



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Reviewed: January 2025

Next Review: January 2026



Our Values and Vision

At Digby Tedder Primary, we are committed to providing a fully accessible environment and curriculum which values and includes all children therefore enabling them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We respect each child's unique contribution to our school community.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

We respect the fact that the children in our care:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- and need a range of different teaching approaches and experiences.

Aims and Objectives

Special Educational Needs and Disability (SEND) provision at Digby Tedder Primary School focuses on outcomes for our children with additional needs. We aim to raise the aspirations of and expectations for all pupils with SEND in our school.

Objectives:

- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- To ensure that all pupils are valued equally and have 'a voice' in school
- To ensure that all pupils make progress in their learning, relative to their 'starting point'
- To ensure that as a school we work closely with parents and carers
- To work in co-operation with all outside agencies and the Local Education Authority, guaranteeing that all parties have clear expectations of each other
- To ensure that pupils with special educational needs and disabilities are identified and assessed as early as possible
- To monitor and review children's needs and progress on a regular basis
- To enable all children at Digby Tedder Primary School to have full access to all elements of the school curriculum, including the environment that they are taught in.
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To provide support and advice to all staff working with pupils with additional needs (SEND)

This policy should be read in conjunction with the policies for

- Child Protection Safeguarding Policy
- Anti-Bullying Policy
- Accessibility Plan and Policy – fire risk assessment

Definition of SEN and Disability (SEND):



At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Monitoring and Review Policy Development and Implementation

This policy is overseen by the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and monitored by the governing body.

The Governor responsible for SEND and Inclusion is Mr Matthew Wiley

The Special Educational Needs and Disabilities Coordinator at Digby Tedder Primary School is Mrs. Alison Crawshaw also the Designated Person for Looked After Children(LAC).

The key responsibilities of the SENDCO as documented by the SEND Code of Practice (2014, 6.90) may include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of pupils with SEND;
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services; liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; and ensuring that the school keeps the records of all pupils with SEN up to date.

Staff Training

Training needs are identified in response to the needs of the children currently on the SEN register. School staff work closely with other agencies and the SENDCO will arrange training as necessary.

English as an Additional Language

Children are not 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 are taught. Children with English as an additional language may experience difficulties in a learning situation but do not necessarily have learning difficulties. The class teacher monitors the progress of these children, whilst taking into account their language needs.



A Graduated Approach to SEND Support

The 'Graduated Approach' to SEND Support is based on the cycle of

- Assess
- Plan
- Do
- Review

Identifying Special Educational Needs (Assess)

At Digby Tedder Primary School, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Early identification of children with SEND is a priority for the staff who are committed to identifying need at the earliest point and then making effective provision, which improves long-term outcomes for the child or young person.

Teachers set targets for all children across the curriculum in line with DfE curriculum guidance. Potential areas of difficulty are identified through ongoing assessment. These difficulties are addressed through the planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

Children may be identified as having SEND by a variety of methods including:

- Liaison with parents/carers prior to the child starting school;
- Liaison with other schools prior to the child transferring to our school;
- Daily assessment of learning in class by Class Teachers and Teaching Assistants (a child may also express their concerns in a particular subject);
- Concerns raised by any adult within school, for example if social skills or self-esteem appears to be affecting attainment;
- Or concerns raised by parents/carers.

Class teachers make regular assessments of progress for all pupils. These assessments are discussed with members of the Senior Leadership Team within Pupil Progress Meetings termly. These discussions identify children making less than expected progress given their age and individual circumstances. 'Less than expected progress' can be characterised by progress which;

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment do not necessarily mean that a child has SEND and do not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability.



Provision for Additional Needs (Plan, Do & Review)

We attempt to identify pupils with SEN as soon as possible. Sometimes children are referred on entry from their previous school/nursery/playgroup. Where this is the case, the teacher will assess the child over the coming weeks and discuss with parents how to proceed in the best interests of the child, within the new environment.

A child is sometimes identified by the class teacher as having difficulties. With discussion between the teacher and SENCO, a record of concern may be drawn up, which identifies the area and support in place to overcome the barrier to learning.

If the pupil still continues to have difficulties, it may be agreed to place the child on the SEN register and to put in place an IEP to monitor progress. It may also be appropriate to refer the child to support from an outside agency. Provision will be made by the Class Teacher to support the child with targets on the IEP and will be reviewed termly. All staff take particular care in planning for the curriculum to differentiate for children with SEN.

It is our aim, with the support of TAs and the Learning Support Service to include and enable children with SEN to access all areas of the curriculum. Withdrawal of pupils for 1:1 assistance will take place as and when required.

