



The Ellis CE (VA) Primary School

# Special Educational Needs Policy

**Completed and approved BW/EE. To be reviewed September 2025.**

## The Ellis CE Primary School SEND Policy

### ***Be the best you can be***

#### Our Vision of SEND at The Ellis CE Primary School

As a church school, we believe all our pupils have a right to access the full remit of school life. At The Ellis, we ensure that all pupils have access to an enriched environment and a stimulating curriculum that enables all pupils to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn, do well and reach their goals in a safe and secure learning environment. We value all children equally and believe that every child matters and should have the opportunity to be 'the best they can be'. We aim to meet individual needs and provide opportunities for all children to make good progress. All children should enjoy reaching their goals and have their achievements celebrated. We will work with children, parents, colleagues and outside agencies to ensure that Special Educational Needs and Disabilities (SEND) are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop, they will become more independent and confident in their learning, which will be designed to meet their abilities and be aspirational in its goals.

#### Special Educational Needs Rationale

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff at The Ellis CE Primary School aim to give every pupil the opportunity to experience success in learning and to achieve their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds, faith or ethnic groups.

Staff at The Ellis value pupils of different abilities and support inclusion. Pupils, families and school staff will be constantly involved in the best ways to support all pupils' needs within the school. Within each class, teaching, learning styles and organisation will be flexible to ensure effective learning.

This policy outlines how the school meets the needs of children who experience barriers to learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional regulation, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At The Ellis CE Primary School, we aim to identify these needs as they arise, and provide teaching and learning contexts that enable every child to achieve to their full potential.

The SEND Co-ordinator is Mrs Wise. Mrs Wise has completed the Postgraduate Certificate in Special Educational Needs Coordination – The National award for SEND Coordination. The SEND Governor is Mr M Wood.

#### Definition of SEND:

Children have special educational needs if they have a difficulty which requires special educational provision to be made for them. This is something which is additional to or different from the differentiated curriculum.

We would identify a child as having Special Educational Needs if they have a learning difficulty or disability which significantly impacts on their learning. SEND provision is made for such children because they require a level of provision which is additional to or different from that made for others of the same age. We believe in considering the needs of the whole child, not just their special educational need. SEND needs may be initially raised by parents/carers, by staff that regularly work with the child, or as part of Pupil Progress meetings.

Under the Code of Practice there are four broad categories of need:

### **- Cognition and Learning Needs**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **- Social, Emotional and Mental Health Needs**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **- Communication and Interaction Needs**

Children and young people with Communication and Interaction (C&I) needs have difficulty in communicating with others. This may be because they have difficulties saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with C&I need is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **- Sensory and Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support

Other factors may also impact on progress and attainment but are not considered as SEND:-

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a LAC (Looked After Child)

## A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle.

This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### Assess, Plan, Do, Review Cycle

Assess:

Full understanding of a pupil is sought through co-production with the child, families and school staff (sometimes this will include gaining the advice from other professionals, such as Educational Psychologists, the Social, Communication and Interaction team, Speech and Language Therapy or Occupational Therapy). Through assessment, greater understanding of the individual's strengths and barriers should be gained in order for an effective plan to be put into place.

Plan:

The child, family, class teacher and SENDCo should then collaborate to agree support and interventions to be put in place, along with the expected impacts and a date for review. This information should be added to a School Focus Plan (SSP) for the child, ensuring the targets are relevant and child friendly. For some children, there may be a need for an Education Health Care Plan (EHCP) to be put in place through collaboration with the Local Authority.

Do:

In this step, the co-produced plan is put into place on a daily basis, with all those supporting the pupil being clear about their role. In practice, implementing the support plan will mean: delivering Quality First Teaching to the student in every lesson, implementing any adjustments, specific strategies or approaches in order to support the pupil to work towards their individual targets.

During this stage, continual assessment and monitoring of the pupil's progress will be in place, with flexibility and necessary adjustments made where needed. Communication between the pupil, their families and school staff will be open and ongoing.

Review:

The SEND review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the pupil. At a termly review meeting with parents/carers, the pupil's progress, strengths and barriers are discussed and, through a collaborative process, new plans are produced and agreed.

A continual process:

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a pupil has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the SEND record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined. Further support and advice can be sought at any time during this process if it is felt necessary.

### The role of the Governing Body:

- The Governors of The Ellis CE Primary School have a responsibility for the strategic overview of and the implementation of the SEND policy. The everyday management and organisation of SEND at The Ellis is the responsibility of the head teacher and SENDCo.
- Governors will make sure that they are fully involved and will undertake reviews and monitoring of the SEND policy.
- Governors will play a role in the process of consultation when a child is issued with an EHCP (Education Health Care Plan) and the Local Authority wishes to name The Ellis CE Primary School as the provider of provision.
- All governors will ensure that they are informed and knowledgeable about the current SEND provision on offer at The Ellis. Our governor with responsibility for SEND is Marcus Wood.

