

Special Educational Needs and Disability policy (SEND)

We believe that every child matters and are committed to providing creative learning opportunities of the highest quality in a safe and happy environment. Our school ethos of 'Learning without limits' applies to all children inclusively. We want to ensure all can access this policy, if you feel you need support accessing the document please do contact the school SENCO.

Introduction

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). This follows the requirements set out in the SEND Code of Practice (COP).

The numbers referred to throughout this policy correspond to the relevant sections of the COP. For more information please see the following link https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

For more information about how we support children with SEND please also our Local Offer for SEND / SEND information report that is updated annually. http://polegateschool.co.uk/

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer

Other school policies that include information that may be important for pupils with SEND are:

- Behaviour policy
- Equalities policy
- Accessibility plan
- Anti-bullying policy
- SEND Information Report

These policies can be found at http://polegateschool.co.uk/

The policy is divided into sections:

1. Leadership and Management of SEND

2. The kinds of special educational needs that are provided for in our school

3. Identification and assessment of SEND

4. Working in partnership with parents

5. Involving children

6. Assessing and reviewing outcomes

7. Transition

8. The approach to teaching children with SEND

9. Training and continuing professional development (CPD) for staff

10. Evaluating the effectiveness and impact of SEND provision

11. Inclusion

12. Emotional and Social Development and Well-Being

13. Involving specialists

14. Funding for SEND

15. Data Protection

1. Leadership and Management of SEND

The SENCO (Special Educational Needs Co-ordinator)

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

The SENCO is Miss Ashdown a.ashdown@polegate.e-sussex.sch.uk

The Governors

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions (3.66)
- an SEND information report is published annually (6.79)
- there is a qualified teacher designated as a SENCO for the school. (6.84)

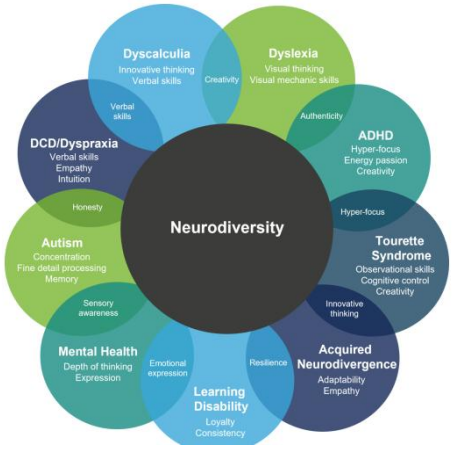
In addition, our governing body works with the SENCO and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

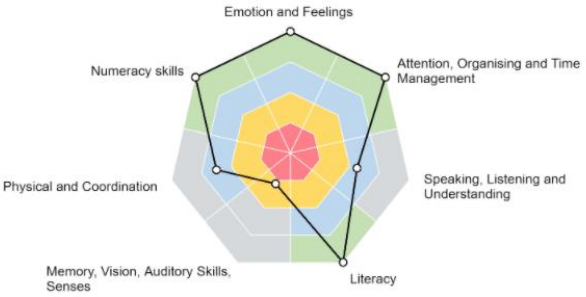
The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. A designated governor is appointed for Mental Health and Wellbeing.

(6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi).

2. The kinds of special educational needs that are provided for in our school

Within our school needs are not diagnostic led. What one child may need with ADHD may different to the needs of another child with ADHD. We are also aware that there can be co-occurrence and therefore the support children receive is personal and based on the whole child.





The areas of need that are described in the SEND Code of Practice are:

Communication and interaction

This includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning

This includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit

hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

Children/ young people with any of these needs can be included in our school community.

3. Identification and assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for a specially adaptive provision of their curriculum or environment, provision that is different to or in addition to that normally available to pupils. We recognise that parents know their children best and we will listen and understand when parent's express concerns about their child's development. We also listen and address any concerns raised by children themselves. (6.20).

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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

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

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

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. (6.15, 6.17, 6.23, 6.45).

We also assess the needs of children through social observations of their presentation in the school environment.

