Nacton Church of England Primary School

Nacton Village
Ipswich
IP10 0EU

(01473) 659370

Special Educational Needs and Disability

Version 23

Chair of Governors:

Signed:

SEND Governor: Mrs Clare Faulkner

Signed:

Date authorised: _____

Approval minuted:

Date of next review: Summer Term 2025

1 Definitions of Special Educational Needs and Disabilities (SEND)

If a child has a special educational need or disability it means that:

- *They have significantly greater difficulty in learning than the majority of others of the same age or*
- *They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.*

2 Identifying Special Educational Needs and Disabilities

There are four broad areas of need identified in the SEND Code of Practice (Jan 2015):

1. Communication and Interaction

A delay or disorder in generating, understanding and/or interacting using speech or language including:

Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorder (ASD)

2. Cognition and Learning

Difficulty with the skills needed for effective learning. Learning difficulties covers a wide range of needs including:

Specific Learning Difficulty (SpLD) conditions such as dyslexia, dyscalculia, and dyspraxia.
Moderate Learning Difficulty (MLD)
Severe Learning Difficulty (SLD)
Profound and Multiple Learning Difficulties (PMLD)

3. Social, Emotional and Mental Health Difficulties

Difficulties with social or emotional development may be temporary or long-term. A variety of behaviours displayed may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. This also includes medically identified needs including:

Attention Deficit Disorder (ADD)
Attention Deficit Hyperactive Disorder (ADHD)
Attachment Disorder

4. Sensory and/or Physical Needs

A medical or physical disability which prevents or hinders access to educational facilities generally provided. These difficulties can be age related and may fluctuate overtime including:

Vision Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

Whilst these four areas broadly identify the primary need of a child, there are many factors which may impact on progress and attainment, but which are not SEND. These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being a child in care (CIC)
- Being in receipt of Pupil Premium grant
- Being more able, gifted and talented

3 Aims and Objectives

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum. This is achieved through:

- All children being valued regardless of their abilities.
- To work in partnership with children and their families at every stage of the SEND process, ensuring that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- To ensure that the learning capabilities of children are assessed and understood so that special educational needs and disabilities can be identified at an early stage.
- An appropriate and differentiated curriculum to be in place and delivered through **Quality First Teaching** allowing the needs of all children to be met through reasonable adjustments. To enable all children to have full access to all elements of the school curriculum.
- To ensure that all learners make the best possible progress.
- To create an environment that 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 SEND.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operation and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure the *Special educational needs and disability code of practice: 0 to 25 years* (Jan 2015) statutory guidance is implemented.

Success Criteria

a) Children with SEND will be identified as early as possible
b) Children with SEND will receive appropriate support and their progress monitored regularly
c) Children with SEND will be provided with the support required to enable them to achieve

d) The school's SEND records will accurately and realistically reflect the needs and progress of the children and be valuable working documents
e) Both children and parents/carers to feel supported by the work of the school and their views valued

4 Implementation of the SEND Policy

The governing body accepts responsibility for the appropriate allocation of funds and to undertake to maintain and sustain provision according to need as outlined in the SEND Code of Practice

Governors recognise that the day-to-day management of Special Educational Needs and Disability provision is the responsibility of the Headteacher. Any unresolved issues regarding SEND will be dealt with working through the school's Complaints Procedures

The Headteacher and staff work together to implement this policy, with the SENDCO (SENCO) having a specific leadership responsibility

5 Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- Have different educational, behavioural, physical needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teacher's respond to children's needs by:

- Providing support for children who need help with communication and language
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

6 Roles and Responsibilities (Appendix A)

The Headteacher and the Governing Body determine the school's general policy and resources allocation. The Teaching staff are responsible for meeting SEND in their own classes and liaise with the SENDCO, who co-ordinates SEND within the school. The SENDCO in turn keeps the Governing Body aware of SEND development. In this school the appointed SENDCO (SENCO) is Mrs Kate Lummis.

The SENDCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers to co-ordinate provision for children with SEND
- Supporting class learning support assistants
- Overseeing the records of all children with SEND, including ensuring IEPs are in place
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Applications for additional High Needs Funding
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer and with pre-schools for children transferring to Nursery/Reception
- Liaising with external agencies including the LA's support, Educational Psychology Services, Health and Social services and voluntary bodies
- To provide written reports to the Governing body at the request of the Headteacher

7 Identification and Assessment Procedure

A small number of children will already have had their needs identified prior to joining the school and their support will be established based initially on transition information.

