

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."



REEPHAM CHURCH OF ENGLAND PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

"Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning".

NASEN Mission statement

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) with reference to the following guidance documents:

Special Educational Needs and Disability Regulations 2014

Equality Act 2010

The Children and Families Act 2014

This policy links to our other policies including:

Accessibility Plan

Intimate Care Policy

Behaviour Policy

Equality Policy

Supporting Pupils with Medical Conditions

Safeguarding and Child Protection Policy

Special Educational Needs and Disabilities Coordinator: Mrs Gillian Kalchev

Special Educational Needs and Disabilities Governor: Mrs Claire Barton

Introduction

This policy covers the nature and management of pupils with Special Educational Needs and Disabilities (SEND) at Reepham Church of England Primary School. It reflects the consensus of opinion of the whole teaching staff and our Christian commitment. We value all of God's children, regardless of need. The implementation of this policy is the responsibility of all staff.

Objectives – Our School Vision

'Be Known. Be Loved. Belong.'

"Who you are is God's gift to you. Who you become is your gift to God"

Bishop of Lincoln 2025

Theological Underpinning

"As each has received a gift, use it to serve one another, as good stewards of God's varied grace." (Peter 4:10)

“Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows.” (James 1:17)

The objective of the Special Educational Needs and Disabilities Policy is to improve the learning and raise the achievement of students with special educational needs.

At Reepham Church of England Primary School we aim:

- To provide a whole school response to special educational needs within the overall ethos of the school.
- To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils’ self-esteem.
- To provide an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum so that all pupils are provided with the opportunities to thrive and fulfil their aspirations.
- To provide all children with a curriculum that will enhance self-esteem and confidence. All children are encouraged to develop a positive attitude to themselves, their learning and to others.
- To encourage parental co-operation and involvement and to keep parents informed at every stage.
- To put the child at the centre of all decision making and improvement.
- To provide a positive and active approach from all the school staff to ensure that children feel valued.

Every student is seen as having individual needs, and the school strives to ensure that every child feels ‘known’, ‘loved’ and that they ‘belong’ to our school family. Our aim is for every child to thrive.

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. The Code of Practice gives a more detailed definition of SEND, and identifies that many students during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.

At Reepham School we take a graduated approach to meet these difficulties by:

- Identifying students with SEND
- Involving students in their own target setting and review processes
- Enabling all staff to meet identified student needs
- Making the curriculum accessible to all students through recognising the need for adaptations and employing a range of teaching and learning styles
- Working closely with parents and outside agencies

- Catering for SEND students in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

Reference is made to the Special Educational Needs Code of Practice and the SEND Toolkit for all SEND procedures and action taken in school. Department for Education and Local Authority updates will always be applied and may supersede this policy.

Graduated Approach

The SEND Code of Practice recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assess: Once a child is identified as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs.

Plan: The teacher and SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, along with a clear date of review. Individual Provision Education Plans (IEPs) will be put in place and a clear date for review agreed.

Do: The class teacher will remain responsible for working with the child. The SENDCO may support the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.

Identification and Assessment

Class teachers use observation, assessment and informed evaluation to identify concerns about a child. All concerns are recorded on CPOMS along with the actions that have been taken.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years or at their previous school.

If the child already has an identified special need this information will be transferred from the Early Years setting or previous school and the child's class teacher will use this information to write a provision plan, this will follow the assess, plan, do, review cycle.

It will:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties

- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences. This should form the basis for planning the next steps of the child's learning. This will take place at a review meeting with parents held three times a year.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. When there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The School's Provision for Special Educational Needs

The SENDCO is responsible for:

- Writing and reviewing the SEND policy
- Overseeing the day-to-day implementation of the SEND policy and resources
- Identifying, monitoring and reviewing students' needs with teachers, parents and support staff and with the students themselves
- Maintaining the SEND register
- Maintaining all SEND records
- Maintaining any Provision Maps
- Co-ordinating provision for students with SEND
- Setting up and monitoring in-class support and withdrawal programmes (e.g. wave 3 support on the provision map)
- Teaching and assessing individuals and groups of students
- Liaising with colleagues in writing Individual Education Plans (IEPs)
- Monitoring and reviewing IEPs and statement targets
- Organising and attending annual reviews of EHCPs
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing alongside the Headteacher
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting SEND pupils, as required
- Managing and contributing to professional development of colleagues in areas of SEND support.
- Advising on all aspects of adaptation, teaching and learning styles and resourcing
- Advising the Headteacher and staff on pertinent SEND issues

Class teachers are responsible for:

- Identifying students who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support (also part of the monitoring role of subject leaders)
- Adapting activities for all students, including more or less able children
- Writing and/or contributing to IEPs and implementing targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day-to-day basis
- Meeting with parents and outside agencies when appropriate

Teaching Assistants will support the teacher and student by:

- Implementing an individual or group of students' access to and progress in the curriculum
- Implementing activities designed to achieve targets on IEPs
- Encouraging and promoting student independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of students (e.g. 5 minute box)
- Carrying out specific booster teaching programmes (e.g. Keep-up Reading)
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

1. **Provision Mapping** The school holds a detailed Provision Map, which tracks the progress of different groups. We have 3 levels (Waves) of intervention and support:

Wave 1: class adaptation and daily pupil entitlement.

