

Little Melton Primary School

Special Educational Needs Policy 2024-25

Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with School Information Report, The Local Offer offered by Norfolk Local Authority and various other school policies, for example Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Little Melton Primary School uses a 'stepped' approach to identifying and planning for special educational needs:

STEP 1 – Differentiated Work

During their school life, many pupils experience delay in their learning and do not make expected progress for a variety of reasons. This will require differentiated work prepared for them by their class teacher and delivered in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age. and parents kept fully informed.

STEP 2 - Interventions

Through tracking and discussions, The SENDCo and Headteacher, in collaboration with class teachers, will arrange for specific interventions to be undertaken. These will support delay in the areas as outlined in the Code of Practice (2014).

- **Communication and Interaction** (Speech and Language)

- **Cognition and Learning** (e.g. English and Maths)
- **Social Mental and Emotional Health**
- **Sensory and Physical**

Early identification of need is key and so it is to be expected that there will be more interventions in the earlier years, which should then be reduced later on.

Where appropriate, pupils will be assessed at the start and end of an intervention and progress and impact monitored. Teachers will meet regularly with the teaching assistants delivering the intervention to discuss areas for development and progress.

Parents will be informed by class teachers if their child is receiving additional support.

If these short-term interventions and adjustments fail to have significant impact on narrowing the gap for children, then a pupil's needs will be recorded on the SEND register.

STEP 3 – Identification of Special Educational Needs

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

“Children have a *learning difficulty* if they:

- **have a significantly greater difficulty in learning than the majority of children of the same age;**
- **have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;**
- **are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)**

Once a potential special educational need is identified, four types of action will be taken to put effective support in place:

1 Assess

2 Plan

3 Do

4 Review

This is known as the *graduated approach*.

Specialist Services and teachers with additional specialist qualifications may be called upon to assess children and to provide specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving SEN Support, school will contact parents regularly to share and set goals with an Individual Provision Plan and discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

The SENDCo and class teacher will meet regularly to discuss the impact of strategies and support and progress.

STEP 5 – Formal Assessment

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENDCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority.

Details of these arrangements are available from the SENDCo at the school.

Monitoring Provision for Children with SEND

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs. Regular meetings are held between the SENDCo and Headteacher to review provision and allocate support.

Half-termly reports are sent to the Governors, giving information about SEND within the school.

Complaints Procedure: If any parent feels dissatisfied with the arrangements for or the treatment of their child who has SEND, they should first contact the class teacher and if still unhappy the SENDCo.

This policy was agreed by Governors.

Signed—J Lawrence