In identifying a child as needing support the class teacher, working with the SENDCO, should carry out clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own observations, assessment and information on how the pupil is developing. This should be reviewed regularly as part of the school's progress assessment cycle. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved

with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact or make an onward referral with parent permission.

Where additional needs have been identified the class teacher informs parents at the earliest opportunity to alert them to concerns and to attempt to enlist their active help. The SENDCO provides support to the class teacher in the assessment and monitoring of a child's progress advising appropriate strategies for support.

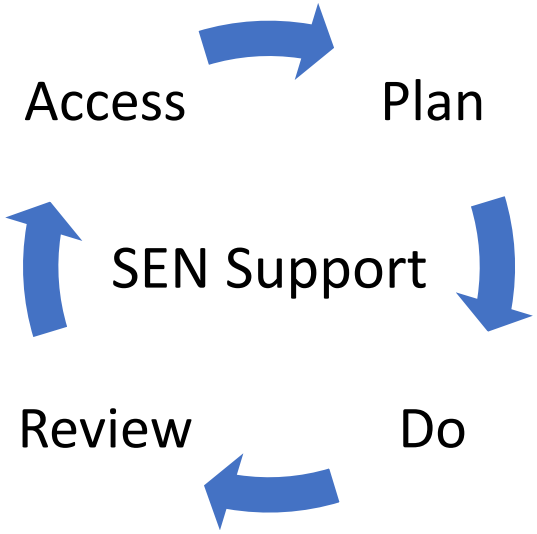
8 School Support

The triggers for intervention through School Support and reasons for a child being added to the SEND register will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Has a Special Educational Need or Disability that requires teaching strategies or support that is 'additional to and different from' that provided within the differentiated curriculum
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has a sensory or physical problem and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little, or no, progress

9 The SEND process

- Encourages the participation of pupils and their families.
- Integrates the work of education, health and care providers.
- Follows a cyclical graduated approach:



10 A Graduated Approach to SEND Support/Provision – 3 tier approach

More information about this approach can be found in Appendix B.

At Nacton we offer the Suffolk SEND local offer called the 'Graduated Approach', additionally at we also offer a three-tier provision which aims to clearly provide a range of strategies at three different levels as detailed below.

1. **Universal offer**– is provision that is provided for all children as 'Quality first teaching.' When a child is not making expected levels of progress, the teacher will identify the gaps in the child's learning and support the child through careful differentiation and personalized learning. It is important that the class teacher ensures that the child's self-esteem and attitude to learning is considered, along with the academic need. Interventions may be implemented. The child will be placed on a monitoring register which the school calls an 'Additional Support Register' and will proceed to the SEND Support Register if necessary. Any child vulnerable to the risk of underachievement may be placed on the 'Additional Support Register', not just children with suspected SEND.
2. **Targeted Offer** – are identified on the monitoring list and appropriate 'targeted' interventions are provided by the class teacher/HLTA/TA. SENDCO provides support in assessment/monitoring children's progress and identifying barriers to learning. It may be appropriate after continued support for a child's name to be added to the SEND register and a My Plan written in consultation with the SENDCO, parents, class teacher and child.
3. **Specialist Offer** – Children will be supported by the SENDCO and class teacher in developing an individual education plan, My Plan (Appendix C)

outlining their strengths, identified needs and strategies to best support their learning. This will be discussed with parents/carers/child and reviewed termly. The children on the SEND register will often access specialised interventions as required and this information will be included on their individual My plans. The teacher, supported by the SENDCO, will set specific measurable targets that are on the plan so that individual progress can be monitored. Where appropriate, advice of external agencies is sought so that individual needs are met.

Education Health Care Plan (EHCP) – in a small number of cases where a child has high level, complex needs with little progress having been made following interventions and support from professional agencies, it may be necessary to seek further assessment of a child's needs. This is accessed through a referral to the Local Authority requesting an Education and Health Care needs assessment (EHCNA). The SENDCO would work collaboratively with parents, staff and professionals to co-ordinate a planned program of support for an individual child with an EHCP. In addition to termly reviews, where an EHCP is in place a formal annual review must be co-ordinated by the SENDCO to involve parents, where appropriate the individual child, school staff involved in direct support and any professionals currently supporting. The annual review requires a written report to be shared with all those in attendance and a copy submitted directly to the LA.

