METHERINGHAM PRIMARY SCHOOL

Policies, Procedures, Regulations and Guidance

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Approved by:	Full Governors

Version Control Table *[To be updated as required]*		
Version Number	**Date Authorised**	**Summary of Key Changes**
1	16/10/24	• Minimal changes to roles, rooms and new SEND tools.
2	7/10/26	• Minimal changes to school practice and operations

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 1st 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, rich and rounded education that enables them to develop their strengths, achieve their potential and enjoy school life. We are committed to creating an inclusive school where pupils with special educational needs and/or disabilities (SEND) are valued, respected and able to participate fully in all aspects of school life.

We work to identify and remove barriers that may prevent pupils with SEND from accessing learning, activities or wider school experiences. We make reasonable adjustments and provide appropriate support where needed to enable pupils with SEND to participate alongside their peers. No pupil will be excluded from an activity because of their special educational need or disability. We want every child to feel that they belong, are included and are able to participate, succeed and enjoy their time at M Primary School.

Where a pupil has special educational needs, we will identify and provide support that is **'additional to and different from'** the support ordinarily available through our differentiated curriculum. This means that, where appropriate, we may provide additional resources, strategies, interventions or adjustments to meet a pupil's individual needs.

In line with the **SEND Code of Practice: 0 to 25 years**, we consider needs within four broad areas:

- **Communication and Interaction** – including difficulties with speech, language and communication, as well as needs associated with autism
- .**Cognition and Learning** – including difficulties with reading, writing, mathematics and other aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** – including difficulties with emotional wellbeing, relationships, attention, behaviour and self-regulation. This may include needs associated with ADHD or attachment difficulties.
- **Sensory and/or Physical Needs** – including visual or hearing impairments, sensory processing difficulties, physical disabilities and medical needs that may affect a pupil's access to learning.

These areas are used to help us understand a child's needs and identify appropriate support. We recognise that a pupil may have needs across more than one area and that their needs may change over time.

Our approach is **individualised and child-centred**. We work closely with pupils, parents and carers, and where appropriate, other professionals, to understand each child's strengths and needs and to ensure that the right support is put in place.

Our aims are:

- To identify and assess pupils with SEND as early and thoroughly as possible, working with pupils, parents and relevant professionals to understand their needs and put appropriate support in place.
- To promote full inclusion by ensuring that pupils with SEND are supported to take part in all aspects of school life and have access to the same opportunities as their peers.
- To provide a happy, welcoming and secure environment where all children feel valued, respected and safe, enabling them to learn and develop to the best of their ability.
- To support every pupil to make the best possible progress, recognising that progress will look different for each child and celebrating individual achievements and successes.
- To monitor and review pupils' needs and progress regularly, using assessment and review to ensure that support remains appropriate and effective. We will recognise, celebrate and record the achievements of pupils with SEND.
- To provide support that is appropriate to each child's individual needs, which may include support within the whole class, in small groups or on an individual basis. Where appropriate and necessary, some support may take place away from the classroom for a specific purpose and agreed period of time.
- To ensure that pupils with medical conditions are fully included in all aspects of school life. We will work in partnership with families and, where appropriate,

health and social care professionals to ensure that suitable arrangements and reasonable adjustments are in place.
- To listen to and value pupils' views, ensuring that children and young people are encouraged and supported to express their wishes and feelings and are involved, as far as appropriate to their age and understanding, in decisions about their education and support.
- To work in partnership with parents and carers, maintaining open and effective communication and ensuring that families are kept informed and are fully involved in discussions and decisions about their child's education, progress and support.

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

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

The SENDCo

The Special Needs Co-ordinator (SENDCo), Mrs J Thackray, is responsible for coordinating the day-to-day provision of education for pupils with special educational needs and disabilities. She also supports the school in meeting the medical needs of pupils.

