



# METHERINGHAM PRIMARY SCHOOL

## Policies, Procedures, Regulations and Guidance

<b>Document Title:</b>	SEND Policy
<b>Date Effective From:</b>	October 2025
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<b>Approved by:</b>	Full Governors

### Version Control Table *[To be updated as required]*

Version Number	Date Authorised	Summary of Key Changes
1	16/10/24	<ul style="list-style-type: none"> <li>Minimal changes to roles, rooms and new SEND tools.</li> </ul>
2	6/10/25	<ul style="list-style-type: none"> <li>Minimal changes. Changes to One page profile – Additional Needs Monitoring.</li> </ul>

# Metheringham Primary School



## Special Educational Needs and Disability (SEND) Policy

### Legislation and guidance

This policy promotes the successful inclusion of pupils with special educational needs and disabilities at Metheringham primary school. It is in line with the SEND Code of Practice: 0-25 years, which came into effect on 1<sup>st</sup> September 2014, Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND and alternative provision plan 2023.

### Intent - What we want to achieve.

Here at Metheringham primary school we believe that **all** children have an equal right to a full and rounded education which will enable them to achieve their full potential. Staff ensure that there are no barriers to pupils with SEN or disability enjoying the same activities as other pupils in our school. All of our extra-curricular activities are available to all our pupils. All pupils are encouraged to take part in sports events, school plays, after school clubs, residential trips etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We endeavor 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 to better respond to the four broad areas of need identified in the Code of Practice.

- **Communication and interaction** (e.g. speech and language difficulties, autistic spectrum disorder, Asperger's syndrome.)
- **Cognition and Learning** (e.g. dyslexia, dyscalculia, dyspraxia.)
- **Social, mental and emotional health** (e.g. ADHD, attachment disorder)
- **Sensory and/or physical including medical** (e.g. visual impairments, hearing impairments, sensory processing difficulties, physical difficulties.)

Our aims are:

- To identify and assess pupils with special educational needs and disabilities, as

quickly and thoroughly as possible, and ensure that their needs are met.

- To ensure that all pupils join in with all the activities of the school.
- To create a happy, sensitive and secure environment in our school to ensure the most effective learning for all children.
- To ensure that all learners make the best possible progress.
- To monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- To provide for children's individual needs by supporting them in various ways: whole class, small groups, individual, and occasionally by withdrawal if required.
- To ensure full inclusion of pupils with medical conditions in all activities by ensuring consultation with health and social care professionals.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To ensure that there is effective communication between parents and school and that they are fully involved in discussions and decisions.

### **Definitions.**

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream school.

### **Roles and responsibilities**

#### **The SENDCo**

**The Special Needs Co-ordinator (SENDCo), Mrs J Thackray**, is responsible for coordinating the day-to-day provision and strategic oversight of education for pupils with special educational needs and disabilities. Mrs Duggin the designated teacher for Looked After Children.

#### **Deputy-SENDCo**

**Mrs N Jones** is the Deputy- SENDCo who is responsible for assisting Mrs Thackray in her role as SENDCo.

Their responsibilities are:

- To work with the head teacher, Senior Leader Team and SEND governor to determine the strategic development of the SEND policy and provision in school. Termly meetings take place.
- To co-ordinate the specific provision made to support individual pupils with SEN, including those who have Education Healthcare plans.
- To be aware of the adaptations made by teachers for pupils with SEN.
- To provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- To advise on the graduated approach to providing SEN support (Assess, Plan, Do, Review). Termly meetings with class teachers take place.
- To advise on the graduated approach to providing ANP (Additional Needs Provision) for those pupils with slightly different needs from the majority.
- To be the point of contact for external agencies, especially the local authority and its support services.
- To liaise with the previous providers of education to ensure staff are informed of previous provision and a smooth transition is planned.
- To liaise with the potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- To work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- To liaise with the Attendance Champion, Deputy-Headteacher Mrs Freeman, to promote consistent, regular attendance and punctuality for all pupils including those with SEN.
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- To ensure the school keeps the records of all pupils with SEN up to date.
- To ensure there is a SEND information report published on the school website.

### **The SEND Governor**

The SEND Governor and Chairman of Governors is **Mr R Outhwaite** who has completed the SEN Inclusion Award and been a SENDCo in his previous employment. He is responsible for:

- Monitoring all aspects of SEN and disability provision and report back to the governing board on these.
- Ensuring the governing board is up-to-date about issues related to SEN and disability.
- Ensuring the school is meeting the needs of pupils with SEN and disabilities and is making reasonable adjustments in line with the Equality Act 2010.
- Ensuring the school has a suitable and up-to date SEND information report and

policy and that this is published on the website.

- Attending training on the role of the SEND governor, as appropriate.
- Meeting regularly with the SENDCo and Deputy-SENDCo to discuss the school's SEND provision, budget and resources.

