

Stradbroke Primary SEND (Special Educational Needs and Disabilities) Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Lauren Ambler	September 2022	September 2023	SLT

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1. COMPLIANCE

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

- Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>)
- Equality Act 2010: advice for schools DfE Feb 2013 (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)
- SEND Code of Practice 0 – 25 (July 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Schools SEN Information Report Regulations (2014) (<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#send>)
- 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 (<https://stradbrokeprimary.uk/school-policies/>)
- Accessibility Plan (<https://stradbrokeprimary.uk/school-policies/>)
- Teachers' Standards 2012 (<https://www.gov.uk/government/publications/teachers-standards>)

This policy has been created by the Special Educational Needs and Disabilities Co-ordinator (SENDCo), in conjunction with the SEND link governors, Senior Leadership, all staff and parents/carers of pupils with SEND.

Our SENDCo, Miss Ambler, holds the National Award for SEND, is one of the Assistant Headteachers and is also the Integrated Resource Leader. The SENDCo (Role of SENDCo in Schools SEND Code of Practice, 6.89) and the Senior Leadership Team are responsible for managing the provision we make for children and young people with SEND at Stradbroke Primary School.

Staff working under the guidance of **Miss Ambler**, in her role as the Assistant Headteacher, SENDCo, and IR Leader are:

Miss Glaves – she is our Junior SENDCo - mainly working with children and families in KS2.

Mrs Wilson – she is a supporting SENDCo (Locality SENDCo) & provides Learning Support (Learning Assessments) across the school. Mrs Wilson also supports in the Early Years SEND reviews, but works Mondays only.

Mr Grainger – He is our Inclusion Manager and will support vulnerable children and families, especially those with SEMH.

In addition to the above, we have a bought in Speech and Language Therapist (SALT), Miss **Don**, who has been employed on a 3 year contract (2021-2024) and works with us on a Friday.

The SENDCo and the above supporting staff can be contacted via the school office: enquiries@stradbroke.sheffield.sch.uk or by telephone on: 0114 239 9230.

Please note that Miss S Don is only contactable via a referral from the SENDCo or Supporting SENCOs.

Definitions of SEND

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 children and Families Bill).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about recent reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/children-with-special-educational-needs>

2. AIMS AND OBJECTIVES

As a whole, Stradbroke Primary School has the following mission statement and aims.

Stradbroke believes that the fulfilment of a child's potential, in mind body and spirit, can only be achieved by the school and family working together in partnership. We aim:

- To prepare children for lifelong learning where they can become independent and make a positive contribution to the wider community.
- To create an inclusive culture where everyone can strive to fulfil their potential.
- To provide a broad and rich curriculum that is meaningful to children where teaching and learning and resources are always of the highest quality.

These apply no less to children with SEND; in addition, the following aims and objectives summarise our approach to these children. They can be summarised in the simple statement: **'Every Teacher is a Teacher of SEN'**.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and Engagement Model in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents/carers.
- To fully engage parents/carers and children in the decision making process.

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo, following the graduated approach as outlined in the SEND Code of Practice 2015.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure that pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Inclusion Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Stradbroke Primary receives further support from a range of outside

agencies. These include: Attendance and Inclusion (including the school readiness pathway) (the Educational Psychology Service, Speech and Language Therapy Team, Child and Adolescent Mental Health Services (CAMHS), the Multi Agency Support Team (MAST), the Autism team, Occupational and Physio Therapists, the 0-5 SEND Service and others.

- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each class; helping to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

3. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Identification:

We follow the DfE 2014 definitions of SEND, as stated at the beginning of this policy. Pupils' SEND largely fall within one or more of the following broad areas of need (SEND Code of Practice 2015):

1. Communication and Interaction
E.g. Speech Language and Communication Needs, Autism Spectrum Disorder including Asperger's Syndrome
2. Cognition and Learning
E.g. Severe Learning Difficulties, Specific Learning Difficulty (such as dyslexia, dyscalculia)
3. Social, Emotional and Mental Health difficulties
E.g. Anxiety, Depression, Self-harming, Oppositional problems, Substance Abuse, Eating disorders, Attention Deficit Hyperactive Disorder, Attachment disorder, Autism, Schizophrenia or Bipolar disorder
4. Sensory and/or Physical
E.g. Visual Impairment, Hearing Impairment, Dyspraxia, Physical Disability, Multi-Sensory Impairment

Other factors - for example, Attendance, having English as an Additional Language, being a Looked After Child - may have an effect upon progress and attainment but not be a Special Educational Need or Disability. The school will take such factors into consideration when planning provision for children, but these are not discussed further in this policy.

