



**Samuel Allsopp**  
Primary & Nursery School

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# Policy for Special Educational Needs and Disability (SEND)

<b>Policy last reviewed and updated by Governors:</b>	<b>16<sup>th</sup> January 2025</b>
<b>Date interim amendments made (if any):</b>	
<b>Date for next review:</b>	<b>16<sup>th</sup> January 2026</b>

**Victoria Site:** Victoria Road, Burton upon Trent, Staffordshire. DE14 2LU  
**Orchard Site:** Belvoir Road, Burton upon Trent, Staffordshire. DE13 0RA

A place where  
children **CAN**

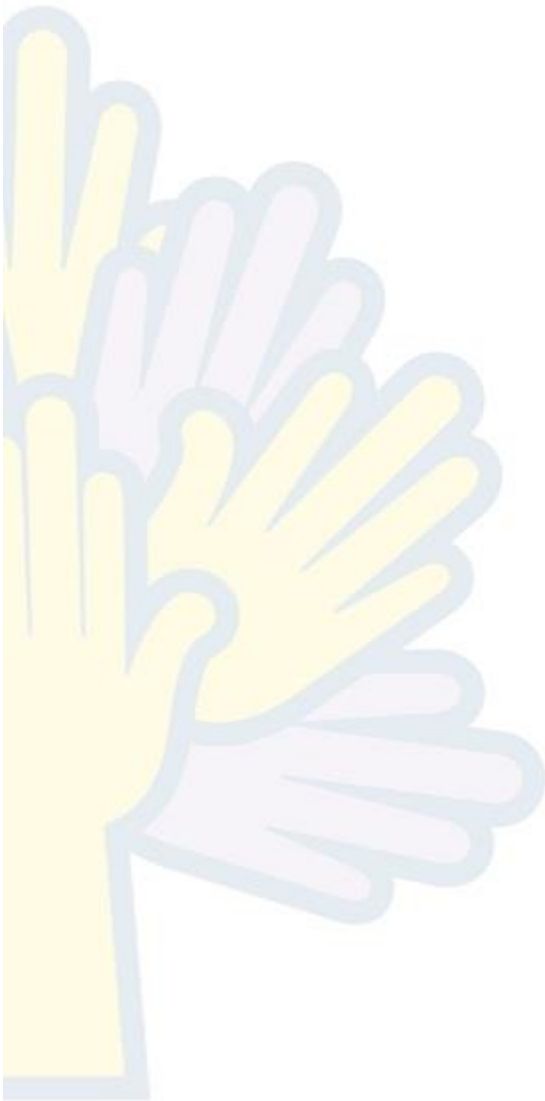
## **Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office.

The SENCO will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body and Headteacher at least every year.

This document will be approved by the Governing Board.



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## 1. Introduction

Samuel Allsopp Primary School is an inclusive organisation. 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.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. Enquiries about an individual child's progress should be addressed at first, to the class teacher. Other enquiries can be addressed to the SENDCo – Fiona Buglass for Early Years to Year 6. Please make an appointment through the school office if you would like to make an appointment with either our SENDCo or Assistant SENDCo - Donna Stubbs (email: [enquiries@samuelallsopp.staffs.sch.uk](mailto:enquiries@samuelallsopp.staffs.sch.uk)); telephone: 01283 247420).

## 2. Headlines from the 2014 Code of Practice

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENDS). All children are closely monitored, and their progress tracked each term. Those at SENDS are additionally tracked by each school's SENDCo.
- **There are four broad categories of SEND:**
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and/or sensory
- We are working more closely with parents and children to ensure we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

## 3. Defining SEND

The 2014 Code of Practice says that:

"A person has SEND 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."

## 4. Provision for SEND – Our Objectives Are;

To identify and overcome at the earliest possible opportunity, barriers to learning and participation for pupils/children with SEND;

- ❖ To ensure that every child experiences success in their learning and achieves to their full potential;
- ❖ To enable all children to participate in an accessible, broad and balanced curriculum which is appropriately adjusted for need;
- ❖ To value and encourage the contribution of all children to the broader life of the school;
- ❖ To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child;
- ❖ To work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- ❖ To work closely with external support agencies, where appropriate, to support the need of individual pupils/students;
- ❖ To ensure that all staff have access to training linked to identified needs, both on a partnership and individual school level and advice to support quality teaching and learning for all pupils/children.

At Samuel Allsopp, 17.2% of our children are on the SEND register, with 15.3% % at SENDS (SEND support) and 1.9% currently have EHC Plans (Education, Health and Care Plans). This means that all teachers expect to have, and cater for, children with SEND in their classes. All teachers are fully equipped and supported to provide an inclusive curriculum for ALL children with SEND in their classes.

In addition, both school sites carry a Vulnerable Pupil Register of children who, although do not meet the threshold for SEND Support, have particular needs that must be met further to the usual classroom support. Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis of:

### **Communication and Interaction**

- Autistic spectrum and language disorders

### **Cognition and Learning**

- Dyslexia, Developmental Coordination Disorder (previously Dyspraxia) and Dyscalculia; Moderate Learning Difficulties, Global Developmental Delay

### **Social, Emotional and Mental Health**

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorders, Emotional difficulties, Mental health difficulties

### **Physical and/or Sensory**

- Hearing impaired, Visually impaired, Motor difficulties

### **Medical Needs**

- Asthma, Bowel disorders, Gastric disorders, Diabetes, Juvenile Idiopathic Polyarthritis and other medical conditions

## 5. Identifying Children at SENDS (SEND Support)

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils / children:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching, they are discussed with the SENDCo/Assistant SENDCo and a plan of action is agreed;
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline;
  - fails to match or better the child's previous rate of progress;
  - fails to close the attainment gap between the child and their peers;
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with parental support. The school will put in place appropriate strategies, personalised adaptation and/or interventions. If concerns still exist, the child is placed on the SEND register. All decisions will be made in consultation with parents/carers.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with the SENDCo or their GP, if they think their child may have:

- Speech and Language concerns
- Dyslexia
- ASD – Autism Spectrum Disorder
- ADHD – Attention Deficit Hyperactivity Disorder
- Mental Health concerns
- Another disability.

We can then make referrals to – SALT, SEND and Inclusion Hub, CAMHs (Children and Adolescent Mental Health Service), Occupational Therapy, Behaviour Support Team, the Educational Psychologist and others.

### **Issues which are not SEND:**

It is important to point out the circumstances which are not classed as SEND, but which may affect progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a LAC (looked after Child)
- Being a child of service personnel
- Having behavioural difficulties where an underlying cause has not been Identified



## 6. Working with parents and children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at Parent's Evening Meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher or SENDCo/Assistant SENDCo will invite the parents/carers to a meeting to:

- formally let them know that their child is being placed at SEND Support
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on the appropriateness, the child may be invited to attend all or part of the meeting.

Thereafter, parents - and children - are invited to formal progress meetings twice a year to review progress made, set targets and agree provision for the next term. All SEND children are regularly assessed and discussed with parents throughout the school year through phone, email and face to face conversations at school.

Paperwork for children at SEND Support (SENDS)

Once a child has been identified as needing SEND support the following paperwork is completed:

- Functional Skills Assessments are completed with the class teacher.
- Discussions take place around the child's needs and further observations by the SEND team are carried if required.
- SEND assessments take place.
- The child is enrolled onto the SEND register.
- Progress is reviewed regularly through teacher assessments, classroom assessment tools and stakeholder views recorded. The Pupil Learning Profile records progress made towards targets and new actions (provision) to be completed. Also, at this meeting, the Pupil Profile updates are given with clear new targets directly linked to the curriculum needs for that particular child.
- Actions are then implemented within the classroom setting with both teachers and teaching assistants

At the end of each cycle, the outcomes and progress are reviewed.

## 7. Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENDS; parents or the school may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child has a medical diagnosis which directly impacts on their learning and progress;
- The child has a disability which is lifelong and which means that they will always need support to learn effectively;
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision;
- There are a number of professionals involved with the child and it is important to formalise a shared vision for the child.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD (Autism

Spectrum Disorder), ADHD or dyslexia) does not mean that a child needs an EHC Plan and often their needs can be met through high quality teaching at Samuel Allsopp Primary and Nursery School and through additional classroom adaptations.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) or an Educational Psychologist will conduct a 'needs assessment' for the child, parent and the school; together with any health or social care professionals who are involved with the family. The assessment will record the child's strengths, the wishes and aspirations of the parents as well as the barriers they face. Following the assessment, the LA will produce the EHC Plan which will record the decisions made during the assessment and state the desired outcomes with the proposed support and provision to be planned for.

### **Teaching and Learning**

We believe that all children learn best with their peers in their class setting. Our aim is for all children to be working independently, in class, at the cusp of their potential, engaging in 'hard work' they can do. Children with SEN and disabilities are entitled to be taught by their teacher and not out of class by a Teaching Assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional Teaching Assistant 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. Our school uses a range of adjustments and interventions to support children both academically and emotionally. When considering an adaptation and/or intervention, we select the one which is best matched to the child; altering the time they receive the intervention to ensure they access a broad and balanced curriculum and; cement the learning when within the class environment.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions/booster groups are often crucial in closing these gaps, so are monitored closely by the class teacher, who monitors progress towards the targets during the intervention and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned, usually for a time specific period;
- At the end of each blocked session, children's progress towards their targets is assessed (using a variety of sources) and recorded;
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in a whole class environment.

The SENDCo/class teacher monitors interventions/booster sessions to evaluate their effectiveness.

## **8. Adjustments to the Curriculum, Teaching and Learning Environment**

Samuel Allsopp Primary and Nursery School is disability friendly. Please refer to the School's Accessibility Policy. Adjustments to the physical environment in the school are made as appropriate, to accommodate children with other needs.

Our classrooms are inclusion friendly; we aim to teach in a way that will support children with tendencies towards Dyslexia, Dyspraxia, ADHD or ASD. This is good practice to support all children but is vital for those who particularly need it. Most of



our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class inclusion, curriculum content and ideas can be adapted and made more accessible by using a range of adjustments including emotionally supportive, visual, tactile, oral and concrete resources.