Wave 2: Small group 'catch-up' intervention

Wave 3: specifically targeted support including teacher led 1-to-1 work, outside agencies and 1-to-1 EHCP provision.

Not all children on the Provision Map will be on the SEND register, but all pupils on the SEND register should have "mapped" support, although depending on need, this may be only on their IEP. This is regularly reviewed to assess the impact of the support.

2. The Governing Body will ensure that:
 - The SEND policy is implemented fully
 - A governor with responsibility for SEND is appointed and will monitor the schools SEND policy and the progress of pupils.

- Requests for admissions / midyear transfers of pupils on an Education Health and Care Plan are reviewed in line with the schools' provision and the Code of Practice.

Additional Notes on School Provision:

- Students are usually taught in single age classes, with mixed ability groups. Early action is encouraged for students who need further consolidation or support prior to placement on the SEND 'register'.
- Students on the SEND 'register' may receive extra support from a teaching assistant, in a group or as an individual. If an individual student receives one-to-one support as required through an Educational Health and Care Plan, there may be occasions when that child is helped through whole class/group support as part of his/her learning programme and not by a named one-to-one
- Where a student's needs require more than the normal adaptation planned and delivered in class, an IEP may be drawn up, which sets out individual targets for the child in identified areas of the curriculum
- IEPs work from a positive starting point of what the student is able to do, next steps will be taken from assessment schemes (such as PIVATs) to ensure pupils are on track to continue making progress despite starting points. Arrangements are made for students with SEND taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy
- When children leave the school, all SEND records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.
- Once students have been identified as having SEND, the staged process as set out in the Code of Practice is put in place.
- The SEND register is updated each term by the SENDCO, after discussion with class teachers, and distributed to all teachers and teaching assistants.

Broad Areas of Need:

Children Identified as having Special Educational Needs will be identified as belonging to one or more of the following broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one,

some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We follow processes set out in our “Behaviour Policy” and “Positive Handling Policy” to support children and young people, so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification and Assessment *See Appendix 1 page 8: A flow chart on how we identify and support pupils with Special Educational Needs and Disabilities at Reepham school.*

1. Students are assessed on entry to the school through the normal teacher assessment. If their needs have been identified on transfer liaison will be made with the appropriate agencies.
2. If a teacher refers a child to go onto the SEND register, the SENDCO will assess need, usually this will require the child to have wave 2 intervention before being placed on the SEND register.
3. Records of meetings are recorded on CPOMS.
4. Parents are involved prior to placement on the SEND register so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets.
5. Many pupils on the SEND register will have an Individual Education Plan (IEP). Some pupils who are on the SEND register will not require an IEP if all of their needs are monitored through the Provision Map, or if a need is specifically addressed in a predetermined way. Actions will still be reported to parents three times annually.
6. Where IEPs are in place, they will be reviewed in accordance with the SEND Code of Practice with the students, their teachers, teaching assistants and parents.
7. Some pupils on the SEND register will require outside agency involvement
This may include, but is not limited to:
 - Educational Psychology Service
 - Speech and Language Therapy Service
 - Emotional and Behavioural Support
 - Sensory Impaired Service
 - Social Services/ Child Protection
 - School Medical Service
 - Child and Adolescent Mental health Service
 - Family GPs
 - Autism Outreach
 - Dyslexic Outreach
 - Special School Support
 - Physiotherapy Service
 - Occupational Therapy
 - Counselling and mental wellbeing
 - Educational Welfare Officer

Educational Health Care Plans - School request for an Educational Health Care Plan

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. This information may include:

- Individual provision plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Attainment in literacy and mathematics
- Educational and other assessments, for example from a specialist teacher
- Views of the parents and of the child
- Involvement of other professionals such as health or social services.

Statutory Assessment of Special Educational Needs/Educational Health Care Plan

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupils' learning difficulties and the nature of the provision necessary to meet the child's special educational needs is such to require the LA to determine the child's special educational needs provision through an Education and Health Care Plan.

All children with an Education and Health Care Plan will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the Education and Health Care Plan. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of an Education and Health Care Plan

All Education and Health Care Plans must be reviewed at least annually with the parents, the pupil, the LA, the SENDCo, the class teacher and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education and Health Care Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Triggers for SEND concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Marked high ability in numeracy, literacy or reasoning
- Poor short-term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Self-Hygiene management
- Ongoing toileting problems
- Obsessive behaviour/nervous tics/habits
- Ongoing attendance problems
- Child protection issues
- Family problems – family break ups, bereavement

Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. In line with current recommendations, the school has drawn up an Access Plan, which contains short- and long-term targets to ensure full provision for all students, regardless of Special Educational Need and/or disability.

The SENDCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

Regular updates on SEND are given to the Governing Body. They receive a Special Educational Needs and Disability Report (SEND Report) annually, usually in the autumn term, a copy is published on our website.

Review: This policy was ratified January 2026 and will be reviewed annually.

Appendix: How we identify and support pupils with Special Educational Needs and Disabilities at Reepham school.

Identifying and Supporting Pupils with SEND

