

CURRICULUM POLICY



Battle and Langton CE Primary School Special Educational Needs Policy and SEND Information Report

Date Approved: 23/24 Summer Term

Next Review: 24/25 Summer Term

Lead: [Julie Crocker](#)

Approved by: Full Governing Board

1. Introduction

At Battle and Langton Church of England Primary School we are committed to offering an inclusive environment and curriculum for all our pupils. We ensure every effort is made to meet the individual needs of pupils whatever their needs or abilities. Every student is valued, nurtured and helped to develop confidence and self-belief in their abilities and strengths and encouraged and supported to meet their full potential. This policy sets out our approach to supporting children with special educational needs and disabilities (SEND) and includes our 'SEND Information Report'

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for Special Educational Needs in East Sussex Schools.

<https://localoffer.eastsussex.gov.uk/>

Other school policies that include information that may be important for pupils with SEND and are available from the school office or the website are:

- Our Behaviour policy (including Our Anti-Bullying Policy)
- Equality policy
- Accessibility plan

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 plans (EHCPs), SEN coordinators (SENCOs) and the SEND Information report

3. Definitions

A pupil has SEND 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,
- 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. Leadership and management of SEND

4.1 The Inclusion Manager / SENCO

Our Inclusion Manager is Julie Crocker.

Email: senco@battlelangton.e-sussex.sch.uk

Phone: Via the school office 01424 775987

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

She achieved the National Award in Special Educational Needs Co-ordination in 2012.

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND 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 head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND 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 SEND policy

5. SEND information report

5.1 Types of SEND that are provided for:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma and attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2. Identification and assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes

New Pupils:

- Reception teachers visit children in their pre-school settings
- Meet with the children's early years practitioners to gather information
- Receive information about the children's levels of attainment
- If a child has been identified as having special educational needs and/ or a disability that is already known to the Local Authority Early Years SEND team, they will notify and meet with the school to discuss the needs of the child
- The Inclusion Manager/SENCO and the Reception teacher will meet with parents/carers of children who have an identified SEND need to discuss transition and to ensure that the child's needs can be met at Battle and Langton CEP. Plans can then be made for any resources or equipment that may be needed in a timely way.
- If a child is moving to Battle and Langton CEP from another school with a Statutory Assessment/Education Health and Care Plan (EHCP) or an identified SEND need, the Inclusion Manager/SENCO will meet with the parents/carers and work with the previous school and then pass information onto the new class teacher

Current Pupils

- We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's academic progress. See the School's Teaching, Learning and Assessment Policy.
- Academic assessment information is discussed in SEND pupil progress meetings attended by the Head Teacher or Phase Leader, Inclusion Manager/SENCO, class teacher and learning support assistants. This meeting is also used to discuss the overview of SEND need and provision within the year group and to review current provision.
- This information is used to identify any children that may have specific difficulties and the SENCO will then suggest further assessments and possibly involve outside services in the assessment process.
- We also assess pupils who shown signs of an emotional delay or interruption using the Nurture Boxall Profile (<https://www.nurtureuk.org>)
- Teachers will meet with parents to discuss any SEND needs and then refer to the inclusion manager/SENCO if needed.
- Teachers can also email or meet with the inclusion manager/SENCO to discuss any urgent concerns about individual children or the escalation of a concern that cannot wait for the next SEND pupil progress meeting. This must follow discussion/meeting with parents.

We will assess each pupil's current skills and levels of attainment on entry and 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, SEMH needs.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

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.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

5.3 Consulting and involving pupils and parents

We are committed to working in partnership with parents and carers.

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable them to understand their child's strengths and difficulties, their agreed outcomes and the next steps to ensure full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible education and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

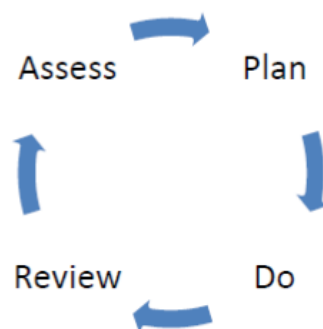
We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

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 ensure every effort is made to meet the individual needs of pupils, whatever their needs or abilities. Every student is valued, nurtured and helped to develop confidence and self-belief in their abilities and strengths, and is encouraged and supported to meet their full potential.

We follow the graduated approach and the four-part cycle of below



The class 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
- Any assessments carried out by specialists or SEND services
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This will then be recorded in an individual education plan (IEP) and year group provision map and will be reviewed regularly. This will ensure all teachers and support staff who work with the pupil are 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.