11 Intervention

The progress of all pupils, and all groups of pupils, is analysed at termly pupil progress meetings and actions put in place for children not making expected levels of progress. The SENDCO and the child's class teacher will decide on the action needed to best support the child in response to previous assessments. This may include:

- Different teaching approaches
- Access to different learning materials or specialist equipment
- Access to small group or individual support, which may be in the classroom or children being withdrawn for targeted interventions
- Staff training on effective strategies, developing knowledge and specific intervention delivery
- External specialist interventions e.g. Speech Therapist, Specialist Education Service (SES)

The effectiveness of interventions and its impact on pupil progress is reviewed regularly. This forms part of pupil progress meetings, with class teachers, Head Teacher and SENDCO working collaboratively to evaluate the impact and plan next steps. This is recorded in termly pupil progress analysis reports alongside reviewed individual support plans (My Plans) Parents/carers will continue to be consulted and kept informed of the action taken to support their child and any outcomes. Parents/carers will be invited to meet regularly with the class teacher to discuss individual learning targets and progress on a termly basis. Where a child has an EHCP, there will also be formal reviews undertaken annually which any professionals supporting the child will be invited to attend.

When reviewing children's continued successful progress and planning next steps there will be occasions on which it would be appropriate to remove their name from the SEND support register. The child's progress will continue to be monitored through the whole school assessment and tracking process and they can be reviewed by SENDCO again should concerns be raised.

12 Partnership with Parents/Carers

Our *School SEND information report* can be found on the school website. This contains a detailed overview for parents on SEND arrangements and provision throughout the school. We actively encourage parents/carers and children themselves to engage in all stages of the SEND process. We take account of the wishes, feelings and knowledge of their individual needs. We have regular meetings to share progress and encourage active involvement in the decision-making process relating to the education of children with special educational needs and disabilities.

13 Tests

The SENDCO will provide support and advice to class teachers regarding testing arrangements following government guidance. This may include accessing adapted materials such as enlarged text or specialist coloured paper or reasonable adjustments to be made including a reader or scribe, sitting in a small group/1:1, rest breaks or additional time. (For further information see the Universal and targeted offer, Appendix B.)

14 Monitoring and evaluation

The SENDCO supports the Headteacher to carefully monitor and review the provision we offer to pupils with identified SEND. This is achieved through pupil progress meetings, quality of provision lesson observations/work scrutiny, regular reviews of school support plans, provision maps and interventions.

There is an identified SEND governor who supports the SENDCO to monitor attainment and progress of pupils with SEND.

The SEND policy and SEND information report are reviewed annually.

15 Transition

Staff understand how difficult it can be for children, and parents/carers, as they move into a new class or new school. Therefore, enhanced transition arrangements according to the individual needs of a child can ensure this process runs as smoothly as possible. This may include:

- Pre-school arrangements
- Additional visit by SENDCO to pre-school environment and liaison with key worker
- Meetings prior to joining the school between parents/carers, class teacher, SENDCO and any professionals involved
- Additional transition visits to school environment for child and parent/carer
- Photographs of staff and facilities for parents to share at home

In school class to class

- Teachers to discuss individual needs of pupils with new teacher.
- SENDCO to ensure all information and updated My Plan is shared.
- Additional visits for a pupil to their new classroom.
- Transition work e.g. profile as an opportunity to share expectations, what works well and any fears.
- Photographs of new staff and class can be provided for parents to share during the holidays to prepare for the new academic year.

High school

- SENDCO to liaise directly with high school SEND team to discuss individual needs
- Where appropriate additional visits can be organised.
- SENDCO can organise a meeting with parents/carers to assist transition where appropriate.
- School staff to provide regular opportunities to reflect upon transition with individual pupils to ensure they have a chance to talk through any expectations or worries.

16 Training

The SENDCO makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The Headteacher, supported by the SENDCO, takes responsibility for prioritising the training needs of staff.

17 Resources

The provision for SEND is funded through the main revenue budget for the school. High Needs Funding (HNF) is available to apply for on a termly basis by the SENDCO for children with severe and complex additional needs.

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. This is overseen through support plans and provision mapping.

The Headteacher informs the governing body of how the funding allocated to support Special Educational Needs and Disabilities has been deployed.

