



Swineshead St Mary's Special Educational Needs and Disabilities Policy (SEND) (Revised February 2025)

Introduction

This document is a statement of the vision and ethos, principles and strategies for provision for children with Special Educational Needs at the Emmaus Federation.

Special provision means education that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

The following documents were taken into consideration in the formulation of this policy:
Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated April 2020)

The Discrimination Act in Schools and Early Years Settings (2006)

Removing Barriers to Achievement (2004)

The Equality Act (2010) and the Equality Act 2010 : advice for Schools (2013)

Working Together to Safeguard Children(2024)

In addition, this policy has been written in line with the schools safeguarding policy and linked to other policies including behaviour ,anti bullying ,disability and equality and accessibility.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and the provision so that they can confidently commit to the agreed strategies.

Vision and Ethos

- To ensure that pupils with special educational needs have the same opportunities as other pupils to achieve the aims of the school within the mainstream classroom, that children with additional needs are an integral part of the school community and their contributions are valued and celebrated.
- To provide an environment where parents, carers, pupils and staff can work together to identify and support individual needs.
- To encourage all staff to build upon the strengths of pupils with special educational needs and recognise their positive achievements.
- To encourage all staff to develop their skills as teachers of pupils with special needs and support their professional development wherever possible.
- To be familiar with the details of EHCPs and Specialist reports and ensure that the recommendations made in them are met.
- To ensure that the Support Team is held in high esteem throughout the schools, and that its contribution to the schools' communities is recognised.

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- To set high expectations and give every learner confidence that they can succeed. To ensure all learners are of equal value.
- To make improvements to ensure physical access.

The school website displays both the SEND policy and all the current support available to your child at our school-the SEND OFFER. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

Definition of Special Educational Needs and disabilities

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in school.
- Is under compulsory school age and falls within the definition at a. or b. above or would do so if special educational provision were not made for the child.

This definition includes children and young people with long term medical conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have special educational needs, but where a child requires special educational provision over and above the adjustment and services required by the Equality Act 2010, they will additionally be covered by the special educational needs and disabilities definition. In addition we also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014). The SEND code of practice identifies four primary areas of additional needs: cognition and learning, communication and interaction, social and emotional health and physical /sensory disabilities, all of these are represented within our school community.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Principles of Special educational provision at Swineshead St. Mary's Primary school

The school seeks to ensure that;

- reasonable adjustments are made to ensure that the needs of pupils with special educational needs are met as a matter of routine.
- all staff work together to raise the achievement of pupils with SEND.
- early identification, intervention and support will ensure better outcomes for pupils.
- children with additional needs should learn alongside their classmates and not be segregated from them.
- all teachers are expected to follow the assess, plan, do, review process to teach all children to allow them to progress.

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- schools work in partnership with parents and carers to ensure the development of their child and are mutually supportive.
- All staff are kept up to date with training and development opportunities to further support children with additional needs.

To achieve this, we aim to:

- ensure that every pupil experience the satisfaction of feeling progress and achievement in their work.
- ensure that barriers to learning are identified and pupils supported to achieve.
- ensure that we work in partnership with parents and carers for the benefit of the children.
- ensure that staff are supported through training and advice to secure their knowledge of how to scaffold teaching and learning for all pupils, including those with specific learning difficulties or social and emotional behaviours.

Duties and responsibilities within the school community to support those pupils with additional needs.

The Academy Committee should, with the head teacher, decide the school's general policy and approach to meeting special educational needs for pupils with and without statements/Health Care Plans. Every school must have a 'responsible person' who makes sure that all those who are likely to teach a student with an EHCP are told about the EHCP. The person is generally the headteacher but may be the chair of the governing body or governor appointed by the governing body to take that responsibility.

The Academy Committee must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils with special needs.
- Report annually to parents on the implementation of the school's SEND policy.
- Ensure that a pupil with special educational needs joins in the activities of the school together with the pupils who do not have special needs, as far as is reasonably practical and compatible with efficient education and use of resources.
- Have regard to the revised Code of Practice.
- Ensure that parents are notified of a decision by the school that their child has special needs.