Children may be identified as having particular needs at various points before or during their journey through Stradbroke. At any point, parents/carers or staff may raise their concerns about a child's needs with the SENDCo; there is a "Cause for Concern" proforma readily accessible for the use of staff to assist with this. Early identification is key to planning and delivering the provision required for children to reach their potential. Individual diagnostic assessments are used for children where there are concerns in order to help build a full picture of a child's strengths and needs.

Even if parents/carers or staff have not raised concerns, the rigorous scrutiny of progress data provides an indication of which children may be struggling. It is not a replacement for

direct observation by trained staff – their qualitative assessment is able to recognise needs falling into categories other than simply a child's cognition and learning.

Termly Pupil Progress meetings are held for every class; these provide an arena where staff are expected to discuss children who may have needs that affect them in one of the four broad areas, the initial support that has been provided, and how effective it has been.

Outside agencies may also inform Stradbroke of concerns they have about children whom they work with, or of confirmed needs. This can only happen when parental/carer consent has been given.

All of these means of identification of potential need lead into our standard 'assess, plan, do, review' cycle, discussed in more detail below.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and support the child to achieve their potential beyond their time at Stradbroke.

4. A GRADUATED APPROACH

SECTION A

Every child is an individual, and so too are their needs. To effectively remove barriers to learning, we follow a graduated approach with the support of the [Sheffield Support Grid](#) to identify the child's level of need and the level of provision they require.

A copy of the **Sheffield Support Grid (SSG)** is available in school and the SENDCo or Inclusion Manager can support with further information.

Levels of Need:

Depending upon the level of potential or confirmed need, children can be identified as requiring:

Quality First Teaching.

All pupils at Stradbroke benefit from Quality First Teaching: 'The baseline of learning for all pupils'. As a matter of course, tasks and learning opportunities are differentiated to benefit pupils of varying strengths.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, high quality teaching, differentiated for individual pupils, is the first step in responding to the needs of pupils who have, or may have, SEND.

The school regularly and carefully reviews 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 SEN most frequently encountered.

SEND Support

If staff and parents/carers agree that additional intervention and support is needed for a child to make progress, then a move to this level of support is the next step. The pupil may be entered onto the school's SEND register, and interventions (using the school's resources)

can be planned, delivered and their effectiveness reviewed. These can range from the provision of simple resources to aid comprehension in the classroom setting, through small group interventions delivered by a teaching assistant or specialist staff, to individually-tailored programmes. The class teacher retains responsibility for the pupil's progress and parental/carer permission is sought before a pupil is given this extra support.

As well as the termly pupil progress meetings, pupils on the SEND register have termly review meetings to which the parents/carers are invited. These help both staff and parents/carers share relevant information and discuss the effects of support upon a child's progress, following the assess, plan, do review cycle (see below).

External Support and possibly a My Plan

For pupils with more complex need(s), specialist support not available from the school's own resources may be required for them to access education. Should the above support not be enough to assist the child, with parental/carer permission referrals can be made to external agencies. These external agencies may provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Should a child's needs fall in level 3 or above on the Sheffield Support Grid, a My Plan may be appropriate. It is drawn up with the involvement of the child (if appropriate), parents/carers and outside agencies and provides a detailed overview of a child's strengths and needs. It gives individual outcomes which are tailored to the child's level of need and specifies what provision is needed for them to achieve them. Termly meetings are held to review the effectiveness of that provision.