Deputy-SENDCo

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

Their responsibilities are:

- Working with the Headteacher, Senior Leadership Team and SEND Governor to support the strategic development of SEND policy and provision across the school. Termly meetings are held to review and develop SEND provision.
- Coordinating the specific support and provision provided for individual pupils with SEND, including pupils who have an Education, Health and Care (EHC) Plan.
- Working with teachers to ensure that appropriate adaptations and reasonable adjustments are made to support pupils with SEND in accessing learning and participating fully in school life.
- Providing professional guidance and advice to colleagues, and working in partnership with staff, parents and external agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Supporting staff to follow the graduated approach to SEND support – Assess, Plan, Do, Review.
- Advising staff on the graduated approach to providing Additional Needs Monitoring (ANM) for those pupils with slightly different needs from the majority.
- Acting as a key point of contact for external agencies, including the Local Authority and its support services, where additional advice or specialist support is required.
- Liaising with pupils' previous educational settings to ensure that relevant information about their needs and previous provision is shared and that appropriate support is in place when they join the school.
- Liaising with pupils' future educational settings to support effective transition and ensure that pupils and their parents/carers are informed about available options and are supported throughout the transition process.
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and ensuring appropriate access arrangements are in place.
- Working with the Attendance Champion and Deputy Headteacher, Mrs Freeman, to promote good attendance and punctuality for all pupils, including pupils with SEND, and to identify and address any barriers to regular attendance.
- Advising on the effective use of the school's SEND budget and other resources, ensuring that available resources are used appropriately to meet pupils' individual needs.
- Ensuring that SEND records are accurate, up to date and securely maintained, in line with the school's policies and statutory requirements
- Ensuring that the school's SEND Information Report is kept up to date and published on the school website so that parents, carers and other members of the school community can easily access information about SEND provision.

The SEND Governor

Mr Richard Outhwaite, Chair of Governors and the school's SEND Governor, has completed the SEN Inclusion Award and has previous experience as a SENDCo.

As SEND Governor, Mr Outhwaite works closely with the SENDCo, school leaders and the Governors to provide appropriate oversight of SEND provision and to help ensure that the school continues to meet the needs of pupils with SEND.

The SEND Governor is responsible for:

- Monitoring SEND provision across the school and reporting to the Governors on its effectiveness and development.
- Ensuring that the Governors are kept informed about key SEND matters, including developments, priorities and any areas requiring further consideration.
- Supporting the Governors in ensuring that the school **is** meeting the needs of pupils with SEND **a**nd fulfilling its responsibilities under the Equality Act 2010, including making appropriate reasonable adjustments.
- Ensuring that the school has an appropriate and up-to-date SEND Information Report and SEND Policy, and that these are published on the school website and accessible to parents and carers.
- Undertaking appropriate training to support the SEND Governor role and maintain an up-to-date understanding of SEND responsibilities and developments.
- Meeting regularly with the SENDCo and Deputy SENDCo to discuss SEND provision, pupil needs, the effective use of the SEND budget and the resources available to support pupils.

Class teachers

Class teachers have a key role in identifying, supporting and monitoring pupils with special educational needs and/or disabilities (SEND). They are responsible for ensuring that pupils receive appropriate support within the classroom and are able to make progress in their learning and development.

Each class teacher is responsible for:

- The progress, development and wellbeing of every pupil **in** their class, including pupils with SEND and Additional Needs.
- Following the school's guidance for identifying and supporting pupils with SEND and Additional Needs, including completing an Internal SEND Referral Form when concerns arise.
- Completing the Internal SEND referral form following the school's guidance on the identification and support for SEND and Additional Needs.
- Creating, implementing and reviewing Individual Education Plans (IEPs), One

Page Profiles and Additional Needs Monitoring (ANM) documents, where appropriate, in partnership with pupils, parents/carers and the SEND team.

