



CLARENDON PRIMARY SCHOOL
Together we shine



Special Education Needs and Disability Policy

Reviewed:	Curriculum Subcommittee
Agreed (FGB):	Autumn 2026
Next Review Due:	Autumn 2027

Headteacher:
Mrs V. Chatterjee

Aim

Clarendon Primary School believes that every child is special. S/he should be valued, encouraged and expected to contribute to the life of the school as fully and effectively as possible. The school aims provides a secure, caring environment in which all children can learn and achieve to their full potential by raising their aspirations. We proudly hold the prestigious 'Inclusion Award' which demonstrates our commitment to including everyone in everything we do.

Objectives

- To identify and adapt teaching for children who have special educational needs and other needs
- To ensure all children have access to the curriculum through continually assessing the strengths and needs of individual children and adapting teaching accordingly
- To work to the guidelines set out in the Code of Practice
- To provide support, training and advice for all staff working with special needs children
- To develop and maintain partnerships with parents
- To ensure involvement of appropriate outside agencies

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

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

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mrs. Claire Cairns (Deputy Head Teacher for Inclusion, Senior Mental Health Lead & SENCO) *Contact number: 01204 333411*

Identifying Special Educational Needs

SEN is divided into 4 broad types:

Communication and Interaction

This includes children with speech, language and communication needs which may also include those with Autism.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or

lack concentration. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

A Graduated Approach to SEN Provision

We follow the Bolton Council's SEND Handbook (Dec 2020). A child may require special measures to be taken at any time in his/her school life. The provision may be needed for a long or short period of time dependent on the nature of the concern.

1. Raising a concern

- ◆ Meeting the needs of the children in a class is the responsibility of the teacher.
- ◆ When a child is not responding as expected, the class teacher needs to try alternative strategies in the classroom to try to resolve the problem as part of Quality First Teaching i.e using adaptive teaching strategies (see section below).
- ◆ The class teacher raises his/her concerns with the parents and the SENCO via CPOMS. Meetings with parents also need to be recorded on CPOMS.
- ◆ The SENCO will record the concern in the appropriate section of the master SEN register and monitor progress and evaluate provision closely (N.B. The child has **not** been placed on the SEN register at this point)
- ◆ Any strategies agreed with the parents and child will be tried and at the next review meeting the class teacher, SENCO and parents will decide if adequate progress has been made.
- ◆ If teachers and parents agree that interventions that are **additional to** and **different** from the school's differentiated curriculum are needed then School Support is triggered and the child may be added to the school's SEN register. A provision map will be created, shared with parents and reviewed each term.

2. School Support

The support provided consists of a four-part process:

- ◆ · Assess
- ◆ · Plan
- ◆ · Do
- ◆ · Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered.

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

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the

adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. (This will be in the form of an Individual Provision Map)

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. The interventions set down in the Individual provision map, for the most part, should be carried out in the classroom.

Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. (Review of Individual Provision Map) It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. The decisions from the review may follow one of the following two paths:

1. If the child has made the expected progress a decision will be made as to whether the child is removed from the SEN register or if further in class/ individual support is required.
2. If the child continues to make little or no progress, the school may need to seek help from outside agencies or look towards requesting an Educational, Health and Care needs assessment.

3. Educational, Health and Care Needs Assessment

The Local Authority (LA) will decide whether to conduct an EHC needs assessment based on the information gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. At all stages of the assessment the LA must consult with the child/ parents. The assessment and planning process should highlight the child's strengths and capabilities and allow them to say what they are interested in and what outcomes they are seeking in the future. The process should deliver an outcome-focused and coordinated plan for the child and their parents. (This is a person-centered approach.) The statutory timescale for EHC needs assessment and EHC plan development is 20 weeks in total.

Once an Education, Health and Care plan (EHCP) is made and accepted the school needs to ensure

- i. The child's records are maintained
- ii. Teachers monitor and review the child's progress on a regular basis.
- iii. Individual Provision maps are in place
- iv. Any change in the child's needs trigger a review meeting at the earliest opportunity
- v. A Person Centred Review is conducted to ensure that at least once a year the parents, the child, the LA, the school and all other professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the EHCP.

