



Attleborough & Rosecroft Primary Federation

Special Educational Needs and Disability Policy

Updated: July 2024

Review: July 2025

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils at ARPF are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. ARPF believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the school are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in supporting their children.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions. (Code of practice September 2014).

What is Disability?

The Equality Act 2010 definition is: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are:

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Strategies to support pupils with SEND

- Pupils will have access to Quality First teaching strategies - examples to be referenced within the SEN Information Report. Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2015 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is an ongoing cycle of Assess, Plan, Do, and Review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have 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 or mainstream post-16 institutions' may have an Education, Health and Care plan. These pupils will have an Annual Review.

Roles & Responsibilities

All staff at ARPF have a responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners. The Executive Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Executive Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole school tracking system
- Consideration of the whole school provision map
- Pupil progress meetings with individual teachers
- Individual SEN Support Plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Executive Headteacher must ensure that a SEND Information Report is on the school website as set out in the Code of Practice. The Executive Headteacher and Governing Body will delegate the day to day

implementation of this policy to the Special Educational Needs Coordinator (SENCO). This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN.
- Coordinate provision for pupils with SEND.
- Liaise and advise teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor SEN Support Plans.
- Liaise with the Governing Body, keeping the SEND Governor up-to-date with key national and school-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support vulnerable learners.

The Class or subject teacher will in consultation with the SENCO:

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a SEN Support Plan.
- Secure good teaching outcomes by providing Quality First teaching using adaptations and reasonable adjustments as a standard classroom technique.
 - Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Coordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2015, Parents/Carers are vital partners in a pupil's journey through their school life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential. The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the School. Parents/Carers are encouraged to speak directly to their child's class teacher if any need arises.

Voice of the Pupil

The School recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education. To achieve this the School will encourage pupils to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

Monitoring

The impact of this policy will be monitored through regular review and feedback form parents, children and staff. The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed every three years or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Exclusion Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy