



SEN Policy and information report

June 2024

Statutory policy

Policy Review

This policy was adopted, reviewed and agreed by the Governing Board on 9th July 2024.

It is due for review in June 2025 (up to 1 year from the above date).

Signature Chair of Governors:

Mrs K Redrup

All the governors and staff of Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	Nov 2021	RC	Y	V1 from The Key
2	March 2023	RC	May 2023	No changes
3	June 2024	SH	July 2024	Minimal changes

1. Aims

At Binstead Primary School we recognise that a child may develop a special educational need at any stage of their education and we are fully committed to the early identification and assessment of needs for any child during the time they are registered here.

Identification and assessments for pupils on SEN support (without an EHCP) are carried out in accordance with the Code of Practice procedures that are used to guide the assessment and support any on-going provision the children require.

We are aware that parents know their children best so we seek to promote positive relationships through ensuring their involvement in the initial assessments, sharing of the next steps, ongoing meetings to discuss progress as well as supporting families with practical and emotional strategies.

Ensuring, that through appropriate professional development and understanding of SEN staff are able to allow children to have full access to full national curriculum as well as appropriate interventions and variation in activities.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Stuart Harris (harriss@binsteadpri.co.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment throughout their time in school, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We will also take into account any parental concerns that are raised regarding the development of their child/ren.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Should our identification map show that there may be a need for further assessment or monitoring, we will have a discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › Regular updating of trackers to show progress against targets

- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to, to ensure that there is a smooth transition between phases for the child.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Speech and Language programmes
- › Phonic support programmes
- › Gross and Fine motor skill programmes
- › Specific individually targeted support.
- › ELKLAN

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support children in small groups to meet the outcomes set out by the individual class teacher.

Sometimes it might be necessary for children to be supported 1:1 when they require specific emotional, sensory or educational input.

We work with the following agencies to provide support for pupils with SEN:

- › Educational Psychologists
- › NHS Speech and Language
- › IW CAL team
- › NHS Occupational Therapy
- › Primary Behaviour Service

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact planned learning outcomes (individual pupil trackers) have had on progress.
- Monitoring by the SENCO
- Pupil Interviews
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 The local authority local offer

Our local authority's local offer is published here: iwight.com

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO **every year**. It will also be updated if any changes to the information are made during the year.

The SENCO will report to the curriculum committee on the implementation of the policy.

The SENCO monitors the implementation of the review cycle as well the progress children identified with SEND make towards their age related expectations or against their individual tracker targets

It will be approved by the governing board annually..