

Pirbright Village Primary School



Special Educational Needs and Disabilities (SEND) Policy

School status: Academy within Learning Partners Academy Trust

SENCO: April Woods

Headteacher: Peter Wright

Governor Link: Bethany Rosindell

Reviewed: Annually

Next Review Date: Autumn 2027

Philosophy, visions and values

At Pirbright Village Primary School, we believe that each and every child should have the opportunity to reach their full potential and that this is the responsibility of all staff.

We are committed to the full integration and inclusion of all pupils and to promoting their involvement in the whole of school life. We recognise and celebrate the diversity of our pupils and understand that children may require different approaches, adaptations and support in order to participate, learn and achieve successfully.

We take a needs-led rather than diagnosis-led approach. We recognise that a child does not need a formal diagnosis in order to have their needs identified and appropriately supported.

Teaching children with SEND is a whole-school responsibility. Class teachers retain responsibility for the progress of every pupil in their class, supported by the SENCO, Learning Support Assistants (LSAs), school leaders, parents/carers, pupils and, where appropriate, external professionals.

Our approach is based on high expectations, quality-first teaching, early identification, appropriate adaptation, partnership with families and a graduated response to need.

Aims

Pirbright Village Primary School is committed to:

- identifying pupils with educational, developmental, physical, welfare and emotional needs and ensuring that their needs are appropriately considered
- ensuring that children with SEND have the opportunity to participate fully in all school activities
- responding to individual needs through a needs-led rather than diagnosis-led approach
- ensuring that appropriate resources, adaptations and support are considered and provided within the school's available provision and statutory responsibilities
- ensuring early identification of SEND and barriers to learning
- providing high-quality, inclusive teaching for all pupils
- using a graduated response to identify, assess, plan, provide and review support
- ensuring effective communication between school, pupils and parents/carers
- involving pupils and parents/carers in decisions about SEND provision wherever appropriate
- supporting pupils to develop independence and confidence
- supporting staff to develop their knowledge and understanding of SEND
- promoting equality, inclusion and respect for difference and diversity
- working effectively with external agencies and professionals where appropriate
- supporting effective transition between educational settings and stages
- monitoring the effectiveness of SEND provision and using this information to improve practice

Legislation and statutory guidance

This policy has regard to the statutory [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) and is informed by the legal framework governing SEND in England.

The policy should be read alongside, and is supported by, relevant legislation and guidance including:

- [Part 3 of the Children and Families Act 2014](#), concerning children and young people with SEND and Education, Health and Care (EHC) plans
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out responsibilities relating to Local Authorities, Schools, SENCOs and the school's SEN Information Report
- The [Equality Act 2010](#), which sets out schools' duties relating to disability discrimination and reasonable adjustments

The [School Admissions Code](#), which applies to academies and sets statutory requirements concerning admission arrangements;

The school will keep this policy under review when legislation, statutory guidance or local arrangements change.

Definition of Special Educational Needs and Disability

The school uses the definition of special educational needs (SEN) set out in the SEND Code of Practice: 0-25 Years 2015 pg.15

'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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or 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.'

Disability

The Equality Act 2010 defines disability in terms of a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

A child may therefore be disabled under the Equality Act whether or not they are identified as having SEN.

The school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments where required so that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

The four areas of need

The SEND Code of Practice identifies four broad areas of need. Pupils may have needs across more than one area and their needs may change over time.

- **Communication and interaction**

Pupils may have difficulty communicating with others, understanding language, expressing themselves or understanding and using the social rules of communication. This may include pupils with speech, language and communication needs and pupils with autism.

- **Cognition and learning**

Pupils may learn at a slower pace than their peers or experience difficulties with particular aspects of learning. This may include specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, as well as moderate, severe or profound and multiple learning difficulties.

- **Social, emotional and mental health**

Pupils may experience a wide range of social, emotional or mental health needs which affect their learning, relationships, attendance or participation. The school will seek to understand the underlying needs of pupils whose difficulties may present through behaviour, recognising that behaviour may be a communication of an unmet need. Pupils with attention deficit disorder or attention deficit hyperactive disorder or attachment disorder may fall into this category.

- **Sensory and/or physical needs**

Pupils may have a disability or sensory or physical need which affects their access to education, the curriculum, the school environment or wider school activities. These needs may include hearing or visual impairment and physical impairments.

