

Skirlaugh CE Primary School

'a caring Christian learning community where everyone is valued'



Special Educational Needs and Disability (SEND) Policy

Approved by Governors

October 2025

Last Renewal Date

September 2025

Next Renewal Date

September 2026

Vision Statement

Jesus said, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.' Luke 10:27 New Revised Standard Version, Anglicised

Policy Statement

This policy is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs. It has been written with due regard to the requirements of the 2014 SEND Code of Practice. This policy accepts the definition of SEND as set out in the Revised Code of Practice:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' .

1. Aims

- 1.1. The Governing Board and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where a pupil has special educational needs, those needs will be made known to all who are likely to work with them.
- 1.2. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3. The headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Responsible Persons

The governing board should, in cooperation with the headteacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The persons responsible for Special Educational Needs at Skirlaugh CE Primary School are Mrs Pitois (SENDCo & Headteacher), Miss Farnsworth (Assistant SENDCo) and Mrs Rodgers (SEND governor).

2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Pitois (SENDCo).

3. Admission and Inclusion

3.1 All of the teachers in the school are teachers of children with Special Educational Needs. As such, Skirlaugh CE Primary School adopts a 'whole school approach' to special educational needs and disability which involves all the staff adhering to a model of good practice. The staff of the school are 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 for children with special educational needs and disability who are afforded the same rights as other children so far as is reasonably practicable. This includes children with SEND both with and without Education, Health and Care Plans.

4. Access to the Curriculum

4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs or disabilities, a graduated response will be adopted. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

4.2 The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs and disabilities, the action taken and the outcomes. At Skirlaugh CE Primary school, pupils are placed at the centre of the target setting procedure; with the support of their class teacher, pupils contribute to their own termly support plans (TSPs). The TSPs are reviewed, adapted and updated on a regular basis to reflect pupil need.

Resources are developed to assist pupils when working on their targets on a day to day basis. Formal reviews of TSPs take place on a termly basis. SEND provision at Skirlaugh CE Primary School follows the cycle of assess, plan, do, review and pupils are central to this process.

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 differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs and disabilities.

4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5. Providing a Graduated Response

5.1 The school offers an adaptive curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at 'SEND Support' and support that is additional to and different from the differentiated curriculum will be provided through a Termly Support Plan (TSP) in a range of ways:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour support strategies
- Social Language Programmes
- Additional transitional support (transition to Secondary Schools)
- Use of specialist equipment
- Alternative teaching strategies

(See our Provision Map for the specific support offered in school)

5.2 The resources allocated to pupils who have special educational needs without an EHC plan will be deployed to implement these Termly Support Plans at SEND Support

as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. See also 8, 11 and 12)

5.3 If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8; the TSP will be amended accordingly and advice will be acted upon.

6. Identification and Assessment – A Graduated Response

6.1 If progress is still not achieved, the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6.2 Identification of children with special educational needs and disabilities will be undertaken by all staff through the SENDCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses. Diagnostic testing is carried out by the SEND Advisory Teacher employed by the school.

6.3 The progress of children with special educational needs and disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. Formal TSP reviews will be held termly and informal reviews will occur on an ongoing basis. Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation.

6.4 Detailed records will be kept of the pupils receiving extra teaching support. These records will inform staff and pupils about the impact of intervention programmes. The results of standardised and diagnostic tests carried out will be recorded. A summary of these will be passed on to any receiving school.

7. Resources

7.1 The school is allocated finance for SEND pupils without EHC Plans. These funds are devoted to the purchase of teaching hours, teaching assistant hours and specialist equipment where necessary.

Currently the school has 22 pupils on SEND Support.

Currently the school has 13 pupils with EHC Plans. The funds attached to these EHC Plans may be used to fund TA support hours, additional advice and support and resources where needed.

8. Liaisons

8.1 Parents will always be informed when an external agency becomes involved with their child. (See also 11)

8.2 Regular liaison is maintained with the following external agencies:

- SEND Support Services
- Speech and Language Therapy
- Educational Psychology Service
- Behaviour Support Team (BST)
- The School Nursing Team
- Education Welfare Service
- SAPTS (Sensory and Physical Teaching Service)
- Social Care
- Sensory Processing Hub
- Neurodiversity Hub
- Child Adolescent Mental Health Service

8.3 Within school, regular liaison with regard to the SEND pupils occurs between the SENDCo and the following:

- The Assistant SENDCo, Miss Farnsworth
- The SEND Governor, Mrs Rodgers
- The class teachers
- The class teaching assistants

9. Arrangement and Treatment of Complaints

9.1 The procedure for managing complaints is outlined in detail in the School Complaint Policy, available from the School Office or on the website.

10. Staff Development

10.1 In-service training needs related to special educational needs will be identified by the SENDCo / Headteacher in consultation with the staff and will be incorporated into the staff development plan.

11. Working with Parents

11.1 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 disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the special educational needs and disabilities 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 can access information about Special Educational Needs provision at Skirlaugh CE (VC) Primary school through the school's Local Offer and the SEND Information report (See the School website – www.skirlaughprimary.com)

11.3 As mentioned in Section 8 above, parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12. Pupil Participation

12.1 At Skirlaugh CE Primary school, we believe that our pupils should be at the centre of decisions involving themselves. SEND pupils are fully involved with reviewing their TSP targets. The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Termly Support Plans.

13. Evaluating Success

13.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' TSP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of children supported by the funding allocation for children with special educational needs, without an EHC Plan.
- Consultation with parents
- Pupils' awareness of their targets and achievement