If it is felt at this point that a pupil does not quite meet the criteria for SEN support a teacher may put in a 'mini' IEP. This is a simplified version of an IEP following the assess, plan, do, review cycle.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a health service representative and a Local Authority social care representative where relevant, will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting where possible.
- We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.
- Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

5.5 Supporting pupils moving between phases and preparing for adulthood

We understand the importance of smooth transitions for all our children as they move into new classes or on to new settings, and we are sensitive to the needs of individual children.

When moving onto secondary school, transition meetings are held with all the new schools and parents and, if necessary, any outside services that are involved.

When moving to new classes, children are given the chance to visit their new class and teacher, supported by a familiar adult. Social stories are used to support children in their understanding of the process of change. The pupil's IEP and the year group provision map also support their transition and will be reviewed prior to the end of the academic year.

5.6 Our approach to teaching pupils with SEND

The aim at Battle and Langton Church of England Primary School is for all children to receive high quality teaching from their class teacher.

The class teacher will take overall responsibility for the daily provision for your child with SEND. (Special educational needs and disability code of practice: 0 to 25 years, section 6.19)

Additional adult support for classes, such as learning support assistants, and additional resources including laptops and supportive software may be allocated to a year group to meet SEND need.

Children may also be withdrawn to receive additional support such as nurture and interventions.

Parents are kept informed when their child receives extra support through their IEPs and updates from the class teacher if needed.

Teachers and support staff are monitored to ensure children are receiving high quality teaching. The school undertakes annual performance management of staff.

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

Children with complex needs in Reception/KS1 may spend time in our Specialist Nurture Provision (see Pod prospectus) if they are struggling to cope with the demands of a mainstream classroom. This is a specialist classroom supporting a small number of children with highly complex learning needs. Pupils are taught by a qualified teacher, specialist pastoral support assistant and supported by a high ratio of learning support assistants. All pupils in the SNP are attached to a year group class, which they join regularly with adult support if needed. Other children join the Pod regularly or when the needs arise, for lessons or for time to work away from their normal classroom to support their learning and emotional regulation.

We also have a number of funded places available to external pupils. These are open to pupils from a list of identified local schools- this list is available on request. These places can be accessed via a referral process. A specialist panel that sits once a term allocates these places. This panel also monitors the provision in the SNP. This meeting is chaired by Julie Crocker, and consists of ISEND specialists and local head teachers.

Children with complex needs in KS2 may spend time with a specialist SEND teacher working on gaps in their maths and/or English or working at the appropriate level if they are working at more than 2 years below their peers. In addition children with SEMH needs or EBSA (emotional school based avoidance) may spend time in the Hub. This is a quiet, low stimuli area where they can access soft starts, calm down space and an independent learning area. This area is staffed by our pastoral support lead and specialist speech and language TA.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter-term targets at school level.

5.7 Adaptations to the curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

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

- At Battle and Langton CEP high quality teaching, adjusted planning, scaffolding (or tailoring support) and resources to suit individual pupils are the first step to meeting the needs of children who may have special needs. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Booster groups and interventions may be used for small groups and individual children. The impact of these will be measured and provision will be adjusted accordingly.
- Children with the most complex needs may need an individualised curriculum/timetable or may spend time in the Specialist Nurture Provision.

Please also refer to the school's Teaching Learning and Assessment Policy for further information.

5.8 Additional support for learning and expertise and training of staff

The Inclusion Manager/SENCO has a national SEN qualification, completed the Mental Health Leads training at an advanced level and trained as a Thrive practitioner. She is also a Lead SENCO for the area Education Improvement Partnership. In addition she leads the local SEND Hub.

School Staff

- There are also two teaching assistants that have a certificate in Professional Education Studies in Supporting Children with Dyslexia.
- Our specialist phonics tutor is a Level 5 Spld (Dyslexia) Practitioner. She is able to carry out DST assessments.
- All staff have carried out dyslexia awareness training
- All staff members have received ASC training (Autistic Spectrum condition).
- Four members of staff have jump Ahead and Sensory Circuits training
- The majority of staff have had Zones of Regulation Training
- Two additional members of staff are trained as Thrive Practitioners.
- One teaching assistant has a Level 4 speech and language qualification.
- Ten members of staff have Makaton training
- Three members of staff have completed the accredited Nurture training.
- One member of staff has completed ELSA (Emotional Learning Support Assistant) training
- There is a rolling programme of continued professional development based on the identification of specific needs in school, and this is reviewed annually and identified as part of the School Development Plan

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day

5.9 Securing equipment and facilities

At Battle and Langton CEP, the Reception classroom area is fully wheelchair accessible. A lift is installed ensuring that the rest of the school building is wheelchair accessible. There is also a care suite and three additional disabled toilets.