### The role of the SENDCo:

- To collaborate with the head teacher, members of the inclusion/pastoral team, teachers, families and governing body to determine the strategic development of SEND policy and provision with the ultimate aim of raising the achievements of pupils with SEND at The Ellis CE Primary School.
- To liaise and advise colleagues on matters relating to SEND.
- To review and contribute to the ongoing continuing professional development and training of all school staff.
- To support the review and maintenance of records for all children with SEND. To oversee the daily operation of the SEND policy.
- To coordinate SEND provision and interventions.
- To liaise with parents/carers of children with SEND.
- To liaise with other establishments to ensure smooth transitions between key stages.
- To liaise with other external agencies or specialised teachers as relevant and appropriate

### The Role of the Class Teacher:

- To set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- To use appropriate assessment to set targets which are ambitious and appropriate to the pupil's starting point.
- To recognise and celebrate progress and place for next steps.
- To ensure SEND children are receiving tailored home learning (where appropriate).
- To maintain and review plans for children identified on the SEND register. In collaboration with parents, the SENDCo and, where appropriate, the pupil themselves teachers are responsible for the planning and review of the support for students with SEND.
- To identify individual students not making progress and collaborate with families and the SENDCo to ensure early identification of needs.
- To plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- To utilise a range of strategies, including those outlined below-
  - Quality first teaching- good teaching for SEND pupils is the same as good teaching for all.
  - Flexible groupings- including some ability grouping for core subjects where appropriate, mixed ability grouping with less able children supported by peers and more able children stretched by modelling learnt skills, children being given specific roles within group tasks (for example: leader, scribe, performer) dependent on strengths and needs. No child should be sat in the place and work with the same peers and adult all day.
  - Assistive technologies- iPads, dictation tools, coloured paper, overlays, writing slopes, pen grips, ear defenders, wobble cushions, etc.
  - Metacognition- teaching children how to be learners and build resilience and learning behaviours through explicit teaching and promotion of our whole school learning behaviours (try new things, work hard, imagine, push yourself, don't give up, concentrate, understand and help others, improve).
  - Modelling- all children should have tasks modelled so that they understand expectations. These models may need to be even more explicit for children with SEND or may need to be modified to meet their needs. They may need the modelling repeated or broken down into smaller chunks.

- Scaffolding- through writing frames, stage appropriate word mats with supporting images, concrete resources, adult models, peer models, working walls and access to another appropriate additional resources.
- Supporting regulation- ensuring that children are ready to learn and given the flexibility in terms of where they complete learning (through use of agreed and monitored break out spaces). Use of co-regulation where needed and restorative conversations when things have gone wrong.
- Setting of clear boundaries and expectations for behaviour, with support given so that children can meet these.
- Small group and 1:1 targeted interventions, such as Fresh Start phonics, paired reading, one to one RWInc tutoring, Lego therapy, Thrive, etc.
- Enabling environments- working walls, learning prompts, clear timetables, break out spaces, appropriate noise levels, use of outdoors.
- Effective deployment of adults- all adults in class should have an understanding of lessons being taught (through regular professional conversation at least once a week), adults should use active marking and feedback to support all pupils with SEND pupils highlighted as needing higher levels of this, delivery of interventions and catch up, working with groups or individuals modelling key skills
- Tasks should be matched to learning objectives and pitched at individual current learning levels. Personalisation of the delivery of the curriculum will be needed for some children. Children should feel included as part of the class, but not given tasks that rely entirely on adult support but support next steps in learning through scaffolding and teaching of new skills.

#### Training and Resources:

- The SENDCo and Senior Leadership Team meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.
- Staff access training and support from a range of expert agencies (including Educational Psychologist, the Social, Communication and Interaction (SCI) Team, Speech and Language Therapists (SALT) and Compass Be.
- Resources are allocated to support children with identified needs.
- We map our provision to show how we allocate human resources to each year group and this is also reviewed regularly.
- Support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. All pupils have access to Quality First Teaching (QFT).
- Where necessary, specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

This policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents of pupils with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (updated September 2024) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2015)
- SEN Code of Practice 0-25 (updated September 2024)
- Schools SEND Information Report Regulations (Updated May 2024)
- Statutory Guidance on supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)
- Early years foundation stage (EYFS) statutory framework (January 2024)

The SEND Code of Practice states that teachers are responsible and accountable for the progress and development of all the pupils in their class. Teaching and supporting children with SEND is therefore a whole school responsibility, requiring excellent working partnerships between all involved – child, parents/carers, school, LA, children's services, health and other agencies.

As an integral part of SEND provision, we will ensure that:

- All pupils with SEND have their individual needs met.
- Families are a key part of the team supporting individuals with SEND and are involved as a key part of the plan, do, review cycle.
- There is a whole school approach. There will be consistency with thorough record keeping, support and sharing ideas, training and guidance.
- Our school community will endeavour to support parent/carers through any transition points.
- Teachers are aware of the importance of early identification of pupils with SEND who they teach and systems are in place for reporting concerns. Parents/carers are also able to identify concerns and these will be recorded and acted upon.
- The SENDCo (Special Education and Disabilities Coordinator) will maintain a confidential register of all pupils with SEND. Class teachers will also maintain provision overviews for each child, detailing what provisions and adaptations have been made for the child and the effectiveness of these adaptations.
- Individual plans are used as working documents and regularly updated in line with the child's progress.
- Resources to support pupils with SEND are available.
- Professional development opportunities are reviewed on a termly basis, allowing staff to better meet the needs of all children.
- Pupils with SEND are fully integrated into all aspects of school life. In addition to this they may access individual or small group learning opportunities.

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