### **Headteacher**

The Headteacher, Mrs L Duggin, is the overall responsible person for the provision and progress of learners with SEN and/or a disability. She works with the SENDCo, Deputy-SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Completing the internal SEND referral form following the school's guidance on the identification and support for SEND and Additional Needs.
- Compiling and reviewing Individual Education Plans (IEPs) and One Page Profiles- Additional Needs Monitoring (ANMs)
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working closely with the SENDCo and Deputy-SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Implementing adaptations for pupils.
- Ensuring pupils know their next steps and IEP targets.
- Attending Annual reviews of pupils with an Education Healthcare Plan.
- Ensuring they follow this SEND policy.

## **Identification and assessment of pupils with SEN**

### **Short-term needs**

Staff are alert to factors that may have an impact on the progress and attainment of some pupils but they are not always considered as having special educational needs.

- Attendance and punctuality.
- Health and welfare.
- Bereavement.
- Divorce or separation.
- EAL - English as an additional language.
- Being a looked after child.

- Being in receipt of Pupil Premium Grant.
- Disability.

Appropriate provision for a child's short-term needs is put into place in order to prevent problems escalating. This may be through an Additional Needs Monitoring or support from the Pastoral Support Team. Where there are long-lasting difficulties, it is then considered whether the child might have SEN

### **High Quality Teaching - 1<sup>st</sup> Stage**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Slow progress and low attainment will not automatically mean a pupil is recorded as having additional needs or SEN.

### **One Page Profile - Additional Needs Monitoring- 2<sup>nd</sup> Stage**

Some children come to school with their special educational needs already identified. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop

Staff identify pupils' needs from their ongoing observations, assessment and record keeping. If a child is not making the expected progress or is having difficulty accessing any part of the curriculum, the class teacher will complete an internal SEND referral form. These referral forms will be discussed with the SENDCo, Deputy-SENDCo and Headteacher at their termly meetings to decide whether a pupil has **slightly different needs from the majority** but does not need specific additional or different support. These pupils will require a One Page Profile- Additional Needs Monitoring (ANM). The profile will outline the barriers to learning and list the strategies and adaptations that are being made. The profile will be reviewed termly by the class teacher.

### **Special Educational Needs - 3<sup>rd</sup> Stage**

If pupils require provision that is **additional and different** to that which is offered to all pupils they will be registered and identified as having special educational needs. An Individual Education Plan (IEP) will be put in place following the graduated approach of assess, plan, do and review cycle which is in line with the Code of Practice 2014. IEPs are drawn up in October and will consist of short-term targets from the teacher, the parent and the pupil. On occasion, there may also be a specific target from an outside agency. Pupils with an Education Healthcare plan will have their targets taken from the outcomes on their plan. These targets will be monitored by the class teacher and teaching assistants within the class. They will be reviewed formally by the class teacher, SENDCo, parent and pupil during the Parents Evenings in October, March and June.

Any child is able to move between Quality First Teaching, Additional Needs Motoring or SEND register at any review meeting.

**Reasons a pupil is added to the SEND register may include the fact that he/she:**

- Has communication and/or interaction difficulties and continues to make little or no progress.
- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent social, mental or emotional difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

**Implementation - Our approach to teaching pupils with SEN.**

The SENDCo and class teacher will decide on the action needed to help the child's progress. This may include:

- Differentiating our teaching e.g., giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, scribing etc.
- Small group work either within or outside the classroom supported by a teaching assistant or a teacher.
- Individual support either within or outside the classroom supported by a teaching assistant.
- Small group work or 1:1 with the Pastoral Support Team delivering ELSA (Emotional Literacy Support) programmes.
- 1:1 sessions with the Pastoral Support Team supporting a child's emotional needs e.g., bereavement counseling, attachment, anxiety, raising self-esteem.
- 1:1 sessions with the Pastoral Support Team supporting a child's anger and ability to regulate.
- Small group sessions with the Pastoral Support Team supporting pupils with turn-taking and friendships.
- Daily sensory circuits with the Pastoral Support Team supporting pupils with sensory regulation.
- 1:1 session with the SENDCo carrying out assessments such as dyslexia screening, visual stress assessment.
- 1:1 sessions with a teaching assistant or SENDCo to carry out individualised programmes provided by external agencies such as Speech and Language, Physiotherapy, Occupational Therapy.
- Having access to lunchtime clubs supporting a child's social needs.
- Using recommended aids such as laptops, sloping boards, visual timetables, coloured overlays, larger fonts etc.

- Providing access to a sensory area and sensory toys in our designated spaces known as the Nest and the Den. Each class also has it's own regulation area.

