Elveden C of E Primary Academy

Special Educational Needs and Disability (SEND) Policy

Date Completed:6.1.2026

Review Date:6.1.2027

Completed by: Zoe Maguire

Elveden Church of England Primary Academy

Special Educational Needs and Disability (SEND) Policy

Elveden is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to equality, behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Defining SEND

The Special Educational Needs and Disability Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and disability code of practice: 0 to 25 years (January 2015) DfE & DoH

The SEND team at Elveden

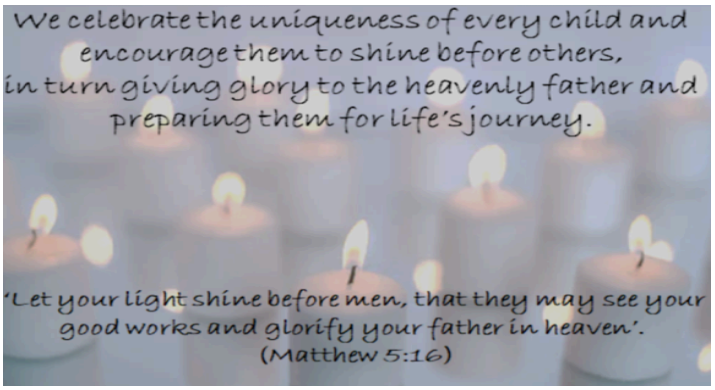
At Elveden, we have an enthusiastic SENDCo who holds the statutory National Award for SENDCo:

Zoe Maguire: SENCO/Head of School

We also have a **SEND governor, Leanne Metacalf**, who works closely with the SENDCo to ensure the best practice and provision for children's needs.

If parents have a question or concern, they should contact the class teacher in the first instance. If the class teacher is unable to answer the question/address the concern a parent might have, they will consult with the SENCO to work quickly to address the question or concern.

We recognise the wider difficulties that a child of SEN may experience at home and in the community. For these pupils, the school works very closely with numerous multi agencies. Our SENCO, Zoe Maguire is also our Mental Health First Aider/Senior Mental Health/Wellbeing Lead.



SEN at Elveden

Our objectives:
We celebrate the uniqueness of every child and encourage them to shine before others, in turn giving glory to the heavenly father and preparing them for life's journey.

In line with our core value of **Respect,** we strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish, feel safe and make powerful, positive learning memories.
Respond to learners in ways which take account of their varied needs and life experiences, doing everything reasonably practicable to meet a child's SEN.
Work to ensure that staff identify a pupil's special educational needs at the earliest point and
Ensure we provide effective provision, as this is known to improve long term outcomes.
Work in close partnership with parents to achieve these aims. Parents should be seen as partners, participating as fully as possible in decisions and being provided with information and support necessary to enable this.

Support pupils themselves to participate in discussions and express their views and be fully involved in decisions that affect them, encouraging children in using their voice, speaking up for their needs in the long term.

For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. 2 Timothy 1:7

Work in close partnership with a range of specialist agencies from the Local Offer to enable access to effective, targeted support.
Provide support, advice and training for all staff working with pupils with special educational needs to enable them to adapt their teaching to respond to the strengths and needs of all pupils.
Appoint qualified and experienced Special Needs Coordinators who will have responsibility for the day-to-day operation of the SEN policy and coordination of specific provisions made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans. For those new to the role, the school is committed to ensuring that they receive the required support and training, including statutory training.

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision <u>different from or additional to</u> that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. A child's progress may be considered a concern if it:

Is significantly slower than that of their peers starting from the same baseline
Does not match or better the child's previous rate of progress
Does not close the attainment gap between the child and their peers
Widens the attainment gap

Progress can also be monitored in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

The school does not diagnose conditions since this requires the expertise of medical professionals. Teachers should support parents in outlining their concerns and liaising with medical professionals. At times, it might be deemed appropriate for staff to speak with a medical professional with parents' permission to support their concerns.

Broad areas of need as outlined in the SEND Code of Practice (Jan 2015)

These four broad areas give an overview of the range of needs that the school plans for:
Communication and Interaction (C&I)
Cognition and Learning (C&L)
Social, Emotional and Mental Health (SEMH)
Sensory and/or Physical (P&S)

The purpose of identification is to work out what action the school needs to take. In practice, individual children often have needs that cut across all four areas and a child's needs may change over time. In our school, the needs of the whole child will always be considered in this process.

Children with social, emotional and mental health needs

Behaviour is not classified as a SEN, but the school recognises that all behaviours are a means of communication. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, inclusive of 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 will complete a Common Assessment Framework (CAF) with the family and support the child through that process.

If parents and school are concerned that the child might have mental health needs, we encourage parents to book an appointment with their GP and to place a referral to the Emotional Wellbeing Hub online self-referral service for concerned parents. If a parent would like support with the online referral, they need only book an appointment with the class teacher or a SENCO.

If the child is felt to have long term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by our trained ELSA who has developed good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour and Relationships Policy, although reasonable adjustments are made to accommodate individual needs. This will be captured in a behaviour support plan and risk assessment, which is run by staff, parents and potentially external agencies.