- Working closely with Teaching Assistants and specialist staff to plan, deliver and assess the impact of additional support and interventions, ensuring that these are appropriately linked to classroom learning.
- Working closely with the SENDCo and Deputy SENDCo to monitor and review each pupil's progress, development and individual needs, and to agree any necessary changes to their provision or support.
- Attending Annual Reviews for pupils with an Education, Health and Care (EHC) Plan and contributing relevant information about the pupil's progress, needs and provision.
- Ensuring that they are familiar with and follow the school's SEND Policy and procedures, and that SEND provision is embedded within their everyday classroom practice.
- Communicating with parents and carers about their child's progress, strengths, needs and the support being provided.

Identification and assessment of pupils with SEN

Short-term needs

At Metheringham Primary School, we recognise that there may be times when a pupil experiences circumstances that affect their learning, progress, wellbeing or attainment. These needs may be short-term or temporary and do not necessarily mean that a pupil has special educational needs or disabilities (SEND).

- Attendance and punctuality difficulties
- Health and wellbeing
- Bereavement or loss
- Family changes, including separation or divorce
- English as an Additional Language (EAL)
- Being a child who is looked after or previously looked after
- Being eligible for Pupil Premium
- Disability or medical needs

When a pupil is experiencing additional or short-term difficulties, we will work with the child and their parents or carers to understand their needs and provide appropriate support. This may include Additional Needs Monitoring (ANM), adjustments within the classroom or support from our Pastoral Support Team.

Our aim is to identify concerns early and provide appropriate support before difficulties become more significant or have a longer-term impact on a pupil's learning or wellbeing. Where there are long-lasting difficulties, it is then considered whether

the child might have SEN

High Quality Teaching – 1st Stage

High-quality teaching is the first step in supporting all pupils, including those who have or may have special educational needs and/or disabilities (SEND). Teachers use a range of approaches and make appropriate adaptations to teaching, learning activities, resources and the classroom environment to meet the different needs of pupils. This may include differentiated tasks, additional explanation, visual support, scaffolding, targeted questioning or different ways for pupils to demonstrate their learning.

We recognise that pupils develop and learn at different rates. Slow progress or lower attainment does not automatically mean that a pupil has SEND or Additional Needs. Where a pupil is not making the expected progress, teachers will first consider whether changes or adaptations to classroom teaching and support can help them to make progress.

If concerns continue despite appropriate high-quality teaching and adaptations, the class teacher will discuss these with the SENDCo and, where appropriate, with the pupil and their parents or carers. Further assessment and additional support including a classroom observation may then be considered.

One Page Profile - Additional Needs Monitoring- 2nd Stage

Some children join Metheringham primary School with their special educational needs already identified, while for others, their needs may become more apparent as they grow, develop and experience different stages of learning.

Staff identify pupils' needs through ongoing observation, assessment and careful record keeping. Where a child is not making the expected progress or is experiencing difficulty accessing any part of the curriculum, the class teacher will complete an Internal SEND Referral Form.

The referral will be discussed with the SENDCo, Deputy SENDCo and Headteacher at their termly meetings. This enables the school to consider the child's individual needs and decide whether they have **slightly different needs from the majority of pupils**, but do not require specific additional or different provision at this stage.

Where this is the case, the pupil will be supported through a **One Page Profile – Additional Needs Monitoring (ANM)**. This profile will provide staff with clear information about:

- the pupil's strengths and areas of need;
- any **barriers to learning or participation**;

- the **strategies and adaptations** being put in place to support the pupil; and
- any approaches that help the pupil to access learning successfully.

The class teacher will **review the One Page Profile each term** to consider the impact of the strategies and adaptations in place and whether any changes are needed.

Special Educational Needs -3rd Stage

Where a pupil requires provision that is **'additional to and different from'** the support ordinarily provided for all pupils, they may be identified as having special educational needs (SEN). The school will work in partnership with the pupil, their parents or carers and, where appropriate, other professionals to understand their needs and agree appropriate support.