#### **Access to extracurricular activities**

Our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make adjustments 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 a trip because of a SEN, disability or medical need.

## **9. Staff Expertise**

All of our teachers are trained to work with children with SEND. Some are very experienced, and all teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or Local Authority training, provision of books or guidance towards useful websites, online training sessions and other materials. We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate.

The SENDCo (Fiona Buglass) is an experienced teacher of 14 years and is able to offer training, advice and share resources with staff. She is currently studying for the NPQSENCo, which is the national SENDCo qualification.

The school is able to access or buy-in additional expertise to further support children where appropriate.

## **10. Children with Social, Emotional and Mental Health needs (SEMH)**

Behaviour is not classified as a SEN but a form of communication. If a child shows consistent concerning behaviours, the class teacher, SENDCo and Deputy Head teacher assess the child's needs, considering 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/concern) we may complete an Early Help Assessment (EHA) with the family and support the child and family through the process of regular meetings with Team Around the Family (TAF) which identify desired outcomes and how these outcomes can best be achieved.

If parents and the school are concerned that the child may have Social, Emotional and Mental Health (SEMH) needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialists. Schools are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school to a Paediatrician and/or GP.

If the child is felt to have long-term social, emotional and/or mental health needs, for example with anger management or anxiety, we offer a range of social skills or

therapeutic interventions. These are delivered by trained staff who develop good, trusting relationships with the children. Outside agencies may also be contacted for further support and guidance if this is appropriate.

All children's behaviour is responded to consistently, in line with our Behaviour Policy and reasonable adjustments are made to accommodate individual needs. The schools have a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the perpetrator and the victim to improve their own SEMH and their social interaction skills. Please see Samuel Allsopp's Anti-Bullying Policy.

## **11. Transition Arrangements**

### **Transition into and within school**

We understand how difficult it can be for children and parents as they move into a new class or a new school. We make an action plan according to the individual needs of the child, to make transitions between classes/settings 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/year group environment/school;
- Where appropriate opportunities to take photographs of key people and places in order to make a transition book;
- Provide additional time for children in small groups/individually to express their concerns and to address them;
- Additional learning opportunities to take place at the new school/setting.

Enhanced transition arrangements are tailored to meet individual needs and we have strong links with our partnership schools across Burton Upon Trent.

## **12. Local Governing Body Members**

It is the statutory duty of the Local Governing Body 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 meets regularly with the SENDCo to discuss actions taken by the school.

## **13. Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. Any complaints are taken seriously and are heard through the school's Complaints Policy and procedure.

## **14. The Local Offer**

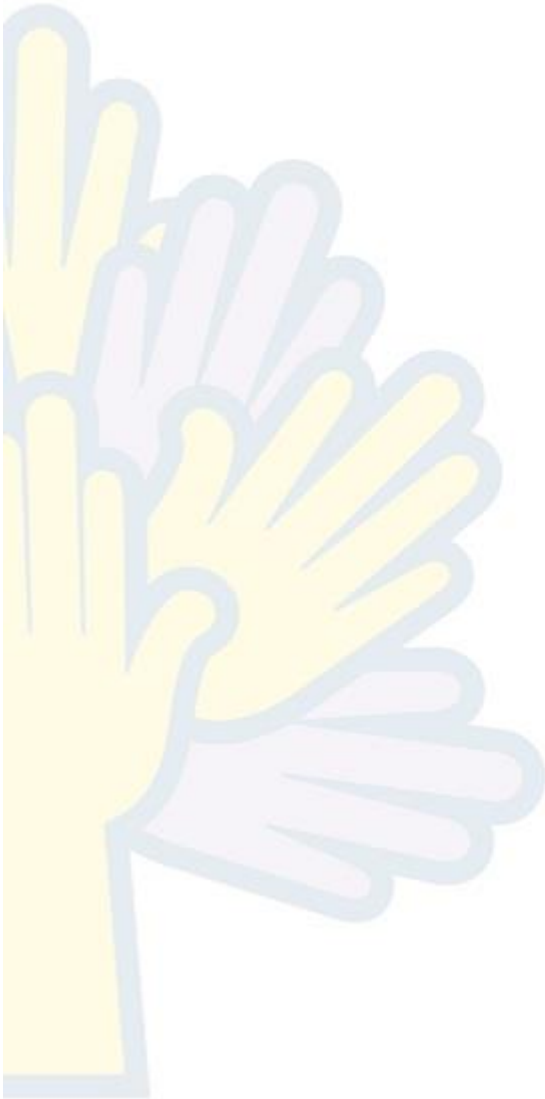
The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website:

## **15. 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 alongside a caring and non-judgmental attitude throughout the school.

## **16. Review Framework**

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



**Declaration that this policy has been submitted to Governors for perusal and approved for publication**

Signed:	Dated:
Mr Smith Head Teacher	

Signed:	Dated:
Chair of Governors Mr Symons	