18 Dealing with complaints

The school's complaint procedures are set out in the complaints policy. The child's class teacher, supported by the SENDCO, will work closely with parents and carers at all stages in his/her education and should be approached in the first instance where concerns occur. For more complex difficulties/problems, the Headteacher or SENDCO will become involved in discussion.

Should a complaint remain a concern after following the standard school procedures parents or carers can request information from the school regarding next steps for an independent disagreement resolution.

19 Document History

Version	Date	Comments
Issue 1	Feb 2003	Revised by D. Woolnough.
Issue 18	10/03/2022	Reviewed by Rachael Smith (SENDCO)
Issue 19	23/06/2022	Reviewed by Rachael Smith (SENDCO). Updated SEND identification tests.
Issue 20	29/06/2023	Changed targets to targeted outcomes. Removed reference to optional SATs. Corrected date of issue 19.
Issue 21	02/05/2024	Added primary mental health worker to outside agencies
Issue 22	N/A	Not issued. Mislabelled version 21 on website.
Issue 23	16/10/2025	Rewritten based on Sproughton School policy.

20 Appendix A – Roles and Responsibilities

20.1 The SENDCO (SENCO)

The SENDCO has responsibility for:

- Liaising with the school's consultant SENDCO at regular intervals
- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting (including contributing to in-service training)
- Ensuring that appropriate My Plans are in place
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- Overseeing the day-to-day operation of the schools SEND policy
- Working in partnership with the MAT and local authority.

The SENDCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENDCO will also ensure that appropriate records are kept.

20.2 The class teacher

The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The class teacher should write a termly MY Plans for pupils on the SEND Register, which will be developed with the SENDCO, pupil, parents, appropriate support staff and other agencies. It is important that the class teacher ensures that the child's self-esteem and attitude to learning is considered, along with the academic need.

All classrooms are dyslexic friendly. Teachers should take into account the needs of each child when planning the environment, such as the effect of displays and accessibility for all pupils.

The curriculum must be accessible to all pupils within the class and school trips must be appropriate for all children, with appropriate support.

20.3 The Governing Body

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. There is a range of support made in the school each year in response to identified needs.

There is a named Special Educational Needs Co-ordinator (SENDCO) for the school and an Inclusion Governor. Together they take a special interest in SEND, although the Governing body as a whole is responsible for making provision for the pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria and its admissions policy has due regard for the guidance in the Code of Practice 2014. 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 does not have a special unit.

We also employ learning support assistants (LSAs) who work with children in the classroom in a variety of support roles: one-to-one support, group support or whole class support. At Nacton School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability.

21 Appendix B

3 tier SEND support approach

Universal offer

Social Emotional and Mental Health

- Whole school rules reinforced through whole school gathering, displays and behaviour policy.
- Zones of Regulation- regular check-ins for emotion
- Reward system – House points/ positive postcards
- Circle time / PSHE / Citizenship / Prevent/ online safety
- Meet and greet every morning
- Flexible seating plans
- Offer win-win choices.
- Affirming good choices.
- Using proximity and praise.
- THRIVE approach for all
- LSA support at lunchtime and break times
- Access to quiet space – Class calm corners
- Outdoor learning/ forest school
- PSHE curriculum – adaptations for SEND children

Cognition and learning

- Adapted Curriculum – activities, delivery and expectations/outcomes.
- EYFS provision / KS1 continuous provision
- Use of visual aids and visual timetable.
- Use of mind-mapping/writing frames
- Access to ICT for writing.
- Classroom TA 'hover' support.
- Small group learning, guided reading.
- Culture that making mistakes is part of learning – growth mindset.
- Talk partners / peer evaluation.
- Encourage independence and responsibility for learning.
- Additional time for writing.
- Mastery approach to learning
- Interactive displays – key vocabulary/ working walls
- Booster groups
- Pre and post teaching
- Teacher / TA CPD
- Timers
- Parent consultations

Nacton CE Primary School

SEND Universal Offer

'Every Teacher is a Teacher of SEND'

Quality First Teaching

Sensory and Physical

- Flexible teaching arrangements.
- Awareness of specific impairments.
- Use of appropriate aids or time for sensory breaks.
- Quiet area or designated space.
- TA support
- Where possible reduce sensory inputs in environment.
- Allow sitting on a chair rather than on the floor.
- Seating plans consider easy access and exit.
- Use of Movement/ sensory breaks.
- PE curriculum
- Outdoor learning
- Fine motor control/ hand gym
- Calm orderly classrooms
- Intimate care plan