Education, Health and Care Plan (EHCP)

These are developed from a My Plan, when a child has:

- Severe and/or complex long-term needs that affect everyday life
- Requires provision and resources that are not normally available and which are above those offered at a universal or targeted level as published in the Sheffield SEND Local Offer
- Requires intensive help and support from more than one agency
- Despite high levels of relevant and purposeful support is making limited or no progress
- Is likely to need additional support as part of their further education or training and would benefit from a multi-disciplinary assessment of their learning needs and provision required to meet those needs

If a child is granted an EHC Plan by the Local Authority (in Sheffield, this is through the SENDSARS Team) the child's provision and support will be outlined in this legal document which the school and/or other named agencies will adhere to. To access a special educational provision, such as Stradbroke's Integrated Resource or a special school, children must have an EHC Plan in which the Local Authority has named the special setting as appropriate, after consulting with the school. Please see pp.172-178 in the SEND Code of Practice 2015 for further guidance.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record. The outcomes will be reviewed termly and EHC Plan will be reviewed annually by Education and Healthcare professionals, parents/carers and the pupil. An Emergency Annual review can be called at any point in the year, if there are concerns regarding the plan, provision or progress.

The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

SECTION B

Referral for an Education, Health and Care Plan:

A request for an EHCP can be made by the parents/carers or by other relevant professionals. Usually, the decision to make a referral for an EHCP will be taken at a My Plan Review meeting involving parents/carers, Inclusion Manager/SENDCo, the class teacher and any other external agencies involved. In Sheffield, it is advised that a child should have had at least two My Plan reviews before requesting to assess for an EHCP. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals

A decision will be made by the SENDSARS as to whether a child is granted an EHC Plan. This is a 20 week process. Day 1 of the 20 week process begins when you submit a “request to assess”; then between week 1 and week 6 SENDSARS decide whether they agree to assess the child for an EHC Plan or not. At this point, parents/carers have the right to appeal against a decision to not carry out the statutory assessment leading to an EHC Plan. Then, between week 6 and week 20, all relevant professions are directed by the SENDSAR Service to carry out assessments and recommendations as to the provision and level of support the child requires. Between weeks 6 and week 20, the SENDSAR Service can still decide an EHCP is not necessary and Parents/carers still have the right to appeal. By the end of week 20 a final EHCP should be issued.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

Or by speaking to SENDSARS on:
01142 736394

SENDAssess&Review@sheffield.gov.uk

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=wYokMrfl3lg>

Or by contacting the SSENDIAS Service on: 01142 619191

Children with higher levels of need may access:

High Needs Funding

Where appropriate, a request for funding (from element3/high needs block) will be made through school to the locality panel to further support individuals with high needs or in cases of emergency.

Where the child's level of need has already been identified as level 4 & 5 on the Sheffield Support Grid Exemplification (SSG), the school should receive £500 per term for each child at level 4 and £1,000 per term for each child at level 5. The school is not solely responsible for deciding on the child's level of need, these are moderated with the relevant Local Authority professional, such as an educational psychologist.

SECTION C:

The Assess, Plan, Do, Review cycle

At each of these stages, a graduated 'assess, plan, do, review' approach is followed. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. As the SEND code of practice rightly states, "every teacher is a teacher of SEN". Therefore, the class teacher retains responsibility for every aspect of the process.

Assess

In identifying a child as needing SEND support the class teacher, working with the Inclusion Manager and SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Parents/carers will be directly involved in the decision to provide a pupil with SEND support. Planning will involve consultation between the child, teacher, Inclusion Manager, SENDCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected; and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and areas to develop, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager/SENDCo.

Review

Reviewing pupil progress will be made at termly pupil progress meetings. The review process will evaluate the impact and quality of the support and interventions. The class teacher, together with the Inclusion Manager/SENDCo, will revise the support in light of pupil progress and development; making any necessary amendments going forward in consultation with parents/carers and the child.

5. CRITERIA FOR EXITING THE SEN REGISTER

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEND register. Further additional support can be requested again at any point.

All children who have been identified as having a SEND at any point in their school careers are recorded on the school's 'cohort overview', which is kept updated by the SENDCO/Inclusion Leader and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared at transition points, such as a change in placement or with the secondary school.

6. SUPPORTING PUPILS AND FAMILIES

Local Offer:

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sheffield that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Details can be found at:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

SEN Information report:

As part of the school's statutory duties, it produces a Special Educational Needs Information Report annually. This is freely available to view on our website at

<https://stradbrokeprimary.uk/school-policies/>

Admissions:

For a full, detailed account, please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Where appropriate, upon transition children with identified needs will be supported through liaison meetings with parents/carers, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Ensuring Access to the Curriculum for Pupils with SEND:

All staff are responsible for:

- Sharing information about the special needs of pupils including progress reports, medical reports and teacher feedback as appropriate.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching, ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils - including those with SEND.
- Making sure that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Providing access resources to support learning, including ICT-based resources.
- Ensuring that individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets or outcomes that motivate pupils to do their best
- Celebrating achievements at all levels.