Admission arrangements for pupils with SEN

The school follows the LA's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered. Children with SEN are

educated in mainstream classes with their peers.

Access for disabled pupils and adults

The school has level access to the ground floor entrances. There is a lift to gain access to the first floor. A disabled toilet with a changing bed/ shower is available on the ground floor in the Hygiene suite. There are ambulant toilet facilities on both floors. To support children/ adults with hearing impairments a Loop system is available in the hall. Access issues for other disabilities will be assessed on an individual basis.

Inclusion

Clarendon Primary School actively seeks to remove any barriers to learning and participation that would hinder or exclude children with Special Educational Needs.

As an inclusive school, Clarendon has:

- ◆ an inclusive ethos where the teaching and learning, achievements, attitudes and well-being of every child matters
- ◆ a broad and balanced curriculum for all children
- ◆ systems for early identification of barriers to learning and participation (using the SEN Code of Practice as a framework)
- ◆ high expectations and suitable targets for all children (making use of B-Squared targets for those children working below Year 1 Age Related Expectations of the National Curriculum)

All children are entitled to all the activities the school provides. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or loaning or purchasing of specific equipment.

The school will:

- ◆ make reasonable steps to ensure that disabled children are not placed at a substantial disadvantage compared to those who are not disabled
- ◆ make progress in improving the physical environment for disabled children and increasing disabled children's participation in the curriculum.

Emotion Coaching/ Trauma Informed (ACES)/ Bereavement

All staff at Clarendon are Emotion Coaching trained in order to support children to regulate their own emotions. [What is Emotion Coaching? \(emotioncoachinguk.com\)](http://emotioncoachinguk.com). All staff have also completed training to develop our knowledge of Adverse Childhood Experiences (ACES) in order to identify and support children who have experienced trauma. Key pastoral staff/SLT also have been trained in supporting children and adults with bereavement.

Adaptive Teaching

Staff recognise the importance of having a full understanding of every child. We realise that children learn at different rates and require different levels and types of support from teachers to succeed. This includes identifying reasons for learning struggles, not just the struggles themselves. At Clarendon, we believe children's physical, social, and emotional well-being, including their relationships with peers and trusted adults, are fundamental. Staff are trained to anticipate barriers, plan effectively for how to address them during lessons and are prepared to make in-the-moment adaptations when it's required.

The five strategies outlined by Davies and Henderson (EEF, 2020) have been identified as having relatively strong evidence for their effectiveness for supporting all pupils and particularly those with SEND. These strategies are embedded within our practice at Clarendon.

- Flexible grouping
- Cognitive and metacognitive strategies
- Explicit instruction
- Using technology to support children where possible
- Scaffolding

Liaison with other schools

Arrangements are made to collect all relevant information and records for new entrants through open days or visits to nurseries for Nursery or Reception children, or reference to records from a previous school for older children.

Information about Year 6 children with SEN is sent to their secondary schools during the summer term. This includes the information from the SAT results, National Curriculum Levels, the amount of support the children have received and their last Individual Provision Map. Meetings are held with the Year 7 liaison teacher and/or the secondary school SENCO.

Records for children who move to other schools are forwarded to their new school.

Liaison with outside agencies

The school has a Speech and Language Therapist working in school for ten hours each week (over two days). Working with the SENCO, they oversee a team of staff who provide speech and language programmes across school. The school also has support from Woodbridge SEND Service through an allocated number of hours which the SENCO prioritises. The Educational Psychologist spends time in school to complete cognitive assessments or conducting observations to provide advisory reports or EHCP panel reports. Aspire Behaviour Support Service spend one day a week in school and have an ongoing caseload, regular liaison with the SENCO and support the school to make referrals to BSCIP and CAMHS.

Occupational Therapists, Physiotherapists, Teachers for the Hearing or Visual impaired (Sensory Support) visit on a regular basis to support a number of children in school. The School Nurse visits school following referral if it is deemed appropriate to do so. If it becomes necessary, contact is made with Social Care through the emergency line or the Integrated Front Door (IFD).