### **Working with Outside Agencies**

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. These include the following:

- The Educational Psychologist (EP)
- Speech and language therapist (SALT)
- Physiotherapist (PT)
- Occupational Therapist (OT)
- The Working Together Team (WTT)
- Behaviour Outreach Service (BOSS)
- Specialist Teaching Team (STT)
- Grief and Loss Counseling
- Healthy Minds
- Child and mental health service (CAMHs)
- Community Paediatricians
- Sensory Education Support Team (SEST)
- SEND Outreach Service
- Early Help Workers
- Social Workers
- Children and Young People's Nurse (CYPN) Service
- Specialist Nurse for Children with Autism.

Outside agencies may become involved if the child:

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Has emotional difficulties, which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. They will speak with staff, observe the child and establish which strategies have already been used and which targets have previously been set.

Parents will be informed if an outside agency is involved and parental consent will be

sought. Most outside agencies will meet with parents either prior to or following a visit.

If parents are having difficulty supporting their child at home, we can complete an 'Early Help Assessment' form together (EHA.) This outlines what works well and highlights areas of concern. Sometimes an EHA highlights that a family may benefit from a 'Team around the Child' (TAC) which involves meetings with outside agencies with the child's interests at the centre.

### **School Request for Statutory Assessment or Education Health Care Plans**

A request will be made by the school to the LEA (Local Education Authority) if a child has demonstrated significant cause for concern. This request will be made via the Lincolnshire EHC Hub. The LEA will be given information about the child's progress over time, and will also receive 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 put in place.

This evidence will include:

- Individual Education Plans including the targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's medical history where appropriate.
- Attainment levels.
- Education and other assessments e.g. from an advisory specialist support teacher or educational psychologist.
- VSEND form
- A day in the life including costings
- Views of the parent,
- Views of the child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Parents may also make their own referral to the LEA for a statutory assessment.

Children with an Education Healthcare plan will be reviewed each term in addition to the statutory annual review.

The SENDCo will have responsibility for ensuring that records are kept and available when needed. If a child is referred for a statutory assessment/Education Health Care Plan, we will provide the LEA with a record of our support for the child to date.

### **Medical needs**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including trips and physical education. Some of these pupils may also have special education needs and will have an Individual Education Plan. However, some may not have SEN and will be supported through a healthcare plan which will be shared with all staff.

### **Consulting and involving pupils and parents**

The school is open and responsive to expressions of concern by parents and takes account of any information that they provide about their child. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

'Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.' Code of Practice 2014

Staff will have an early discussion with the pupil and their parents when identifying whether they need additional needs monitoring or special educational provision. This conversation will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Staff take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Staff will notify parents when it is decided that a pupil will receive SEN support. We encourage parents to make an active contribution to their child's education and hold termly meetings to share the progress of pupils receiving SEN support. We inform parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

In addition to termly meetings, parents can make appointments to see the SENDCo in school during the school day. They are also welcome to telephone, e-mail or take part in a virtual meeting. The SENDCo is available on Tuesdays and Wednesdays.

Information for parents about SEND provision is available on the school website in the **SEN Information Report**.

### **The local authority SEND Local Offer**

Lincolnshire's Local Offer brings together services, information and events for children and young people with special educational needs or disabilities and their families. It includes information about health, education and social care.

[www.lincolnshire.gov.uk/localoffer](http://www.lincolnshire.gov.uk/localoffer)

### **Pupil's views**

Children and young people with additional needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

### **Admission Arrangements**

The school welcomes all children. The Governing Body do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

The school building is accessible to all and has accessible toilets and changing facilities including hoists but pupils with physical needs may need extra facilities. Parents or carers seeking the admission of a pupil with physical needs are advised to approach the school in advance so that consultations can take place.

### **Supporting pupils moving within school and between phases**

The teachers in Reception are in regular contact with staff at local pre-school settings and any children with special needs or a disability are monitored carefully and information shared. Consultation between the SENDCo and staff from pre-schools takes place during the Summer Term to ensure a smooth transition into school.

The Headteacher and SENDCo share responsibility for ensuring that all staff are aware of children with special needs. Where a whole school strategy is in place for a child, all staff are made aware of their role.

As children move from class to class it is the SENDCo's and class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. A transition meeting takes place with all staff in July. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. All relevant records will transfer with the child. In addition to the usual transfer arrangements, we ensure that the SENDCo from the secondary school is invited to the annual reviews of children with Education Healthcare plans in Year 6. Additional visits are arranged as part of the transition process.

### **Attendance**

Attendance and punctuality are of paramount importance at Metheringham Primary School, and we are committed to ensuring that all our pupils, including those with Special Educational Needs and Disabilities (SEND), have the best possible

opportunities to learn and thrive. Our SEND attendance aims are to promote consistent, regular attendance for all pupils, recognising the unique challenges and needs of our SEND pupils. We believe that regular attendance and being punctual not only supports academic achievement but also contributes to the social and emotional development of every child and gives them the best possible outcomes in later life. Through close collaboration with parents, carers, and external support agencies, we will work together through formalised meetings to address any barriers to attendance and punctuality, tailor support to individual needs through specific targets, and create a safe and inclusive environment where every child can reach their full potential. Together, we can ensure that all our SEND pupils experience the best possible educational journey.