The agencies that we can involve at Digby Tedder Primary School

- The Lincolnshire Specialist teaching Service (STT)
- The Behaviour Outreach Support Service (BOSS) team who provide support for behavioural and emotional difficulties.
- Healthy Minds Team -for emotional wellbeing support
- Lincolnshire County Council Physical Disability Outreach service.
- The Working Together Team (WTT)- for behavioural and emotional support.
- Speech and Language Therapy Service (SALT)
- Therapy Services – including Occupational and Physiotherapy
- Sensory Impaired Services
- The School Nursing Team
- Educational Psychologist Team

Managing The Pupil's Needs on the SEND Register

If a child has been identified as having SEND, then they have not made adequate progress to interventions/ adjustments and good quality personalised learning. (p88 Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014)

When a child has been assessed as having SEND, they are placed on the school SEND register. This is a record of the additional needs of the child. The needs are categorised according to the broad areas of need in the SEND Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs.

The area of Communication and Interaction is further defined at Digby Tedder Primary School as a need in:

- Speech and / or Language

The area of cognition and learning is further defined at Digby Tedder Primary School as a need in:



- Reading
- Writing
- Maths
- Other-including memory and processing, gross and fine motor control

If a pupil is placed on the SEND register, the parents /carers will be invited to a meeting and asked to give their consent by signing the Gold Form. At this meeting the teacher will discuss the child's needs and the parents will also be given an IEP (Individual Education Plan) which will outline the areas the school will be working on and the targets set for the pupil. The parents will also have the opportunity to have input into the IEP. The pupil will also have the opportunity to contribute to their IEP and to understand what their targets will be and how this should be achieved.

This will also give the parents the opportunity to understand how the provision will be put in place, by whom and how often. They will also be able to discuss the ways in which they can support their child further. The IEP will be a working document and if targets are reached in accelerated time, they will be adjusted. Each term the targets will be reviewed and the parents will be invited to a review meeting. At that time, progress will be discussed, together with next steps.

Requesting an Education, Health and Care Needs Assessment

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care Assessment. This may lead to an Education and Health Care Plan (EHCP). An EHCP may also be necessary if a child has a disability which is life-long and which means that they will always need support to learn effectively.

The request for an assessment is made to the Local Authority (LA). Up to date guidance for this can be found at [http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-dreforms/education-health-and-care-plans/education-health-and-care-\(ehc\)-needs-assessmentrequest-pack](http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-dreforms/education-health-and-care-plans/education-health-and-care-(ehc)-needs-assessmentrequest-pack). To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEND support. Evidence may also be collected from parents/carers, health or social care where appropriate and relevant. Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not necessarily mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the LA EHCP team will be assigned as a Key Worker. They will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

An EHCP will be reviewed annually in school within a formal meeting where parents/ carers and children will be invited to attend alongside other relevant professionals. An EHCP sets out the appropriate provision for a child in a specific year, this is a long term view so provision for children with EHCPs will be monitored, assessed and reviewed internally in the same way as children who are on the SEND register.

Supporting Children 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 (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Medical Conditions

Children are not necessarily regarded as having SEND due to medical conditions. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Inclusive healthcare plans (IHPs) will specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the inclusive healthcare plan. We are required to have regard to statutory guidance. (See appendix A and Supporting Children with Medical Conditions Policy) Children with Social, Emotional and Mental Health Needs. Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we support the child through that process. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management the school would seek the intervention of outside agencies. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. (Refer to Anti- Bullying Policy).

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. This governor works closely with the SENDCO to monitor progress for children with Special Educational Needs and Disabilities.

The Role of Parents and Carers

The school works closely with parents and carers in the support of those children with Special Educational Needs and Disabilities. We encourage an active partnership through on-going dialogue with parents and carers. At Digby Tedder Primary, we truly believe that parents and carers have much to contribute to our support for children with special educational needs. Support plan review meetings will be held to share the progress of special needs children with their parents or carers. Frequency is on an individual basis, but will be no less than three times per year. We inform the parent/carers of any internal and external intervention, and we share the process of decision making by providing clear information relating to the education of children with Special Educational Needs and Disabilities.



The Role of the Pupil

In our school, we encourage children to take responsibility and to make decisions, when it is appropriate for them to do so. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing personal and social skills as well as educational skills.

Children are involved at an appropriate level in setting targets and in the review meetings. Children are encouraged to make judgements about their performance against their targets. We recognise success here as we do in any other aspects of school life.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents/carers as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-school, as smooth as possible. This may include, for example:

- additional meetings for the parents/carers and child with the new teacher;
- additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.;
- opportunities to take photographs of key people and places in order to make a transition booklet;
- and enhanced transition arrangements are tailored to meet individual needs.