Additional equipment required for pupils is secured in collaboration with the Local Authority.

Children who have English as a second language are offered support from EALS (English as an Additional Language Service).

We aim for all classroom environments to be dyslexia friendly.

5.10 Evaluating the effectiveness of SEND provision

- We regularly and robustly review the quality of teaching for all pupils to make sure no one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. The main assessment tool we use to measure academic progress is Star assessment - for further information see The Teaching and Learning and Assessment Policy
- We complete self-evaluation of our SEN provision every two years and this feeds into an action plan to further improve our SEN provision.
- Individual Education Plans are reviewed three times a year by class teachers and monitored by the SENCO. EHCP Plans are reviewed annually and emergency reviews are held if needed to reflect a significant change in need.
- We send home a general parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.
- We invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

There are various opportunities for talking to children about their learning.

	Who is involved?	How often?
Self-assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	Weekly
School Council	Class, class teacher	
Pupil Voice	Pupil, SENCO, class teacher, pastoral support assistant, DSL	As part of each review
SEN support review meetings	Pupil, parents, class teacher supported by SENCO	At least three times a year
Annual reviews (EHC plans only)	Pupil, parents, SENCO, class teacher, support services, local authority.	Once a year

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- Every effort is made to support children in activities outside the classroom and on school trips and residential trips. The relevant risk assessments are carried out and the necessary support is put in place for all children. Reasonable adjustments will be made to meet children's needs.
- All classes use our grounds and outside classrooms and all children take part in these activities, and the necessary precautions are taken to cover the risks presented by the site.

- Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity

5.12 Support for improving emotional and social development

- We are able to offer assessment for children who are showing signs of an emotional delay or interruption using the Boxall Profile assessment tool. We are then able to work with children in small groups or 1:1, to support any identified emotional interruptions.
- The core principles of Nurture are also incorporated throughout the school. (<https://www.nurtureuk.org>)
- At present we also offer small group support for emotional development/social communication. This can be with our trained ELSA, pastoral support worker or Nurture practitioner.
- A referral can be made to the School Nursing Team who may be able to offer support to parents and pupils in areas of parenting, diet, behaviour, health and wellbeing.
- We have two Education Mental Health Workers in school one day a week to deliver evidence-based interventions for mild and moderate mental health issues. We have access to a Parent support worker from the Early Mental Health Team- she can run workshops and drop in sessions.
- Risk assessments and/or personal education plans are used where necessary to support children.
- We use Pupil Voice to enable children to communicate their thoughts and wishes.
- We may work with other services to support children, e.g. TASS (Team around the school service), Child and Adolescent Mental Health Services, Early Help services.
- **We have a zero tolerance approach to bullying**

5.13 Working with other agencies

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We work very closely with a number of outside services, such as:

- Children's services
- The Combined Integrated Therapy Services - which includes speech and language therapists, occupational therapists, and physiotherapists.
- The Child Development Clinic at the Conquest Hospital
- London Hospitals that may be working with a named child.

- The Educational Psychology Service
- CLASS - Communication Learning Autism Support Service
- School Nursing Service
- TASS Team Around the School Service
- CAMHS - Child Adolescent Mental Health Service
- Service for Children with Sensory Needs - visual and hearing support
- Virtual School – for children who are looked after by the Local Authority
- Early Mental Health Team
- EALS - English as an Additional Language Service
- Gypsy, Roma and Traveller Provision (GRT)
- Dragonflies/Willow Tree – Bereavement Service

Please refer to [East Sussex Local Offer](#) for further information

5.14 Complaints about SEN provision

We will always welcome and encourage early communication about any concerns you may have. If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these.

5.15 Contact details

If you are thinking of applying for a place at Battle and Langton CEP and your child has special educational needs contact the school office and request a meeting with the Deputy Head Teacher/Inclusion Manager/SENCO Julie Crocker.

If your child is already at the school, you should talk to the child's class teacher via the school office phone number 01424 775987.

The School's Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

6. Funding for SEN

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as those qualifying for the pupil premium.

The Local Authority provides additional top-up funding through an EHC plan where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

7. Monitoring arrangements

Julie Crocker (Deputy Head Teacher / Inclusion Manager) will review this policy and information report annually. In addition, it will be updated if any changes to the information are made during the year.

The Governing Board will review and approve it.