Environmental sensory screeners
Sounds Write Intervention Reading Fluency Groups Reading Between the Lines Comprehension texts Handwriting Number Stacks	NELI ELSA/ELTA Lego Club TalkAbout	Thrive ELSA Wellbeing Workshops TalkAbout	Sensory Breaks Exit Cards Sensory Learning Aids Personalised support

The child is placed on the SEN register and interventions are provided by class teacher or TA. Progress towards individual targets is monitored through an **Individual Learning Plan** which is monitored and reviewed with parents.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles move to Tier 4.

Tier 4 Specialist Support: My Support Plan

A few children will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process**. The SENDCO will discuss and gain permission from parents before referrals are made.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Specialist SEN Service C+L Educational Psychologist	Speech & Language Autism Service Specialist SEN Service C+I	ADHD Service On Your Mind CAMHS Behaviour Support	Community Paediatrician Integrated Therapies Audiology Visual Impairment Team

A **My Support Plan** will be created to show how recommendations are being implemented.

A small number of children may require an **EHCP** and this application will be made in discussion with the SENDCO.

Appendix 3: Key Documentation

The following documents have informed which parents may find helpful have informed this policy:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>