Graduated approach – Assess, Plan, Do, Review

Where a pupil is identified as having SEND or requires additional support, the school uses the graduated approach of **Assess, Plan, Do, Review**.

- **Assess** – identify the pupil's strengths, needs, progress and barriers to learning.
- **Plan** – agree appropriate outcomes, provision and support.

- **Do** – put the agreed provision into place, with the class teacher retaining responsibility for the pupil's learning and progress.
- **Review** – consider the impact of the support and the pupil's progress and adapt provision as appropriate.

The cycle is ongoing and may involve increasing levels of support or specialist advice where appropriate. Parents/carers and pupils will be involved in the process where appropriate.

Inclusion and equal opportunities

Pirbright Village Primary School is committed to an inclusive education in which pupils, no matter their needs and abilities, are able to participate alongside their peers wherever reasonably possible in order to access a broad, balanced curriculum. Pupils with SEND will be supported through reasonable adjustments to teaching, the curriculum and the school environment.

Organisation of teaching and learning

Teaching children with SEND is a whole-school responsibility shared by all staff.

The school will use:

- the expertise of class teachers, the SENCO and Headteacher
- Learning Support Assistants working under the direction of teachers
- quality-first teaching and appropriate adaptation
- the graduated approach of Assess, Plan, Do and Review
- Individual Support Plans (ISPs), where appropriate
- intervention monitoring and individual provision mapping
- assessment, recording and tracking procedures
- appropriate resources and equipment
- staff training and professional development
- advice and support from external agencies where appropriate
- The school will make use of Surrey's guidance and Ordinarily Available Provision where appropriate
- The school recognises that provision should be proportionate and based on individual need. Not all pupils with SEND will require the same intervention, resource or level of adult support

Class teachers are responsible for providing high-quality teaching that is appropriately adapted to meet the needs of pupils in their class. Adaptation may involve changes to:

- teaching approaches
- instructions and explanations
- classroom environment
- resources and equipment
- scaffolding
- grouping
- recording methods
- assessment arrangements
- expected outcomes, where appropriate
- Teachers may differentiate by process, support, outcome or assessment, according to the needs of the pupil
- Home learning, including spellings, will be adapted where appropriate to meet individual needs

The purpose of adaptation is to enable pupils to access learning, make progress and develop increasing independence.

Responsibilities of the Class Teacher

The class teacher is responsible for:

- providing quality-first teaching and appropriate adaptation
- monitoring the progress and development of every pupil
- identifying pupils who may require additional support and discussing concerns with the SENCO
- implementing agreed SEND provision and following the school's graduated approach
- working collaboratively with LSAs and ensuring they have appropriate information and planning
- contributing to and reviewing Individual Support Plans (ISPs)
- monitoring progress towards ISP targets
- ensuring appropriate differentiation of class and home learning
- promoting inclusion, independence and participation in school life
- communicating and working in partnership with parents/carers
- contributing to EHCP reviews where appropriate
- seeking and considering pupil views where appropriate

The class teacher remains responsible for the pupil's learning and progress, including where additional provision is delivered by another adult.

Responsibilities of the Learning Support Assistant

Under the direction of the class teacher, LSAs are responsible for:

- providing appropriate support to pupils with SEND
- addressing targets identified within the pupil's ISP where appropriate
- supporting classroom learning and agreed interventions
- recording relevant intervention information and progress
- sharing concerns and observations with the class teacher and SENCO
- working collaboratively with teaching staff
- promoting independence rather than creating unnecessary dependency
- supporting pupils' social inclusion and participation in school life
- contributing relevant information to reviews
- following relevant advice from teachers, the SENCO and external professionals

LSAs do not replace the responsibility of the class teacher for teaching, assessment or pupil progress.

Role of the SENCO

The SENCO at Pirbright Village Primary School is **April Woods**.

The SENCO will:

- coordinate SEND provision across the school
- support the implementation and review of this policy
- oversee the identification and assessment of pupils with SEND
- support staff in applying the school's graduated approach
- support teachers in identifying and meeting individual needs
- monitor ISPs, the SEND register and SEND provision
- support the evaluation and development of SEND provision
- advise on appropriate resources and support
- contribute to staff training and professional development
- liaise with parents/carers and external agencies
- contribute to EHCP annual reviews and effective transition
- ensure relevant SEND information is appropriately recorded and shared
- support the school in meeting its Equality Act duties relating to disabled pupils
- contribute to the school's SEND Information Report
- keep up to date with relevant legislation, statutory guidance and good practice

The SENCO will work closely with the Headteacher in relation to the strategic development of SEND provision.