Executive Head teacher

The executive head teacher is responsible for monitoring and evaluating the progress of all pupils and making strategic decisions which maximise their opportunities to progress. The day-to-day implementation of the policy will be delegated to the SENDCO. The Executive head teacher will be provided with information on the progress of pupils with additional needs through:

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- analysis of the whole school pupil progress tracking system
- maintenance and analysis of the provision map
- pupil progress meetings to discuss any specific areas of needs.
- discussions and consultations with pupils and parents where concerns arise.

SENDCO

The SENDCO is responsible for the day-to-day operation of the special educational needs policy by:

- coordinating provision for children with special educational needs,
- liaising with and advising teachers
- supporting classroom staff involved in teaching vulnerable learners.
- monitoring records of all children with special educational needs, evaluating the impact and effectiveness of support
- liaising with parents and families of pupils on the SEND register, and supporting them in discussions with class teachers and outside agencies
- liaising with a range of outside agencies which are available to support vulnerable learners.
- ensure an effective deployment of resources to support all groups of children with additional needs.
- request an EHC needs assessments when the graduated approach has not been sufficient to support the children learning.
- complete annual reviews for all pupils within the HCP

Class Teacher

Every class teacher is a teacher of SEND. They are responsible, together with teaching assistants, for;

- the progress of every pupil in their class whether with additional needs or not,
- providing high quality teaching for all pupils with additional support to meet the needs of children with send
- working closely with support staff or specially staff to plan and assess the impact of support and interventions and how these are linked to the day-to-day classroom teaching.
- working with the SENDCO to review progress and development and consider any changes of provision that may be required.

Inclusion and School admission

There is a clear expectation within the 1996 Education Act that pupils with special educational needs will be included in mainstream schools. In accordance with this, the school will continue to treat pupils with individual needs as fairly as all other applicants.

Safeguarding

The pastoral and SEND monitoring systems of the school have a vital role to play in preventing radicalisation of pupils. At the School, all pupils are monitored closely by all staff and any behaviour or safety issues of concern are discussed at the weekly teaching staff meeting or

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learning support staff meeting respectively. Where necessary a pastoral intervention or even counselling may be provided. The school will also seek advice and support from the local authority when concerns regarding pupil radicalisation arise.

Resources

Resources are allocated for special needs by the finance committee of the Academy Committee. The SENDCO in consultation with the Executive Head is responsible for the use of the resources and the development of the support staff.

Working in partnership with parents and guardians

The Support Team recognises that professional help for pupils with special educational needs is most effective when it builds upon parents' knowledge and understanding of their child and takes into account their contribution to each stage of an assessment.

To establish and maintain positive links with parents and guardians, the School will:

- Welcome enquiries and visits from existing and prospective parents.
- Respond promptly to concerns raised by parents, either directly or through other staff.
- Invite parents to contribute to special needs assessments and reviews. Inform parents of the SEND Support of their child.
- Endeavour to arrange meetings at a convenient place and time.
- Enlist the support of outside agencies where language may be a barrier to spoken or written communication with parent.

Criteria for review of the SEND Policy

The Academy Committee will review the SEND Policy annually. In conducting the review, the following criteria will be considered:

- Are systems in place for the effective identification and assessment of pupils with special needs?
- Are all staff familiar with the routes of referral for a pupil who may have special needs? Are Special Needs Files set up, and regularly updated, on all pupils with SEND and those undergoing assessment?
- Is the progress of pupils with SEND monitored and reviewed in accordance with the recommendations in the revised Code of Practice? Have the recommendations made by the LA in SEND statements/Health Care Plans been met?
- Have SEND staff worked in partnership with parents to meet the needs of pupils with special needs?
- Have pupils with special needs been involved in discussions about their needs, and their views recognised?
- Have external agencies been involved in the planning and provision for pupils with SEND where appropriate?
- Have SEND staff attended courses for professional development and disseminated information to others?
- Have SEND staff informed other school staff of new legislation regarding SEND?
- Does the income into the school for SEND match the expenditure on SEND over the previous twelve months?

