SEN Policy

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Type of Policy:	**DCAT Statutory Policy**

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
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3	September 2025	AS			Updates to reflect the changes to the statutory guidance or change in school procedures
2	September 2024	AS			Update to reflect the changes to the statutory guidance – see next page
1	September 2023	SJ			Updated to reflect the changes to the statutory guidance.

Type of Policy	*Tick* ✓
DCAT Statutory Policy	✓
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	

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1. Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me

(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise

(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you

(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

2. Policy aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Newick C. E. School we believe;

- all children shall be given access to a broad, balanced and well-structured curriculum suitable to their needs using a flexible approach.
- all children are entitled to have their particular needs recognised and addressed.
- all children are entitled to experience success.
- consideration of special educational needs crosses all curriculum areas and all aspects of teaching and learning.
- all special educational provision is more effective if pupils and parents/carers are fully involved and informed.

it is the responsibility of the class teacher to meet the special educational needs of pupils in their class within the constraints of the resources of the school and in liaison with the SENCO.

3. Legislation and statutory guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Attention should also be given to the documentation:

- Restrictive Physical Intervention / Use of Reasonable Force Guidance for Settings, Schools and Colleges

4. Definitions

A pupil has SEN 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 schools

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 schools.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Ashleigh Stewart.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options to help plan for a smooth transition
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

5.2 The SEN governor

The SEN governor is: **Lucy Fisher.** She will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any 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 with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. SEN Information Report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or attachment disorder
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

For children with social needs we will use the Boxall Profile to assess them before and after support is given.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following will then take place:

- A class teacher will be asked to fil out a 'Cause for Concern' form. Informal discussion with class teacher and parent will take place.
- This will be reviewed after 12 weeks of giving a short term intervention/in class support through adaptations.
- If the gap has widened/ not narrowed and a long term intervention is required a discussion will be had with parents about moving the child onto the SEN register.
- Once on the SEN register individual targets will be set and reviewed at least 3x a year with parents through individual Learning Plans.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed 3x a year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENCO will work with secondary school SENCOs to identify vulnerable pupils who require extra support with transition.

The SENCO will visit vulnerable pupils moving up to school from pre-school/child-minder/home were appropriate.

The SENCO will assist in arranging a handover to the new placement.

6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Personalised learning programmes in Maths and Literacy
- Toe by Toe reading programme
- Nurture provision for children with SEMH
- Sensory Circuits
- Lego Therapy
- 2/4 week reading programme
- Same day interventions to recap learning
- Programmes as suggested by Educational Psychologists, CLASS and behavior support services.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops (depending on availability and need), coloured overlays, visual timetables, larger font, etc where appropriate
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Please see our accessibility plan for how the school is adapted to meet children with physical needs.

6.8 Additional support for learning

We have 7 teaching assistants who are trained to deliver interventions and are class based.

We have 1 Learning Mentor who will deliver our nurture provision and offer 1:1 support for children with social and emotional difficulties.

We have 3 INA's who support individual children in their learning within the classroom.

INA's support pupils on a 1:1 basis when they have an EHCP (where applicable) which indicates they need 1:1 support at identified times of the day to meet the requirements of the EHCP or when the school decides a child needs specific support.

Teaching assistants will support SEN pupils taking part in interventions or children who require additional support to reach their potential.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy (SaLT)
- CLASS (Communication, Language, Autism, Support service)
- EP (Educational Psychologist)
- OT (Occupational therapist)
- CiTES (Community Intergrated Therapies and Equipment for referrals)
- CAMHs (Child and Adolescent Mental Health Services)

For pupils who present difficult or dangerous behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or restrictive physical intervention is appropriate and necessary. If this is the case the East Sussex guidance for 'Restrictive Physical Intervention / Use of Reasonable Force Guidance for Settings, Schools and Colleges' will be followed.

6.9 Expertise and training of staff

Our SENCO has over 16 years teaching experience, working with a range of students with SEN needs.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of 6 teaching assistants and 3 INAs, who are trained to deliver SEN provision.

In the last academic year, staff have continued to be trained in Sensory Circuits, Lego therapy, Clicker8, Speech and Language Link, Dyslexia support and how to apply the Pearson's Dyslexia Screening Test

We use specialist staff for Nurture; Hazel Oliver.

We have 3 members of staff trained in positive handling; Ashleigh Stewart, Andy Taylor and Hazel Oliver.

6.10 Securing equipment and facilities

The SENCO audits the facilities for Nurture and SEND pupils each year and together with the teachers and Nurture practitioner orders appropriate equipment to support learning alongside the SENDCo.

6.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Meeting parents of pupils with SEN twice a year and in the other term speaking to parents on the phone.
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress and measuring progress against targets in Learning Plans
- Holding annual reviews for pupils with EHC plans

6.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school disability report can be found on our school website under Statutory information/SEN.

6.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEMH difficulties within SEN are often offered the opportunity to attend nurture.
- We promote a nurture ethos around the school.
- Each pupil is asked to name a trusted adult at home and at school.

We have a zero tolerance approach to bullying.

6.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/Ashleigh Stewart/Faye Lawrence in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEN

Parents should contact the SENCO Ashleigh Stewart for details of support services in East Sussex or visit https://amazesussex.org.uk/

6.17 Contact details for raising concerns

Ashleigh Stewart

sendco@newickschool.co.uk

astewart@newickschool.co.uk

6.18 The local authority local offer:

Our local authority's local offer is published here:

https://localoffer.eastsussex.gov.uk/

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Restrictive Physical Intervention / Use of Reasonable Force Guidance for Settings, Schools and Colleges