



**Countess Gytha Primary
and Preschool**

Special Educational Needs Policy

Reviewed September 2026

Next review due September 2027

Countess Gytha Primary School Special Educational Needs Policy

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Countess Gytha Primary School.

Rationale

At Countess Gytha Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential.

Definition of Special Educational Needs:

“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.”
- has educational provision that is additional to or different from that made generally for other children of the same age by mainstream settings.

(Special Education Needs Code of Practice January 2015, updated April 2020)

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs are recognised and that the provision made will enable these pupils to make good progress and to have access to all aspects of school life.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of SEN pupils by their teachers will help to ensure that they are able to reach their full potential.
- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to promote effective partnership and communication with parents, pupils and outside agencies ensuring that:

- learners express their views and are fully involved in decisions which affect their education
- parents are informed of their child's special needs, working with them to gain a better understanding of their child, and involving them in all stages of their child's education, including supporting them in terms of understanding SEN procedures/practices and providing regular feedback on their child's progress
- there is co-operation and productive partnerships with the Local Education Authority and other outside agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners
- the environment created meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.

2. Responsible Persons

2.1 The person responsible for the management of SEN provision is the Headteacher and the person responsible for co-ordinating the day-to-day provision is the SENCo.

Trust School	Headteacher	SENCo
Countess Gytha Primary School	Mr Dave Gordon	Mrs Louise Cullen

2.2 A member of the Governing body takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Trust School	SEN Governor
Countess Gytha Primary School	Mr Charlie Straker-Nesbit

2.3 The Local Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The Governing Body, having regard to the new Code of Practice and Children and Families Act 2014 and its updates:

- Ensure appropriate provision is made for any child with SEND (Special Educational Needs and/or Disabilities).
- Ensure all children including those with SEND have access to a broad, balanced and appropriately adapted curriculum.
- Appoints a representative of the Governing Body to oversee SEND provision.
- Ensure discussions with parents regarding SEND matters at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEN Policy.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for educational needs.
- Keeping the Governing Body informed of all developments with regard to SEN.
- Informing parents of the fact that SEN provision has been made for their child.

The SENCo has a role which involves:

- Overseeing provision for children with SEND (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Liaising with and advising teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Individual Learning Plan (and review) process for all SEN pupils.

3. Admission and Inclusion

3.1 All the teachers in the school are teachers of children with Special Educational Needs. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

3.2 The school operates an equal opportunities policy and children with special educational needs and/or disabilities are afforded the same rights as other children. This includes both those children with education, health, and care plans (EHCPs) and those with SEND Support.

3.3 The Governing Body has agreed the admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001 and the Children and Families Act 2014.

3.4 Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is available on request.

4. Provision and Access to the Curriculum

4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a Graduated Response will be adopted following Somerset's Framework.

4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

4.4 The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

4.5 The school offers an adapted curriculum. When a pupil fails to make progress and shows signs of difficulty in some areas, the school will place the pupil on the SEN register at “SEN Support” level and support, that is additional to and different from the adapted curriculum, will be provided through an Individual Learning Plan (ILP) IEPs – Individual Education Plans or Pupil Passports in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Time to practise specific tasks for short periods on a regular basis.
- Withdrawal for individual/small group work (outside of core learning input)
- Behaviour support programmes
- Use of specialist equipment / resources
- Alternative teaching strategies including the use of ICT

4.6 ILPs (Individual Learning Plans, IEPs – Individual Education Plans or Pupil Passports) may be written by the SENCo or class teacher, but should always be in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The ILP/IEP/ Pupil Passport will set targets for the pupil and will detail

- the views of the pupil
- the short-term targets set in discussion with the pupil
- the teaching strategies to be used
- the provision to be put in place
- end of year goals
- parent/carers’ view

4.7 The ILP/IEP/Pupil Passport will be reviewed every term and the outcomes will be recorded. Pupils should participate in the review process where possible. It is good practice for the parents/carers to be invited to participate in the target-setting and review process.

4.8 If a pupil does not make progress despite the school providing significant support and intervention, he/she will be discussed at the Annual SEN Planning Meeting and advice sought from the appropriate support services referred to in Section 7. This will always be with the consent of parents/carers. The ILP will be amended accordingly and it may be necessary for an application to be made for an EHC Plan and High Needs funding.

4.9 The child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 2011 Education Act. (Now known as an Education and Health Care Plan.)

5. Identification

5.1 The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014, 2015 and updated in 2020, also Somerset's Graduated Framework for SEN. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENCo in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

5.2 SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching

assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer.

Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to access them.

www.somerset.gov.uk/localoffer

and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) www.somersetsend.org.uk

5.3 Evaluating the success of provision

The progress of children with special educational needs and/or disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. The progress of children at SEN Support or with a Statement of Special Educational Needs (EHC Plan) will be reviewed annually.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This

is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the Class Teacher in liaison with the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated regularly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

5.4 Detailed records will be kept of the pupils receiving extra teaching support. These may include:

- Foundation Stage Profile
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- Single Word Spelling Test (SWST)
- Salford Sentence Reading Test
- Phonic check-lists
- High Frequency word check-lists (reading and spelling)
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour/ABCC charts
- ELSA social skills assessments and Talkabout social and communication skills assessments
- Learn to Move co-ordination skills assessments
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)

5.5 All discussions between the school staff and other agencies about pupils with SEND will only take place with parental consent.

6. Partnership with Parents

6.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

6.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS).

6.3 As mentioned in 'Section 4' above, parents will be fully consulted before the involvement of LA support agencies with their children and will be invited to attend any formal review meetings at all stages.

7. External Support Services

7.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or abilities.

7.2 Parents will always be informed before an external agency becomes involved with their child.

7.3 Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies for pupils with SEN Support or Higher Needs funding and pupils with statements of Special Educational Needs (EHC Plans) [as applicable]:

- Virtual School and Learning Support Team Services
- Social, Emotional & Mental Health Advisory Teachers
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy
- Autism and Communication Service
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health
- Physiotherapy
- Service for the Hearing Impaired
- Service for the Visually Impaired
- Physical Impairment and Medical Support Team
- SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- School Nurse
- Looked after Children officer
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)
- Fiveways Outreach support, Fairmead Outreach support, The Mendip School Outreach support and The Bungalow (Somerset Partnership School).

7.3 The school has links to other schools and liaison is maintained particularly with regard to transition between settings.

8. Arrangements for the Treatment of Complaints

8.1 The schools' complaint procedures are set out in the school prospectus. A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Concerns or enquires about a pupil with special education needs and/or disabilities or SEN provision should be dealt with by the class teacher, the SENCo or the Headteacher. There is no suggested time scale for resolution at this stage, given the importance of dialogue through informal discussion. In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy available on the school website. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

9. Staff Development

9.1. In-service training needs related to special educational needs will be identified by the SENCo or Headteacher in consultation with the staff and take into account school priorities as well as personal professional development.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.