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/young person has SEND. (6.21, 6.24)

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. (6.20)

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (6.43, 6.48, 6.73, 6.83)

SEND support will be adapted depending on how effective it has been in achieving the agreed outcomes.

At Polegate School we adopt a graduated response in order to help pupils with SEN and we recognise there is a continuum of special educational needs.

Pupils who are not making adequate progress will be supported appropriately through scaffolds such as; adapted materials, interventions and small group work. If a pupil does not make satisfactory progress they will move along the continuum to needing 'SEN support'.

At an 'SEN support' level a pupil will be added to the SEN register. An 'Assess Plan Do Review' (APDR) plan will be in place.

If it is deemed that a pupil requires further support, through agreement of the pupil, parent/carer

Additional Educational Needs (ANP) support plan. Many of these children are likely to be receiving support from other agencies.

For a small number of pupils, where despite taking relevant and purposeful action to identify, assess and meet the SEND of the child/young person, the child/young person has not made expected progress, consideration will be given to requesting an Education, Health and Care Plan assessment. This request can be made by the school or by parents. (6.63). In considering whether an EHCP needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child/young person's SEND. An EHC needs assessment will not always lead to an EHCP. (6.63) The purpose of an EHCP is to formally detail the 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 EHCP also specifies the arrangements for setting shorter term targets at school level. (9.2)

4. Working in partnership with 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 full participation in decision making.

• Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

• Meet with the parents of SEN pupils at least three times each year.

• Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child/young person, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website (1.1, 6.64, 6.65. 11.71)

5. Involving children

We are committed to involving children with SEND in decisions about their learning. Children's views are included as part of the review cycle at least 3 times a year. We also use pupil voice in the annual review process for the EHCP. We also gather regular pupil voice informally and when relevant.

We will:

• Have regard to the views, wishes and feelings of children. We do this both verbally and non-verbally.

• Provide children where appropriate with the information and support necessary to enable full participation in decision making.

• Help children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (1.1)

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child/young person's progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

SEND support takes the form of a four-part cycle**: assess, plan, do and review**.



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. This is known as the graduated approach. (6.44)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. (6.43, 6.53)

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/young person (where appropriate) and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person'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 SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

• give notice to all parties at least 2 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.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56) Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

7. Transition

The great majority of children with SEND, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another (6.57, 8.7, 8.8)

If a child/ young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. (9.179)

8. The approach to teaching children with SEND

Inclusive teaching is a key component of the educational offer at Polegate School. All teachers are teachers of SEND and are responsible for providing Quality First Teaching which ensures every child within the class and access the learning, regardless of need. Teacher are accountable for the progress and development of all pupils in their class, including where pupils access support from individual needs assistants and specialist staff.

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. Children have access to Universally Available Provision's. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12).

9. Training and continuing professional development (CPD) for staff

Polegate School is committed to an ongoing programme of staff training to ensure the needs of pupils with SEND are successfully met.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (6.37, 6.77). Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50) The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

10. Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. 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. (6.74, 6.76, 6.77)

We will publish an annual SEND Information report on the school website. (6.79)

11. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. 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. Reasonable adjustments are made to accommodate those children who otherwise would not be able to participate. (xix, 8.8)

12. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEND by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for pupils' spiritual, moral, social and cultural development. We have a Family Support Advisor to help support parents and children and have trained Mental Health First Aiders within the school. There is a linked Governor for Mental Health and Wellbeing.

13. Involving specialists

We will seek to involve a specialist where a child/young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child/young person's progress. Together, we agree the needs of the child/young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

14. Funding for SEND

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 the Pupil Premium. (6.96, 6.97)

The Local Authority can provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99)

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. (9.95,9.98)

15. Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child/young person. (9.211). See our Data Protection policy for more information.

This policy was developed by …Amie Ashdown

This policy was updated on 1/10/2026

Ratified by Governors…5/10/2026

Review due……1/10/2027

Head teacher: Mrs Deborah Jones

Special Educational Needs Co-ordinator: Miss Amie Ashdown

Chair of Governors: Elizabeth Latter

SEND Governor: Emma Collins