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- Is there a SEND Action Plan, and does it identify relevant priorities for the future?

The Special Needs/Disabilities Support Team February 2025
SEND Governor Currently Vacant
SENDCo Mrs Hutchinson (Head of School, Swineshead)

Additional Support

The SEND team is made up of teachers and teaching assistants. Effective support is most effective when SEND staff, class teacher and pupils work in partnership. Teaching assistants work in classrooms and with named pupils (usually those with Educational Health Care Plans and those at SEND Support) and priority will be given to their needs. They may support pupils under the direct supervision of teaching staff by:

- Assisting pupils with personal organisation.
- Interpreting instructions and tasks.
- Maintaining pupil focus on tasks.
- Raising self-esteem of learners.
- Liaising between pupil, teacher and SENDCO.
- Reducing tension in volatile situations.
- Deliver individualised literacy or numeracy programmes.
- Deliver small-group literacy or numeracy lessons.
- Providing scaffolding to ensure that all pupils can access the work being carried out in the classroom with differentiation where further is needed.

The aim of support is to enable pupils to gain access to, and benefit from, the broad and balanced curriculum of the School. Teaching is provided for small groups and individual pupils with additional needs. Teachers and teaching assistants work together to best support the needs of pupils within the classroom.

Identification and assessment of special needs

The school is committed to ensuring that all pupils receive their entitlement to a broad, balanced and relevant education. The Support Team will help to achieve this by ensuring that the staff:

- Attend pre-school reviews as requested.
- Use information from previous settings/school to provide a starting point to develop an appropriate curriculum.
- Identify and focus on the pupil's skills, highlighting areas for early intervention.
- Ensure that ongoing observation and assessment provides regular feedback to staff, parents and pupils, and form the basis of future plans.
- Regular formal and informal assessment of all pupils takes place in all curriculum areas, and staff are encouraged to analyse results and pass on concerns to the SENDCO.

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In addition to this day-to-day monitoring of pupils by classroom teachers and support staff, standardised tests will be administered where appropriate. Further areas of assessment include:

- Advice from the specialist teaching team
- Statutory and non-statutory curriculum tests
- Turner Risedale Working memory assessments.
- National Curriculum Statutory Word Lists
- Little Wandle phonics.

To decide whether a pupil has special educational needs, the School will consider:

- Evidence from staff observation and assessment.
- Performance against level descriptions within the National Curriculum (one year or more behind).
- Whether a pupil has been put on an internal concern and has received intervention and there has been no significant progress.
- The views of parents and pupils. In accordance with the revised Code of Practice, where a pupil is assessed as having special needs, intervention will be described as 'SEND Support.'

Initial identification of special educational need is most often made by the class teacher, who recognizes, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation. If this is deemed to be the case, and initial additional support in the classroom has not made sufficient difference to progress, the class teacher, with the permission of the child's parents, will request that a child is added to the SEND Register

The trigger for intervention through SEND Support will generally be, that despite differentiated learning opportunities, a pupil :

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of concern.
- Shows signs of difficulty in developing basic literacy and mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Continues to make little or no progress in specific areas over an extended period.
- Continues working at NC levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing basic literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning, or that of the group, despite having an individualised behaviour management programme.

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- Has sensory or physical needs requiring additional specialist support.
- Has ongoing communication difficulties which impede social relationships and cause substantial barriers to learning.

In these circumstances, the SENDCO will:

- Enlist specialist support.
- Implement specialist advice.
- Discuss arrangements with parents and with the child where appropriate and take the views of both into account.
- Help draw up and distribute a learning SEND Individual Education Plan.
- Monitor and review progress If identified as having SEND needs, children will be assessed using a framework which identifies and assesses against small steps of progress against expectations.