Transition:

Regular meetings are held with the Inclusion Manager/SENDCo and other relevant members of staff at appropriate transition points.

Particular focus is paid to transitions between Foundation and Infant education, Infant and Junior, and Junior and Secondary, but the transitions between year groups are also important. Therefore, the summer term SEND review meeting is highlighted as an opportunity to explore what provision can support a child through that process.

Working with parents and carers:

Stradbroke Primary believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental/carer views are valued and used to inform future points of action.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager/SENDCo may also signpost parents/carers of pupils with SEND to the local authority SSENDIAS* service where specific advice, guidance and support may be required, or to other agencies.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the

provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

*Contact details for SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)
Darnell Education Centre
Star Works
212 Darnell Road
Sheffield
S9 5AF
Telephone: 0114 2619191
E Mail: ed-parent.partnership@sheffield.gov.uk

Links with other agencies and voluntary organisations

Stradbroke Primary invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The Inclusion Manager and SENDCo are the designated persons responsible for liaising with outside agencies.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

7. 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 and disabilities (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 so the SEND Code of Practice (2015) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this, available on our website.

Mrs Cockayne, as the school's Learning Mentor, is responsible for managing the school's responsibility for meeting the medical needs of pupils.

8. MONITORING AND EVALUATION OF SEND

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils during the academic year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Reviewing pupil progress will be made at termly pupil progress meetings and at termly SEND review meetings. The review process will evaluate the impact and quality of the support and

interventions. The class teacher, together with the Inclusion Manager/SENDCo, will revise the support in light of pupil progress and development; making any necessary amendments going forward in consultation with parents/carers and the child.

The Inclusion Manager/SENDCo are available for parents/carers through appointment. As well as in the termly SEND reviews which they are invited to, parents/carers can give further feedback at any time through the email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an annual SEND Report, which is published on our website at <https://stradbrokeprimary.uk/school-policies/>. The evaluation is carried out by the Inclusion Manager/SENDCo in consultation with the Headteacher and link SEND governor group (Lisa Cazzato).

9. TRAINING AND RESOURCES

We recognise the need to train all our staff on SEND matters and we are fully committed to supporting professional development. The Inclusion Manager/SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

All members of staff undertake induction upon taking up a post at Stradbroke, and this includes training delivered by the SENDCo to familiarise them with the school's approach and systems. Where they will be working with individual pupils with SEND, the induction will also include a discussion of those pupils' needs and the support agreed.

The school's SENDCo regularly attends the local authority's SENDCo & IR network meetings, in addition to arranging their own training across the country, in order to keep up to date with local and national updates and best practice in SEND.

She is also a member of NASEN (the National Association of Special Educational Needs) – their website is <http://www.nasen.org.uk/>

10: ROLES AND RESPONSIBILITIES

The Role of the Governing Body

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- has regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Chair the termly pupil progress meetings.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo/Inclusion Leader has sufficient time and resources to carry out their functions.
- Provide the SENDCo/Inclusion Leader with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.
- Ensure that the school appoints a named member of staff with a specific responsibility for Safeguarding. The current Safeguarding lead is Mr Sitch and the deputy Safeguarding Lead is Mr Grainger.

The Role of the SENDCo

- Be a qualified teacher.
- In collaboration with the Headteacher, Inclusion manager and governing body, the SENDCO determines the strategic development of the SEND policy and provision at Stradbroke Primary School with the ultimate aim of raising the achievement of pupils with SEND.
- Work closely with the Inclusion Manager
- Collaborate with SENCOs across the Westfield Family of Schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of school staff
- Oversee the review and maintenance of statements/EHCPs, My Plans and records for all SEND students.
- Oversee the day-to-day operation of the school's SEND Policy.
- Co-ordinate provision for SEND students.
- Organise and maintain the records of all students with SEND in line with the school's GDPR policy.
- Liaise with parents/carers of SEND students in co-operation with class teachers, including requesting permission to place students on the school's SEND register
- Liaise with all feeder schools when SEND pupils leave the school.
- Contribute to the continuing development and training of school staff.
- Liaise with external agencies including the Local Authority officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