'For the body is not one member but many' (*Corinthians 12:14)*

The school has a zero-tolerance approach to bullying, including 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 through restorative practice.

Other Factors

There are other factors that may impact on progress and attainment that are not considered SEN:

Disability
Attendance and punctuality

Health and Welfare
English as an additional language
Being in receipt of pupil premium grant
Being a 'looked after child'
Being a child of a serviceman or service woman

Our Graduated Approach to Supporting SEN

Parents will be informed if the school is making special educational provision for a child both through a meeting and formally in writing.

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system to identify where pupils are not making expected progress or working at a level significantly below age-related expectation. Class teachers will put in place if necessary relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class
teacher will also meet with parents to ensure there is a shared understanding of pupils' needs and to gain the parents' point of view.

If necessary, further school-based resources will be explored to determine and inform provision; this may include discussion with team leaders and the school's SENDCos.

Where a class teacher feels that a child's needs require further investigation, they will meet with the SENDCo to confirm the reasonable adjustment they have already made to ensure inclusion-the First Response checklist will form the basis of this conversation and must be completed by the referring member of staff beforehand. At this meeting, the requirement for additional assessments will be considered. Once completed, parents will be invited to attend a meeting to discuss the findings of the assessments and share their perspective. Where appropriate, the child's views will be sought. If it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN register at 'SEN Support'.

Working together, the SENCO, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. Everyone's voice and proposed provision will be captured with a one page profile.

I can do all things through him who strengthens me (*Philippians 4:13*)

On-going SEN support will take the form of a four-part cycle (assess – plan – do – review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and what supports the pupil to make good progress and secure good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

Each term, the effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The review process will include an evaluation of the impact and quality of the support and intervention along with the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and targeted outcomes, in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists, along with the child's class teacher

and if appropriate, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENCO's role to refer to specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by the school

- Specialist educational Services (SES)
- ADHD Service
- Mental Health Schools Team
- Educational Psychologists
- Special Educational Needs and Disability Access Trust (SENDAT)
- British Dyslexia Association
- Suffolk Communication Aids Resource Centre (SCARC)
- NHS Speech and Language Therapists
- Private Speech and Language Therapist
- Sensory and Communication Service (Hearing Impairment)
- Child Development Centre
- Paediatric diabetes specialist
- Paediatric epilepsy specialist
- School nursing service
- Early Help
- Emotional Wellbeing Hub
- Occupational therapist
- SENDIASS
- SENDAT
- Mildenhall SEN Hub

In some cases, there is a charge for accessing specialist agency support; funding for which may come from the school's notional SEN budget and will be monitored by the SENDCo and Head teacher.

Where pupils hold an Educational Health Care Plan, the school will work in close partnership with any specialist agencies named on the 'Plan' to provide support and specialist advice.

The Local Authority SEN Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an Education, Health and Care Needs Assessment from the Local Authority. Information about this can be found on the Suffolk Local Offer website along with information on the EHC plan needs assessment process. This information will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Removing pupils from the SEN register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:
betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained, and SEN Support is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN- Our summary of SEND support



The school is fully committed to a meaningful partnership with parents of children with special educational needs. We wish for parents and carers to be as fully involved as possible in decisions, where they are provided with the information and support necessary to participate in those decisions.

The school will do this by:

Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
Providing all information in an accessible way.
SENDCo is available for meeting by appointment through the school office, by email at office@elvedenacademy.co.uk or a request for a brief telephone consultation.
Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
Class teachers meet with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
Class teachers will invite parents of pupils with SEN to meet at least three times a year to set and review the outcomes of support. They will discuss the activities and support that will help their child and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views.
Support and guide parents in ways that they can help with their child's learning and development at home.
Signposting parents to wider support, information and services by ensuring they know how to access the Local Offer.
Planning additional support for parents at key times. For example, when considering and making a referral for an EHC Needs Assessment or ensuring smooth and successful transition into the next phase of education or their new school.
Seeking parents' views through questionnaires and considering adjustments to practice in the light of analysis.

We encourage parents to make use of the *Special Educational Needs and Disabilities Information Advice and Support Service* (SENDIASS), which is specifically for parents and carers of children with SEN.

Supporting Learning During National Lockdown

During times of national importance, our school may be asked to close to all pupils except for those deemed 'vulnerable'. We ensure that a place is available for a child with an EHCP, so that they may attend school on a full-time basis. The Head Teachers also have the power of discretion to create places for children who do not hold an EHCP but have complex to severe SEND and other vulnerabilities such as children with a social worker. Parents and carers of a child with an EHCP may choose to keep their child within the safety of their home. In these instances, the SENCO will ensure the correct coordination of resources and special agencies so that the provision set out on their EHCP can be met as far as reasonably practicable. The SENCO performs risk assessments for each child with an EHCP, reporting to the Local Authority on attendance and provision of a child with an EHCP.

In times such as these, the majority of children with SEND can have their needs met within the safety of their home. At Elveden we are acutely aware of the impact time away from the classroom can have on any child. We are sensitive to the strains placed upon a family during unprecedented times and our Welfare Officer will work collaboratively with the SEND Team to support families.
Through a blend of online learning platforms, live zooms and recorded videos we provide enough work for a family to complete the nationally recommended daily amount. Paper packs are provided on request as well.