The key message regarding the importance of good attendance for children with Special Educational Needs and Disabilities (SEND) is that consistent attendance and being punctual are essential for their overall development, well-being, and educational progress. Points to emphasise:

**1 Equal Access to Education:** Children with SEND have the same right to a full-time education as their peers without disabilities. Regular attendance and being punctual ensures that they receive the necessary support and accommodations to access the curriculum effectively.

**2. Continuity of Support:** Consistent attendance and being punctual allows for the continuity of specialised support and services that are crucial for children with SEND. Missing school can disrupt the implementation of Individual Education Plans (IEPs) and therapeutic interventions.

**3. Social and Emotional Development:** Regular and consistent school attendance provides opportunities for children with SEND to develop social skills, make friends, and build relationships. Missing school can lead to social isolation and affect their emotional well-being.

**4. Educational Progress:** Regular attendance and being punctual is directly linked to academic progress. Consistent learning experiences help children with SEND build upon their skills and knowledge, leading to better outcomes.

**5. Legal and Ethical Obligations:** In England, there is a legal obligation for parents to ensure their children attend school regularly. It's important for parents and caregivers to understand these responsibilities.

**6. Reducing Achievement Gaps:** Consistent attendance and being punctual can help bridge the achievement gap between children with SEND and their typically developing peers, promoting a more inclusive and equitable educational environment.

**7. Preventing Regression:** For some children with SEND, missing school can lead to regression in skills or behaviours. Regular attendance helps maintain and build on progress.

**8. Supporting Transition Planning:** Consistent attendance and being punctual are essential when preparing children with SEND for transitions between educational stages, as well as for post-school life, including vocational training and employment.

**9. Parental Involvement:** Building a strong partnership between parents, caregivers, and the school is crucial for children with SEND. Regular attendance and being punctual facilitates better communication and collaboration between all stakeholders.

**10. Individualised Approach:** Schools and educators need to tailor their approach to meet the unique needs of each child with SEND. Consistent attendance allows for ongoing assessment and adjustments to support their development.

In summary, good attendance and being punctual for children with SEND is a fundamental aspect of providing them with the best possible educational experience and ensuring they have the opportunity to reach their full potential. It is essential for their academic, social, and emotional growth, and it helps create a more inclusive and equitable educational environment.

### **Expertise and training of staff**

Our SENDCo is a teacher with over 20 year's experience in this role who gained a further qualification in SEN at Bishop Grosseteste University. She has been the cluster lead professional attending a research project on Emotional Health and Well-being for two years and previously was the school's lead professional attending a research project on Cognitive Theory and Memory (MOBILISE.) She has previously attended counselling training along with another one of our teaching assistants.

Our Deputy-SENDCo has successfully achieved the SEN inclusion award in 2023.

Our SEND governor has gained the SEN inclusion award,

We have a Family and Behaviour mentor, Miss Coleman who works alongside the SENDCo and forms the Pastoral Support Team. She has attended ELSA training.

We have a teaching assistant who has received Elklan training.

The SENDCo attends termly SEND Graduated Approach Briefings to keep up-to-date

with any changes in SEND and is part of a local SEND Cluster group.

Staff (whole staff or individuals) have attended training related to:

- Behaviour as a communication - BOSS
- De-escalation and regulation - delivered by BOSS
- Train the Trainer - BOSS
- Anxiety and Autism- WTT
- Autism and ADHD - WTT
- Autism and Masking - WTT
- AET Progression Framework - WTT
- Supporting Sensory Differences - WTT
- Theory of Sensory Processing Disorder and regulation activities
- Annual review training using the EHC Hub
- EAL and SEND: Finding solutions
- Language Matters - Colourful semantics/Gestalt language processing
- Hearing and vision impairments

### **Impact- Evaluating the effectiveness of SEND provision**

The success of our policy is judged by the extent to which it enables our pupils with special educational needs to make the greatest progress possible. Successful individual programmes will result in some children becoming less of a concern and being removed from the SEND register.

The SENDCo, Deputy -SENDCo, Headteacher and SEND governor hold termly meetings to review the work of the school in this area.

### **Complaint Procedures**

Should there be a query or complaint about SEND provision for an individual child it should be discussed first with the class teacher and/or the SENDCo, then referred to the Headteacher and SEND Governor. Parents may also wish to contact the Parent Partnership Service or Liaise for independent support and advice.

The Governing Body reviews this policy annually and it will be reviewed in September 2026

This policy will be made available for parents on the school website

[www.metheringhamprimary.co.uk](http://www.metheringhamprimary.co.uk)