An Individual Education Plan (IEP) will be put in place following **the** graduated approach of Assess, Plan, Do and Review, in line with the principles of the SEND Code of Practice: 0 to 25 years.

IEPs are reviewed and updated each October and will include short-term, achievable **t**argets based on the pupil's individual needs and identified barriers to learning. Where appropriate, targets may include:

- A target linked to the pupil's identified area or areas of need.
- Targets in reading, writing and mathematics where a pupil is working below or towards the expected standard, with the aim of supporting them to make progress and reduce gaps in attainment.
- Specific targets or recommendations provided by an external professional or specialist agency, where appropriate.
- For pupils with an Education, Health and Care (EHC) Plan, targets linked to the outcomes identified within their plan.

Targets and strategies will be shared with the staff working with the pupil and will be monitored regularly by the class teacher and Teaching Assistants. Staff will consider the impact of the support provided and make adjustments where necessary.

Pupils are given a copy of their IEP targets in an age-appropriate format, so that they understand what they are working towards and can take an active role in their own learning and progress. Staff will support pupils to understand their targets and recognise and celebrate their achievements.

IEPs are formally reviewed in partnership with the pupil, parents/carers, class teacher and SENDCo during the school's scheduled Parents' Evenings in October, March and June. This provides an opportunity to celebrate progress, discuss any ongoing barriers and agree the next steps in the pupil's provision.

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

Reasons a Pupil May Be Added to the SEND Register

Indicators that a pupil may benefit from SEND support can include:

- Ongoing communication and/or interaction difficulties which have a significant impact on their learning, progress or ability to access the curriculum.
- Limited or no progress despite appropriate, high-quality teaching and targeted adaptations or support in their identified areas of need.
- Persistent difficulties in developing literacy or mathematical skills, which have a significant impact on attainment or access to learning across the curriculum.
- Ongoing social, emotional or mental health difficulties which have a significant impact on the pupil's learning, relationships or ability to engage in school life, despite appropriate pastoral and behavioural support.
- Sensory or physical difficulties which affect the pupil's ability to access learning or participate fully in school life, including where appropriate specialist equipment, resources or reasonable adjustments have been provided.

These indicators are considered alongside the pupil's individual strengths, needs, progress and circumstances. Having one or more of these difficulties does not automatically mean that a pupil will be placed on the SEND register.

Implementation - Our approach to teaching pupils with SEN.

The SENDCo and class teacher will work together to identify the most appropriate support for each pupil. This will be based on the pupil's individual strengths, needs, progress and identified barriers to learning.

- Adaptations to classroom teaching, such as providing additional processing time, pre-teaching key vocabulary, reading instructions aloud, using visual prompts, providing scaffolding or offering a scribe where appropriate.
- Small-group support, either within or outside the classroom, delivered by a teacher or Teaching Assistant. This may focus on a particular area of learning or identified need.
- Individual support, either within or outside the classroom, delivered by a Teaching Assistant or teacher where this is appropriate and beneficial to the pupil.
- Small-group or individual Emotional Literacy Support (ELSA) sessions delivered by the Pastoral Support Team. These sessions support pupils to understand and manage their emotions and develop emotional resilience.
- Individual pastoral support to help pupils manage specific emotional needs or experiences, such as bereavement, attachment difficulties, anxiety or low self-

esteem.

