



Buriton Primary School

Special Educational Needs and Disability (SEND) Policy - 2024/2025

The SEND Team comprises of all the staff and is coordinated by: Georgina Carrick - Special Educational Needs and Disability Coordinator (SENDCO).

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- **Achieve their best**
- **Become confident individuals living fulfilling lives**
- **Able to make a successful transition into adulthood, whether into employment, further or higher education or training."**

(SEND Code of Practise 2015, 6.1 p.92)

Introduction

This Special Educational Needs Policy complies with the SEND Code of Practice 0-25, and has been written with reference to National and the Local Education Authority Guidelines, our school Special Educational Needs and/ or Disabilities Information Report and other relevant policies current within the school.

Mrs Carrick is the school SENDCo, and has the National Accreditation for Special Educational Needs Coordination qualification. She works closely with The Head Teacher, Mrs Brown, the Senior Leadership Team and the teaching staff to ensure the needs of each pupil with SEND is supported. The SENDCo also has regular meetings and discussions with Mr Cooper the governor responsible for SEND.

Mrs Carrick can be contacted via the school office on **01730 642070**

The Role of the SENDCO

- Maintain the School's SEND Register and children's records of SEND
- Co-ordinate provision for children with SEND.
- Co-ordinate timetable of special needs teaching assistants.
- Liaise with Headteacher over the implementation and the day to day operation of the School's SEND policy
- Monitor all children who are receiving SEND support liaising with class teachers, children, parents and Headteacher where necessary.

- Liaise with external agencies in consultation with Headteacher.

Defining SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. By learning difficulty it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from SEND Code of Practice (CoP) 2015 - introduction xiii,xiv,xv pp. 15 - 16

This SEND Policy, in conjunction with our SEND Information Report, details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

Aim

Buriton school is a mainstream school which aims to help all learners to reach their potential and which promotes the individuality and progress of all our children, irrespective of ethnicity, attainment, age, disability, gender, religion or social background. We value the individuality of all children and we are committed to giving our children every opportunity to achieve the highest of standards.

At Buriton school we strive to offer an inclusive education, providing support to all learners including those with special educational needs. We will use our best endeavours to make sure that children with SEN achieve their best and get the support that they need. This will help them to become confident individuals and make a successful transition into adulthood.

Objectives

To ensure that appropriate provision is made for any pupil who has Special Educational Needs and that the school is accessible to pupils who may have physical disabilities, at Buriton we will:

- Work within the guidance provided in the SEND Code of Practice 2015.
- Appoint a person or persons to supervise the Special Needs requirement of the school who will oversee the implementation of the SEND policy.
- Ensure that all teachers in the school are aware of their responsibilities and accountability for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Ensure that there is a focus on high quality teaching, differentiated for individual pupils, which is regularly reviewed.
- Ensure that there is an early discussion with the pupil and their parents. The discussion with parents will be structured in such a way as to help them develop a good

understanding of their child's areas of strength and difficulty, address the parents' concerns, agree the outcomes for the child and the next steps.

- Ensure that the SENDCO and teacher implement formative assessment using effective tools.
- Work closely with the Local Authority and other providers to agree the range of local services required e.g. EP, CAMHS, specialist teachers, therapists.
- Ensure that children will be assessed according to the school's assessment policy and Annual National Tests.
- Monitor our policy annually to ensure we are successful.
- Ensure that the School's Admission policy does not discriminate against any pupil who applies for a place who has Special Educational Needs - see 1995 Discrimination Act.
- Ensure that liaison between schools takes place particularly at time of Key Stage transfers e.g. Key Stage 2 to Key Stage 3.

Identifying Special Educational Needs

All children may have special needs at some time in their lives; however, some children with special educational needs have learning difficulties that call for specific provision to be made.

Pupils are identified as having SEND if they are significantly behind the expectations for children of their chronological age and even after interventions, do not make the expected progress.

The SEND Code of Practice describes four broad areas of SEND need as follows:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

A Graduated Approach to SEND Support

The performance of all children in the school is monitored closely to ensure that their performance is within the range of expected academic achievement. Any child who is falling outside of this will be monitored closely. If they continue not to make adequate progress despite good quality, personalised teaching then they might be identified as having SEND. If this is the case, they will then be placed on the SEN register.

The first step in responding to children with SEND is high quality teaching, differentiated for individual pupils. The quality of teaching is monitored at least termly. Alongside quality teaching, the teacher and SENCO will assess the data available about the child's achievement and progress and plan the specialist educational interventions needed to support the child's specific learning needs.

Managing Pupils' Needs on the SEND Register

All pupils' progress across the school is measured by termly assessments. This progress is then reviewed at Pupil Progress meetings. The impact of interventions is monitored by assessments done before and after. This progress is monitored by the SENCO and the class teacher. For those children on our SEND register, an Individual Education Plan (IEP) is put into place, which is written and reviewed termly by their class teacher. These are shared with pupils, parents and the TAs who will work with the pupil.

An IEP outlines the short-term targets set for the child and the intervention needed for the target. They are regularly reviewed by the teacher and SENCO to assess the impact of the intervention against the target. If the intervention is not seen to be having the planned outcome, an alternative one may be planned. Parents and children have a significant involvement in this process. There is an 'open door' policy at Buriton where parents are encouraged to come and discuss their concerns with their child's class teacher or the SENDCO. For higher levels of need, we may, in consultation with parents, request support from external agencies.

Additional Support

If we are unable to fully meet the needs of a pupil through our own provision arrangements - i.e. a child is still failing to make progress despite quality teaching and learning interventions or the child has a perceived need that is beyond our level of expertise (e.g. a speech and language issue or sensory issues), we may engage additional support. This may be, for example, a referral to the link Educational Psychologist (EP) or advising a parent to make an appointment to see their GP. Parents will have been approached significantly before this point in the process and will be fully involved in any referral. If there is the need for any referral documentation to be completed, the member of staff will complete this in consultation with a parent.

Education Health Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. Where a pupil has an Education and Health Care Plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as Pupil Progress meetings.

Transition

We have a clear transition procedure for entering and exiting the school, as well as moving across the school. The Year R teacher will liaise with pre-school teachers prior to entry to the school and new pupils will spend several sessions in school in the summer term. Parents are encouraged to discuss any additional needs that they think their child might have. If any additional needs have already been identified, the school will ensure that provision is put in place prior to entry.

At the end of each academic year, teachers will meet to share information about the SEN of children entering a new class. The new class teacher will have access to all data and the records of the pupil. Prior to leaving in Year 6, the SENDCO of Buriton School will initiate contact with the SENDCO of the prospective senior school to ensure the continued support at the new setting.

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.

Monitoring the Evaluation of SEND

The school regularly monitors and evaluates the quality of provision that we offer all pupils. Parents have the opportunity to feedback through questionnaires at termly parents' evenings

and we have a general open door policy that enables parents to meet with staff and our SENDCO whenever possible.

In addition the SENDCO and Senior Management Team meet with the TA's termly and they are also invited to put their views in annual performance meetings. The SENDCO also meets termly with the SEND governor and the progress of all children is reviewed termly by the whole governing body.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Staff training needs will be discussed, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENDCO regularly attends SENDCO Circle network meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File. SEND records will be passed on to a child's next setting when he or she leaves the school. The school has a Confidentiality policy which applies to all written pupil records.

Reviewing the SEND Policy

This SEND policy is reviewed every year. It is initially reviewed by the SENDCO and is then approved by the whole governing body.

Next review October 2025