Allan Cadzow, Corporate Director Children and Young People has outlined:

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*

The senior leadership team monitors the provision made, the work set and the capacity that parents have to successfully educate their children at home. Class teachers will provide additional resources for families of children with SEN, specific to their individual support plan targets. Where a child has support from an external agency, the school will continue to liaise with the agency to ensure that virtual meetings and virtual therapy sessions can take place where it is reasonably practicable.

Supporting Pupil Voice

'Let your light shine before men, that they may see your good works and glorify our father in heaven' (*Matthew 5:16)*

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupil's confidence and understanding to enable them to be able to communicate their own interests, desires, needs, and rights. We want them to become increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will support pupil voice:

With parents, the school will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and dreams.
Wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision.
Pupils' views are recorded and shared through One Page Profiles and 'What I feel' questionnaire that can be completed with parents at home.
All staff will actively listen to and address any concerns raised by children themselves.
Pupils with SEND are encouraged to stand for election to the student voice bodies such as Collective Worship, OPAL play leaders/Wellbeing Warriors.
Planning in additional support for pupils at key times. For example, when considering and making a referral for a needs assessment for an EHC plan or ensuring smooth and successful transition into the school or to the next phase of education.
Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person,preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCos and / or SEN Governor, considering adjustments to keep in the light of analysis.

Teaching and Learning

We believe that all children learn best with the rest of their class and all our classrooms are highly inclusive. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. Where a child is to access an intervention outside of the classroom, the intervention is an evidence-based programme, delivered by a trained member of staff for a given number of sessions. Where a child is enrolled on to an intervention programme, the parent is informed in writing of the details of the intervention. The school makes use of

pre and post teaching as an extension of quality first teaching.
When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Adaptations to the curriculum teaching and Learning Environment

Elveden is a disability friendly school. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.
Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.
All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ADHD, ASD, PDA etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.
In some cases it may be suggested that a child attend school on a part-time basis. There may be a number of reasons for this, including transition or if the child is experiencing particular difficulties. The decision to attend school part time would always be in agreement with the parents and a clear plan of moving towards full time education would be agreed and monitored by both the SENCo and head teachers. Suffolk local offer brokers may also be involved where it has been suggested that part-time education would be beneficial.

Access to extracurricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. All our children also have access to outdoor learning and forest schools. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from the wider school community or wider school experiences because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer CPD training and self-help opportunities through access to in- house or LA courses, provision of books or guidance towards useful websites.

Examples of training our staff hold includes:

- Senior Mental Health Lead
- Thrive Practitioner
- Emotional Literacy Support Assistant (ELSA)
- Mental Health First Aiders
- Suffolk Minds
- Zones of Regulation
- Mood Tracker

- Makaton Signing
- Lego Therapy
- Restorative Practice
- Sensory Processing Strategies
- Picture Exchange Communication System (PECS)
- Communication Aids
- Assistive technology such as Clicker 8
- Elklan qualifications
- Dyslexia support- Lexplor Reading
- Wellcomm screening (EYFS/Y1)
- Social Stories
- Attention Autism
- Speech and language
- Diabetes Training
- Allergen Training
- Anaphylaxis Training
- Asthma Training
- Bespoke medical training for individual children's needs
- Trauma informed and Attachment Training

All staff work with children with SEN and disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Funding For SEN and Allocation Of Resources

A child with complex to severe SEND may require additional equipment, resources and potentially additional adult support. This requires additional funding.

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula, which is agreed between schools and the local authority. The school can also make applications to the local authority for High Needs Funding -this will be made after careful consideration is given with regards to the pupil's needs which might be deemed requiring 'top up' funding to support their provision. The local authority may allocate the following to a child:

Band C: £1500 a term
Band D: £3,300 a term
Band E: £5,500 a term

The school may also use Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the SENCO will map the targeted provision in place for pupils on the SEN register to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's provision map.

Where a family requires financial support at home, the school can signpost agencies and medical professionals that can provide evidence of a disability.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents 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 the nursery- as smooth as possible. This may include, for example:

Additional meetings for the parents 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.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND will meet with the SENDCo at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meet pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Suffolk Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's Local Offer is available from their website. They have published the following Graduated Response Poster to outline how a SENCO may access the local offer:

Supporting CYP* with SEND:
The SEND Journey: A Graduated Response



Stage 1 : CYP not making expected progress

Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The APDR cycle then starts again with the updated information.

Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Heath Care Needs Assessment

For more information and resources, visit:

www.suffolklocaloffer.org.uk
www.sendgateway.org.uk
www.suffolksendiass.co.uk
www.spcn.org.uk
www.schoolschoice.org
SENDIASS Training
SEND Code of Practice (2015)
www.nasen.org.uk
SCC Inclusion Referral Form

*We have used CYP to indicate children and young people aged 0-25

This poster is available for download on the Suffolk Learning website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Zoe Maguire	Head Teacher	Date: Jan 2025
Signed: Leanne Metcalf	Chair of Governors	Date: Jan 2026