- Individual support to develop emotional regulation, including helping pupils to understand and manage feelings such as anger and develop strategies for self-regulation.
- Small-group sessions to develop social skills, including turn-taking, communication, cooperation and positive friendships.
- Daily sensory circuits, where appropriate, to support pupils with sensory processing and regulation needs and help them to be ready to learn.
- Individual assessments with the SENDCo, where appropriate, to help us better understand a pupil's needs. This may include assessments such as dyslexia screening or visual stress assessments.
- Individual programmes and activities delivered by a Teaching Assistant or the SENDCo, following advice or programmes provided by external professionals such as Speech and Language Therapy, Physiotherapy or Occupational Therapy.
- Alternative or supported breaktimes, where appropriate, to provide pupils with additional opportunities to develop social interaction, build friendships and practise positive communication in a calm and supportive environment.
- Access to equipment and learning aids, where appropriate, to support pupils to access the curriculum and participate fully in learning. These may include laptops or other technology, sloping boards, visual timetables, coloured overlays, larger-print resources and other individualised resources.
- Access to sensory spaces and sensory resources to support pupils with sensory processing and regulation needs. Our designated spaces, known as The Nest and The Den, provide calm and supportive environments where pupils can access appropriate sensory resources. Each classroom also has its own regulation area, providing pupils with a familiar space and strategies to help them manage their emotions, sensory needs and readiness to learn.

Working with Outside Agencies

At Metheringham Primary, we recognise that working in partnership with other professionals can be an important part of understanding and meeting a pupil's special educational needs and/or disabilities (SEND).

Where appropriate, and with the involvement and consent of parents and carers, we work with a range of health, social care, Local Authority and voluntary sector services. These professionals can provide specialist advice, assessment and support to help us meet individual pupils' needs and support their families.

Our approach is collaborative, with school staff and external professionals working together to share expertise, develop appropriate strategies and ensure that support is coordinated around the needs of the child.

The external agencies and services we may work with include:

- 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)
- Healthy Minds
- Child and mental health service (CAMHs)
- Community Paediatricians
- Sensory Education Support Team (SEST)
- SEND Outreach Service
- Family Help Workers
- Social Workers
- Children and Young People's Nurse (CYPN) Service
- Specialist Nurse for Children with Autism.

We may seek advice, assessment or support from an external agency where a pupil:

- Has an ongoing communication or interaction difficulty that significantly affects their ability to develop social relationships or access learning.
- Continues to make limited or no progress in a particular area, despite appropriate high-quality teaching, adaptations and targeted support over an appropriate period of time.
- Is working significantly below age-related expectations and continues to experience difficulties despite appropriate support and intervention.
- Experiences social, emotional or mental health difficulties that have a significant and ongoing impact on their own learning, wellbeing or ability to participate successfully in the classroom.
- Has sensory, physical or medical needs that require specialist equipment, assessment, advice or ongoing support from an appropriate specialist service.

External specialists may become involved in supporting a pupil in a number of ways, depending on their individual needs. They may:

- Provide advice and recommendations to school staff and families.
- Carry out additional specialist assessments to help us better understand a pupil's needs.
- Provide **direct** support or teaching to a pupil where this is appropriate.
- Work alongside school staff to help develop and review appropriate strategies and interventions.

When an external specialist becomes involved, they may speak with the pupil's teachers and other staff, observe the pupil in school and review the support and strategies that have already been put in place. They will also consider any previous

targets and the progress the pupil has made.

Parents and carers will be informed when the school is considering involving an external agency, and parental consent will be sought where required. We recognise the importance of parents being involved and informed throughout this process.

Where appropriate, external specialists will meet with parents or carers either before or after their assessment or visit to school. This provides an opportunity to share information, discuss the pupil's strengths and needs, explain any recommendations and agree the most appropriate next steps.

We aim to ensure that communication between home, school and external professionals is open, respectful and focused on achieving the best possible outcomes for the pupil.

We recognise that families may sometimes need additional support outside of the education provided in school. We are committed to working alongside parents and carers to help families access the right support at the right time.

If a parent or carer is experiencing difficulties in supporting their child at home, we can work with them to complete an Early Help Assessment (EHA). This is a collaborative process that helps identify a family's strengths, what is working well and any areas where additional support may be helpful.

In some circumstances, an EHA may identify that a family would benefit from a Team Around the Family (TAF). This brings together the family and relevant professionals from different services to work collaboratively towards agreed outcomes.

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 medical 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

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 successful 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.

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 November **2027**

This policy will be made available for parents on the school website
www.metheringhamprimary.co.uk