Training for staff

All staff, teaching and non-teaching, may be given in-service training regarding pupils with SEN. Priorities for training are found in the school development plan and SENCO Action plan and are subject to the school's CPD Policy.

Links with parents of children with SEN

Parents are consulted when a child appears to be experiencing difficulties. This is usually done verbally at an informal meeting and this will be recorded on CPOMS.

The views of the parent are included in the initial assessment and their co-operation is sought. The parents may be asked to provide information for an Early Help to be open on:-

- the child's health and development
- the child's performance, progress and behaviour at school and at home
- any other factors they think may be contributing to their child's difficulty

The child's parents are informed of any action proposed by the school either verbally and by being given a copy of the Early Help document. A review date is decided upon and at that review progress is discussed. Parents are made aware of any help they can provide and an Individual Provision Map is usually discussed at Parents Evening and the others are sent home for the Parent at each review. They are encouraged to add any targets they feel relevant.

Complaints

If parents of a child with SEN have concerns about his/her progress or the provision, they should:-

- consult the class teacher, in the first instance
- consult the SENCO
- consult the Headteacher

If the problem is still unresolved the complaint should be addressed to the SEN Governor, Mrs Anna Rowan, who will deal with the complaint following the statutory procedures.

Resources

A bank of resources/interventions are available including: Precision Teaching, Cuisiniere, A.R.R.O.W Tuition, overlays and other tinted resources, Talkboost (speech and language), Talkabout (KS2 social communication skills), Time to Talk (KS1 social communication skills), Communication In Print, Learning Village, Toe by Toe, maths and word games, spelling dictionaries, spell checkers, magnetic letters, concentration aids and specialist writing equipment. The SENCO is allocated a budget on a yearly basis and this is used to purchase resources after consultation with the staff and according to the needs of the children.

Staffing in school

The SENCO, Special Needs Assistants, Classroom Assistants and the Learning Mentor are available to support the children and staff.

The Educational Psychologist, Speech and Language Therapist, Woodbridge SEND Service, Aspire Behaviour Support Service, Sensory Support Service, the school nurse and other relevant staff as needed, are also available to support the children and staff.

Roles and Responsibilities

Role of the Governing Body

Mrs Anna Rowan is the Governor with responsibility for SEN. The Head Teacher and the Governors will take overall responsibility for developing and implementing the school's SEN Policy.

The Governing Body will:

- have regard for the Code of practice when carrying out their duties towards all pupils with SEN
- monitor that the necessary provision is made for children with SEN
- monitor the implementation of the school's SEND policy
- ensure that staff in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
- ensure that the pupils are fully included in the activities of the school, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision
- consult with the LA and Governing Bodies of other schools when necessary or desirable in the interests of a co-ordinated special needs provision for the local area

The Role of the Special Needs Co-ordinator (SENCO)

Mrs C. Cairns is the SENCO.

The SENCO will:

- monitor SEN throughout the school and liaise with staff regularly
- keep and update SEN register and records
- ensure all staff are aware of the SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEN
- be involved with Class teachers and support staff in the writing and updating of Individual Provision Maps
- review, with staff, the progress of SEN children and review the SEN register every term (during pupil progress meetings)
- along with class teachers and support staff liaise with parents
- liaise with the Woodbridge SEND Service, Educational Psychologist, medical, welfare and other support agencies
- maintain SEN resource base

- regularly review and update SEND policy and the school's SEND information report

Monitoring the SEND Policy

The Head Teacher and SENCO monitor the day to day implementation of this policy. They monitor the provision of staffing, which may be altered in the light of the changing needs of the children.

- The Governing Body annual report will ensure public accountability.
- OFSTED inspections include monitoring of SEN.
- The Governing Body will review this policy annually

Success Criteria

Success will be monitored by measuring the progress of children with SEN:-

- in the development of confidence, independence and self esteem
- reviewing regularly the Individual Provision Maps for the children
- through SMART outcomes being set and achieved
- by the appropriate movement through the stages of provision both up and down
- by the appropriate use of adult support
- by the successful delivery of appropriate training for staff
- by the further development and use of the SEN resources in school
- by an increased involvement of the Parents in their child's education

Reviewing the Policy

This policy will be reviewed annually.