Communication and Interaction

- Clear routines and visual displays.
- Class visual time tables
- Use of symbols and signs.
- Use of taught signals to gain attention, or when it's time to listen.
- Praise and constructive verbal feedback.
- Teach pupils expectations for listening and speaking.
- Use of multi-sensory approach
- Talk partners
- Use of role /drama in English or topic work.
- Support in class from TA to access language through objects or visuals
- Creating opportunities for social interaction: alongside play, partner or 3's.
- Small group learning
- STEM sentences

Targeted Offer

Social Emotional and Mental Health

- YMCA counselling
- Small group circle time.
- Social skills/ nurture groups
- Friendship or buddy bench in playground.
- Forest schools
- Toolkits – linked to zones of regulation
- THRIVE – group support
- ELSA
- SEMH – social skills interventions
- Lunchtime club
- Social stories
- EBSA support
- Enhanced transition support

- Booster/ intervention groups
- 1:1 or group work with LSA
- Plan writing using verbal rehearsal with LSA in small group using white boards.
- Problem solving time.
- Number Stacks
- Little Wandle daily keep up
- Little Wandle rapid catch up.
- Beat Dyslexia
- British Picture Vocabulary scale
- Access arrangements
- Inclusion Support meeting – (ISM)
- SEND termly parent meetings
- Dyslexia friendly books

Nacton C of E Primary School

SEND Targeted Offer

'Every Teacher is a Teacher of SEND'

Inclusion support meeting (ISM)

Sensory and Physical

- Use of interactive software programmes
- Access to TA to support for reading or writing or physical breaks.
- Use of specialist aids stools/ wobble cushions chairs/ bands/ tents/sensory equipment
- Ear defenders
- Sensory aids e.g. chewellery
- Medical Health care plan
- Gym Trail
- Accessible toilet

Communication and Interaction

- Speech and language interventions
- THRIVE 1:1
- Role play time.
- Turn taking opportunities and cooperative play groups
- Team building activities.
- Group work where pupils are given role cards.
- Social skills group
- Lang/ Speech link

Specialist Offer

Social Emotional and Mental Health

- Soft start
- Part time timetables
- THRIVE 1:1 time.
- Use of comic strip conversations
- School nursing team referral
- SES consultation/ referral.
- SES Staff training
- Emotional Wellbeing Hub referral.
- Early Help Assessment (EHA)
- EHCNA/ AANT
- Alternate Provision
- Bespoke learning timetables
- Primary Mental Health Worker
- Drawing and Talking

Sensory and Physical

- Sensory assessments - SENSI
- Sight or hearing screenings – Irlen's.
- Splints or wheelchair use
- Physiotherapy
- Sensory boxes
- Sensory diet
- Adapted timetables to support sensory needs
- Occupational Therapy
- Signposting for Inspire – sensory assessment

Cognition and learning

- SES support/ ISM (inclusion support meeting)
- Use of own laptop or tablet to access learning or writing.
- Support learning, cue cards.
- Specific colour paper/ exercise books/ overlays
- SpLD screening, e.g. for dyslexia outreach or dyscalculia.
- Dyslexia Outreach Team
- AANT or Acorn Tree assessment. (EP service)
- Virtual school
- EPAC meetings
- Reduced timetable

Nacton C of E Primary School

SEND Specialist Offer

'Every Teacher is a Teacher of SEND'

Communication and Interaction

- Speech & Language Therapist support.
- PECs/ Makaton
- Sight or hearing screenings – Irlen's
- ICT – writing with symbols
- Key adult
- Use of Talk Pad for communication.
- Specific strategies to encourage communication in those with autism or selective mutism.
- SES referral
- EHCNA/ AANT

22 Appendix C

My Plan blank template

This is me – Date of birth: Year: Needs: C& I, C&L, SEMH, P&S CoP Stage: SS / EHC	**These are my strengths and interests (and what people admire about me):** • **My hopes for this year:** • **My hopes for when I'm older:**
Things I would like you to know about me: •	
These things make learning difficult for me:	**This is how best to help me with my learning:** •

EHCP Long term targets	My Plan			Objective Met Working towards objective Objective not met
	Objectives:	**Provisions:** What will we do at school so that the objective can be achieved?	**Home provision:** How will I help my child to achieve their target at home?	**Objective reviewed……**
		•	•	
		•	•	
		•	•	