

West Wold Federation

(comprising of Caistor Church of England and Methodist Primary School
and Grasby All Saints Church of England Primary School)

Special Educational Needs & Disability Policy

AGREED BY GOVERNING BODY	14 May 2025
SIGNED BY	Sally Horton, Chair
REVIEW DATE	Summer Term 2026
MEMBER OF STAFF RESPONSIBLE	SENDCo
GOVERNOR RESPONSIBLE	SEND Governor
COMMITTEE RESPONSIBLE	CPN

Our Vision

"We believe that all members of our school community can flourish as learners and as fulfilled individuals. We will provide rich opportunities for learners to engage and expand their world views, both collaboratively and independently. With joy in our hearts, we are inspired to make positive change in the world."

At the **West Wold Federation** every member of our school community is valued. Together we value tolerance, diversity, mutual respect honesty and empathy. We want our pupils to experience a broad, balanced, creative and relevant curriculum which is both meaningful and challenging. We believe that every child should be motivated to reach their potential and leave Caistor and Grasby Primary Schools equipped with the necessary skills to make informed choices and to succeed in lifelong learning and independence. We believe our curriculum should reflect the developments of the 21st century and embrace new technologies and that every individual should be equipped with the necessary skills to succeed and make a positive contribution in an ever changing world. We know that a significant proportion of pupils will have special educational needs or disability (SEND). In order for children with SEND to reach their potential, we need to plan accordingly, provide strategies for dealing with these needs in a supportive environment and ensure access to this broad and balanced curriculum.

We acknowledge that some pupils:

- have different academic, physical and emotional needs as well as aspirations
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We aim to:

- enable all pupils to experience success
- promote self-esteem and a positive attitude to learning
- ensure equal opportunities for pupils with SEND
- have an 'Assess-Plan-Do-Review' approach to ensure pupils' progress is recorded and evaluated and their needs met
- apply a person-centred approach
- work in partnership with parents and share information with them
- work in partnership with Health and Social Care
- ensure the requirements of the SEND Code of Practice (2015) are known and implemented by all staff.
- ensure that pupils are able to be appropriately involved in the 'Assess-Plan-Do-Review' cycle

This policy should be applied in conjunction with the school's policies for admissions, inclusion, health and safety, behaviour and the complaints procedure.

Provision for children with SEND is a matter for the school as a whole.

Special educational needs and disability (SEND)

Special needs is considered under four broad areas in the Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

xiii. 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.

xiv. 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 xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

(SEND Code of Practice January 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf last updated 12 Sept 2024

Role of the Head Teacher

- Oversee the work of the SENDCo
- Report to Governors
- Share SEND Policy, updated annually, with Governors
- Ensure statutory SEND documents on website are current
- Monitor the efficacy of the SEND Policy in action
- Analyse data including exclusions
- In consultation with the SENDCO and SEND Governor and School Business Manager advise the governing body on how the funding allocated to support special educational needs and disability should be employed
- Meet annually with the School Manager and the SENDCO to agree on how to use funds directly related to statements/Education Health and Care Plans and formula funding for SEND and additional funding for Pupil Premium and Pupil Premium Plus
- Ensuring 'best value'

Role of the SENDCo

- Oversee the day to day operation of the policy
- Support class teachers with strategies/suggestions/advice on resources and their effective use
- Oversee SEND Register
- Co-ordinate SEND provision

- Liaise closely with parents of pupils with SEND and signpost when necessary
- Liaise with outside agencies, arranging/attend meetings/multi-agency meetings
- Complete reports/apply for statutory assessment when necessary
- Review provision on a termly basis together with class teachers
- Provide reports for the Head Teacher regarding progress and monitoring of SEND
- Contribute to and arrange relevant continued professional development for staff related to SEND
- Liaise with other schools/nurseries at times of transition
- Read and disseminate reports/information
- Meet with SEND Governor
- Update policy annually
- Attend meetings as part of the Senior Leadership Team

Role of the Class Teacher

- Liaise with parents/carers/SENDCo
- Plan work for pupils with SEND which is 'different from or additional to' that for all pupils
- Apply the 'Assess-Plan-Do-Review'
- Set SMART targets on pupil Individual Education Plans (IEPs)
- Involve pupils in target setting and review at least three times per year (October/February/June) and share with parents
- Complete necessary paperwork
- Read and act upon advice given in reports.
- To maintain a positive/negative behaviour log on CPOMS when necessary
- Ensure all children access a broad and balanced curriculum, ensuring a rolling programme of intervention so that no pupil misses out on a particular curriculum area.

Role of the Teaching Assistant

- Follow advice from SENDCo/Class Teacher
- Deliver and keep records of interventions as requested by Class Teacher
- Carry out reviews/assessments as requested by Class Teacher
- Record pupil voice as requested by Class Teacher

Role of the SEND Administration Assistant

- Support the SENDCo in maintaining records
- Copy/file/disseminate reports as requested
- Update tracking as requested by SENDCo

Role of the Governing Body

- Ensure compliance with the SEND Code of Practice
- Assess SEND Provision in liaison with the SENDCo and Head Teacher
- Report to the governing body
- Facilitate full governing body decision regarding deployment of funding, equipment and personnel

Working in partnership with parents/carers

The school works closely with parents/carers in the support of those children with special educational needs and disability. We value an active partnership through an ongoing

dialogue with parents/carers. The Home School Agreement is central to this. Parents/carers play a vital role in contributing to our support for children with special educational needs and disability and it is vital that they are involved.

A named Governor takes a special interest in special needs and is always willing to talk to parents. A copy of this policy will be available to parents upon request.

In addition to the Parental Consultation meetings offered to all parents/carers, parents/carers of children with SEND are also given the opportunity to meet formally with the SENDCo or Class Teacher as required. At transition points/starting school/moving to secondary school additional transition visits are available. (In Year 6 additional transition to secondary school meetings are held for parents/carers and pupils) Our open-door policy means that any parent/carer is welcome to make an appointment to discuss SEND issues at any time via the school office or email.

Local authorities **must** arrange for children with SEN or disabilities for whom they are responsible, and their parents/carers, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care. This **must** include information, advice and support on the take-up and management of Personal Budgets. In addition, in carrying out their duties under Part 3 of the Children and Families Act 2014, local authorities **must** have regard to the importance of providing children and their parents/carers and young people with the information and support necessary to participate in decisions. (*SEND Code of Practice January 2015 Updated April 2020*)

Pupil Voice

Pupils are encouraged to take responsibility and make decisions. They are involved at an appropriate level in assessing, reviewing and setting targets. Where appropriate, pupils with SEND register discuss their progress with Class Teacher or Teaching Assistant three times per year (generally during assessment week in October, February and later in the summer term). Their views are recorded. Pupils' aspirations are recorded and we encourage them to work to their strengths and work hard to improve in areas of difficulty.

Complaints procedure

12.1 In the event that parents/carers feel that there is an issue regarding SEND provision for their child, initial contact can be with the Class Teacher, SENDCO or Head Teacher. If the matter is not resolved to the parents' satisfaction, there is a clear complaints procedure to follow in the Code of Practice (*SEND Code of Practice January 2015 P 245 11.2.*)

More information about our SEND Provision at West Wold Federation can be found on the individual schools' websites, under SEND Information Report.