The Role of the Class Teacher

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENDCo, Inclusion Leader and, where appropriate, the pupil themselves.
- Set high expectations for every pupil
- Use appropriate assessment to set targets which are ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Update intervention records termly.
- Take into account the needs and strengths of children with SEND when planning at the medium-term level, and state clearly how each individual receiving SEND support will have their needs met
- Attend termly SEND reviews with SENDCo/supporting SENDCo and parents/carers.
- Update pupil progress data accurately in line with the school's data timetable

- Attend Pupil Performance Meetings to identify individual children not making progress and inform SENDCo/Headteacher, and evaluate the impact and quality of support and interventions upon children's learning.
- Update TA timetables, class provision map and planning (where appropriate) after Pupil Progress Meetings.
- Ensure any changes/new information are given to the SENDCo

11: STORING AND MANAGING INFORMATION

We take our responsibilities seriously and keep all confidential information secure. It will not be shared without the consent of the child's parent/carer unless in a situation where the child's safety would be at risk. For a detailed view of our approach to information security, please see the GDPR data protection policy that is available on our website on

<https://stradbrokeprimary.uk/school-policies/>

12: REVIEWING THE POLICY

This policy will be reviewed annually by the SENDCo, in conjunction with the SEND link governors and the Senior Leadership. Input will be requested from all staff and also parents/carers and children with SEND. This will next take place in September 2023.

13: ACCESSIBILITY

Stradbroke Primary is an inclusive school. We are committed to identifying and removing barriers to learning wherever possible. We have a separate Accessibility Plan available at <https://stradbrokeprimary.uk/school-policies/>.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

The facilities we have are not yet all fully wheelchair accessible, although some improvements help all children to access the ground floor of the building. There is one building – the Foundation Stage and Integrated Resource are part of the primary building. We have a disabled toilet. We have a secure fence around the whole site, we have 3 separate playgrounds and the Little Teds, Nursery and Reception pupils have separate outdoor areas in the Early Years Unit.

Staff use visual timetables and some use Picture Exchange Communication System (PECS) to support children. Learners can go to a quiet space in school if they need to – the learning mentor supports pupils in her room. They can ask for time to leave the classroom if they are unable to cope. Some pupils have a quiet space within the classroom.

ICT resources are used to support children where necessary – examples include a timetabled IDL intervention (supporting children with dyslexia using interactive audio-visual technology), clicker (iPad based sentence construction support), and Communicate in Print to help build vocabulary and understanding of sequence.

The Integrated Resource

At present, Stradbroke Primary School has a 19place Integrated Resource designated for children with Moderate Learning Difficulties. This has been based at the school since 1986. During this time, the resource staff have worked with children displaying a wide variety of needs.

Currently, 24 children have been placed in the Integrated Resource.

The children in the Integrated Resource all have Education and Health Care plans and follow a broad, balanced and individualised curriculum at a level and pace appropriate to their own needs. Members of the Resource staff work with children in a variety of ways in mainstream and in the Integrated Resource. The contact member of staff for the Integrated Resource is the Integrated Resource Leader & SENDCo, Miss Ambler.

14. DEALING WITH COMPLAINTS

Please refer to the general Complaints Procedure, which can be found on the school website at <https://stradbrokeprimary.uk/school-policies/>.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, SENDCo or member of the Senior Leadership Team, who will be able to offer advice on formal procedures for complaint if necessary. This may include mediation or support from SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)

Their contact details are:

Sheffield SEN & Disability Information Advice and Support Service

Darnell Education Centre

Star Works

212 Darnell Road

Sheffield

S9 5AF

Telephone: 0114 2619191

E Mail: ed-parent.partnership@sheffield.gov.uk

15. BULLYING

Bullying, in any form, is not tolerated at Stradbroke. For fuller details of our approach, please see our separate anti-bullying policy, available on our website at <https://stradbrokeprimary.uk/school-policies/>

We recognise that children with SEND may be especially vulnerable to bullying and take a proactive approach to minimise the risk of this – for example, by employing a large quantity of mid-day supervisors to ensure there is always an adult children can approach.