Headteacher and School Leadership

The Headteacher will have overall responsibility for ensuring that the school implements this policy effectively.

The Headteacher will work with the SENCO to:

- promote a whole-school approach to SEND and inclusion
- ensure appropriate resources and provision are considered
- support staff development and training
- monitor the effectiveness of SEND provision
- ensure compliance with statutory duties
- ensure that the school meets its equality and accessibility responsibilities
- support effective partnership with parents/carers and external agencies

Parent and carer partnership

Pirbright Village Primary School values parents/carers as important partners in supporting children's learning and development.

We aim to:

- communicate with parents/carers as soon as concerns about SEND become apparent
- listen to parents'/carers' concerns and knowledge of their child
- share information about provision and progress
- involve parents/carers in identifying outcomes and reviewing provision
- encourage parents/carers to contribute to their child's learning where appropriate
- provide opportunities to discuss concerns and agree next steps
- Where the school is considering whether a child may have SEND or require special educational provision, parents/carers will be involved as early as reasonably possible

Pupil voice

Pupils should be supported to understand their strengths, needs and the support available to them in an age-appropriate way. They will be invited, where appropriate, to discuss the provisions in place, talk about their views on the support, review their progress and participate in meetings. The school will take account of pupil views when making decisions about provision affecting them, taking into account age, maturity and communication needs.

Admissions

Pirbright Village Primary School has an inclusive approach to admissions and seeks to provide appropriately for pupils with a wide range of abilities and needs. Admission arrangements for pupils with or without SEND will be in accordance with the school's Admission Policy.

Where a pupil has an EHCP, the school will work with the relevant local authority through the statutory process. Pupils with an EHCP are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with

- a. the provision of efficient education for the children with whom he/she will be educated.
- b. the efficient use of resources

The school will not unlawfully discriminate against disabled pupils in relation to admission.

Accessibility and reasonable adjustments

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils. Pirbright Village Primary School has an accessibility plan, which can be found on the website.

External support services

Pirbright recognises the value of multi-agency working and that some pupils may require specialist advice or assessment beyond the expertise available within school. Where appropriate, the school may work with external services including:

- Surrey Specialist Teachers for Inclusive Practice (STIPS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologists (EP)
- other health professionals
- social care services
- other specialist services available through Surrey County Council or the wider local offer
- Mindworks

Staff training

Pirbright is committed to developing staff knowledge and confidence in meeting SEND needs.

Training may include:

- whole-school SEND training
- training relating to individual pupils' needs
- advice from external professionals
- guidance from the SENCO
- INSET and staff development
- opportunities to share effective practice

The SENCO and Headteacher will identify training needs and seek appropriate professional development opportunities.

Complaints and resolving disagreements

Pirbright Village Primary School aims to resolve concerns about SEND provision through open and constructive communication. Parents/carers are encouraged to raise concerns at the earliest opportunity with the class teacher and then the SENCO and the head teacher where appropriate. We will do our best endeavours to resolve the complaint informally in the first instance. If this does not resolve the concern, parents are welcome to follow the school's formal complaints procedure.

Formal complaints will be handled in accordance with the school's Complaints Policy, Where a disagreement relates to an EHCP or the statutory SEND process, parents/carers may also have access to local authority disagreement resolution, mediation or appeal arrangements, depending on the nature of the disagreement. Information for this can be found on the [Surrey Local Offer Page](#).

Monitoring and evaluation of SEND provision

The school will monitor the effectiveness of SEND provision through:

- assessment and tracking of pupil progress
- review of ISPs
- monitoring of intervention provision
- pupil voice
- parent/carers feedback
- staff feedback
- SENCO monitoring
- analysis of SEND data
- monitoring of the SEND register
- EHCP annual reviews
- review of external professional advice
- monitoring of inclusion and participation

- review of staff training needs
- review meeting with SEND Governor

Review of this policy

This policy will be reviewed annually by the SENCO – April Woods, annually and approved by the board of trustees. The policy will also be reviewed when there are any new legislation or statutory guidance changes.

This policy links to other policies and documents

- SEND Information Report
- Accessibility Plan
- Admissions Policy
- Equality Policy / Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy
- Supporting pupils with disabilities / accessibility arrangements
- Surrey SEND Local Offer
- Keeping Children Safe in Education