These will be incorporated into the Individual Education Plans on a termly basis. Children will also be assessed against Pre Key stage and Key stage standards as appropriate. Social and Emotional needs will be assessed and monitored against the ELSA framework .Once the child no longer needs 'additional' or 'different' provision, the SENDCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

The school follows the assess, plan ,do, review strategy in line with the code of practice. Where a child is identified as not making progress, they will be monitored by staff in order to gauge their level of learning and possible difficulties. The assess, plan ,do ,review model is a method by which provision provided can be revised as needs are identified and strategies developed. A child on the SEND register will have an individual education plan which includes targets for areas of need which create objectives for the pupil to work towards with the support of staff within the classroom these individual education plans are reviewed every long term in conjunction with staff, parents and pupils.

Assess

During the assess process, staff will work together to look at previous progress in attainment, comparison with year group objectives, advice from external support services, parental concerns and if appropriate, the pupil. This analysis will ensure that support and intervention match the needs of the pupils, any barriers to learning are identified and scaffolds and interventions develop and evolve as required.

Plan

Once a clear assessment has been made of a pupil strengths and weaknesses, all the staff work together to agree what adjustments may be necessary to achieve progress in the areas of need identified. Staff working with children with additional needs have access to the individual education plans and the strategies employed and outcomes aimed for. These plans are fluid and will vary depending on the child's progress and further needs.

Do

It is essential that class teacher remains responsible for the support and progress of a child with additional needs. Even if interventions are provided in groups or 1 to 1 by support staff. Class

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teachers and teaching assistants work closely together to assess the impact of support and any adaptations that may be further required.

Review

Review is an ongoing process that includes both formative and summative assessments of a child's development. Formal reviews of the individual education plan will take place each term and this will consider the impact of the support and interventions provided to ensure that a further cycle of assess, plan, do, review can take place. Staff will consider and monitor the effectiveness of the SEND provision and track pupils progress via INSIGHT, the school's data management system. The provision map is used to record whole school data on the effectiveness of the support provided and the progress made by pupils with additional needs.

In a small minority of cases, and after regular review meetings, a decision may be made to request an Educational Health Care Needs Assessment. Using the online EHC hub, the SENDCO is required to submit evidence of all efforts made to manage and support the pupil's learning at each stage and to make the case for further support. Information is gathered and collated from all those involved in the support of the child, including parents, specialist teaching support, medical evidence etc. This information is collated by Special Needs Area Panel and discussed at the Area Referral Meeting (ARM), when a decision is made as to whether or not an Education, Health and Care Plan (EHC) of Special Educational Needs is necessary. At this stage, it has been agreed that resources routinely available within school are insufficient to meet the needs of a particular child. Based on the evidence submitted to ARM, and after deliberation of reports from the other agencies involved, the Special Needs Panel write an EHC Plan of Special Educational Needs for the child and fund the necessary provision which varies according to need. The EHC Plan, which is a legal document, is reviewed annually.

Transition to other settings

The school will work with new settings that a child may transfer to during the course of their education. It will include the transfer of records either via CPOMS or manually, discussions with appropriate professional staff from the incoming school (E,G head of year, SENDCO or other staff as required) to ensure that a full picture of a child's strengths and difficulties is provided.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to meet with the SENDCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents are advised to contact the headteacher and will then follow the school's normal complaints procedure.

The LA Parent Partnership Service is available to offer advice.

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Links with Support Services

The School recognises the importance of establishing and maintaining positive links with specialist support services. Many pupils with special educational needs have other difficulties and the achievement of educational objectives is likely to be delayed without the partnership of all concerned. Services available to the school include:

- Specialist Teaching Service (STT)
- BOSS Outreach.
- Working Together Team
- Speech and Language Therapy Service.
- Extended Communication and Language Impairment Provision for Students
- Community Paediatrician.
- School Nurse Team.
- Child and Adolescent Mental Health Service
- Healthy Minds Team
- EDAN
- Young oasis
- Early Help
- Educational Psychologist

This policy will be reviewed annually or updated if any significant changes occur during the year.

Signed: Mrs CV Collett
Mrs J Powell

Executive Headteacher
Chair of Governors

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