Transition to another school including Secondary School. Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews for these children. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. For all children in receipt of SEND support additional arrangements are made where necessary, includes support for parents/carers and children. All relevant information is shared with the secondary school SENDCO.



Appendix A Supporting pupils at school with medical conditions.

Disability - Children with disabilities do not necessarily have SEND. Digby Tedder Primary School has regard to the duties under the Equality Act 2010 towards individual disabled children and young people in relation to Accessibility and the Curriculum.

Appropriate action through staff development training, observation and discussion will ensure that lessons are organised and evaluated to ensure the best possible outcomes for full participation by SEND pupils. For a specific learning difficulty effective strategies may include:

- colour of paper;
- screen colour;
- size and type of font;
- paper enlargement/screen enlargement;
- use of Ipads;
- reduction in note taking;
- availability of coloured overlays;
- use of a laptop and assistive technology;
- Ipads for recording work through photographs, video and voice recording;
- Specialist pens and rulers;

For children with Dyslexia, Dysgraphia, Dyscalculia, those on the Autistic Spectrum(ASD), Attention Deficit Hyperactivity Disorder (ADHD) any the following may be helpful;

- social stories social;
- peer support groups;
- personalised lunch time arrangements;
- time out cards;
- safe place/chill out room;
- inclusive health care plans;
- Pastoral support plans;
- Personalised behaviour chart
- personal and visual timetables;
- home school liaison books;
- individual risk assessments (when necessary);
- physical stress/energy release activities (running/trim trail/stress ball etc.);
- individual examination rooms;
- designated key workers to escort to toilet (where needed);
- and designated extra Keyworkers on playground/lunchtime (where needed).

Parents/carers are encouraged to discuss their child's requirements in advance with the Head teacher and SENDCO who will ensure relevant equipment and arrangements can be made available on entry to the school.

School Environment

All possible steps will be taken to ensure any pupil who becomes disabled or requires temporary physical access arrangements during their time at Digby Tedder Primary School will have every opportunity to remain in school and have provision adapted, where possible, appropriate to their needs. The school building is all on one level and there are two access ramps to enable access. Disabled changing and toilet facilities are available. Markings on steps are clear to support those with visual impairments.



Exam Access Arrangements:

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access The Equality Act (2010) requires an examination board to make reasonable adjustments 'to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities'.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

Examples of access arrangements include extra time, quiet rooms, a reader, a scribe, supervised rest breaks, read aloud, use of a laptop.

The Head Teacher and Class Teacher will gather a range of evidence: internal and external educational assessments, knowledge of substantial and long term difficulties/disabilities, teacher assessments, internal exams, class work; evidence of normal way of working or medical reports in order to enable pupils to have access arrangements.

Pastoral Care Health and Safety

The school will ensure all pupils, including those with SEND and disabilities are familiar with emergency evacuation procedures. Where appropriate personal evacuation adjustments, such as 1 to 1 exit assistance, anxiety support and moving and handling plans will be developed as required. All other health and safety issues as indicated in the health and safety policy will be explained to pupils with SEND and any individual requiring further adjustments will have them defined in a personal risk assessment.

Children with Medical Conditions

Digby Tedder Primary School recognises that not all children with a medical condition will have a disability or SEN. However, pupils with long-term or complex medical conditions may require ongoing support, medicines or care whilst at school to help them manage their condition and ensure educational inclusion. It is also acknowledged that such medical conditions could involve extended school absence which can have an impact on a pupil's educational progression.

To support pupils with medical conditions the SENDCO and will work to establish relationships with relevant health services and will receive, ask for and fully consider all advice from healthcare professionals. They will also listen to, discuss and value the views and knowledge of the parents/carers and pupil. Certain medical conditions may require additional arrangements, support or risk assessments to ensure adequate provision is available when a pupil undertakes off site sporting activities, extracurricular activities or school trips. These will involve staff, pupil and parents/carers where necessary and our aim is that all the activities we provide are as inclusive as possible.

Admissions for pupils with SEND

We are an inclusive school that welcomes children from all backgrounds and abilities. In accordance with the Code of Practice for Special Education Needs, the allocation of school places for pupils with a Statement of Special Education Needs will take place before schools allocate other places as part of the annual admissions process.

Considering Complaints



If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should:

- talk first to the child's class teacher, who will then raise their concerns with the SENDCO and the Head teacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied they may arrange a meeting with the SENDCO and Head teacher. In the event of a formal complaint, parents are advised to follow the school's complaints procedure. The policy is on the school website.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless:

- they have made a statutory assessment within the previous six months,
- they conclude, upon examining all the available evidence, that a statutory assessment is not necessary.

The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up an Educational Health Care Plan for the child, the parents again have the right to appeal to the SEND Tribunal.