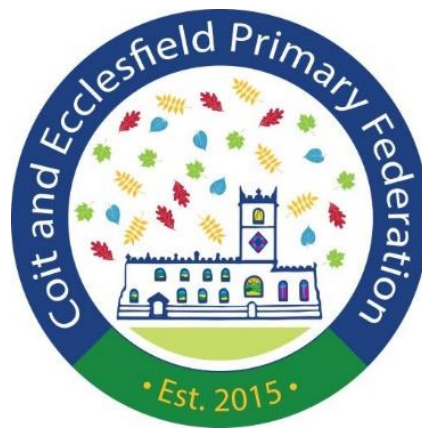


# SEN policy and information report



**Approved by:** Governors

**Date:** September 2024

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### 1. 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 Coit Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Coit Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to closing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people irrespective of race, gender, disability, sexual orientation, religion or belief and are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

The aims of this policy and practice at Coit are:

1. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
2. To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>

4. To use our best endeavours 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
5. To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
7. To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
8. To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## 2. Legislation and 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

## 3. Definitions

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory or physical conditions.

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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The Special Educational Needs Co-ordinator is **Mrs Tracie Hancox**

**e-mail: [thancox@coit.sheffield.sch.uk](mailto:thancox@coit.sheffield.sch.uk)**

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 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

### 4.2 The SEND governor

The SEND governor is **Mrs S Taylor**

They 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

### 4.3 The headteacher

The headteacher will:

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

### 4.4 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

## 4.5 Safeguarding

- › Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Our Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and • communication barriers and difficulties in managing or reporting these challenges
- › Whilst all children should be protected, our school recognises that some groups of children are potentially at greater risk of harm. This is reflected in policy and practice
- › Our school recognises the potential need for Early Help for a child who: • is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan); • has a mental health need
- › Targeted staff are trained in 'Team Teach' approaches with a focus on planning positive and proactive behaviour support (for instance through individual positive behaviour plans) for more vulnerable children in agreement with parents and carers. This aims to highlight de-escalation strategies for all staff to use and consequently reduce the occurrence of challenging behaviour
- › Teaching about safeguarding, including online safety, is adapted for vulnerable children and some children with SEND where appropriate

## 5. SEN information report

### 5.1 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, speech and language challenges
- › Cognition and learning, for example, dyslexia, dyscalculia, general learning difficulties including Down Syndrome
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Coit Primary School please contact us on 0114 2468710 or e-mail us at [enquiries@coit.sheffield.sch.uk](mailto:enquiries@coit.sheffield.sch.uk).

Alternatively, Sheffield's SEND Local Offer can be obtained from Sheffield Council's website ([www.sheffield.gov.uk](http://www.sheffield.gov.uk) )

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml>

or directly from the school website [www.coitprimary.co.uk](http://www.coitprimary.co.uk)

### 5.3 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 attainment and progress for all pupils to ensure that:

- › The attainment gap between the child and children of a similar age is closing
- › The attainment gap does not grow wider
- › Attainment is similar to that of peers starting from the same attainment baseline
- › Progress matches or is better than the previous rate of progress
- › The pupil demonstrates an improvement in self-help, social or personal skills
- › The pupil demonstrates improvements in receptiveness to learning

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.

### 5.4 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

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

### 5.5 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 and attainment or 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 regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5.6 Supporting pupils moving between phases and preparing for adulthood

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

## **5.7 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 adapted for individual pupils.

We will also provide the following interventions such as:

- Individual Learning Support Programmes
- Fine / Gross motor skills
- Power of 1 (maths)
- Tutoring
- Attention Autism
- Lego Therapy
- Speech and Language
- Phonics
- Mighty Minds (mental health)

In line with our Trauma Informed practice, all pupils in school have access to an Emotionally Available Adult who can support them at any time.

## **5.8 Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Clicker etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Birmingham Toolkit, Launchpad for Literacy
- Engagement Model
- Calm Corners
- Zones of Regulation
- Access to some 'Hub' type provision (ASD)

## **5.9 Additional support for learning**

We have seven teaching assistants who are trained to deliver interventions such as Individual Learning Support Programmes, Power of 1 and Power of 2, Mighty Minds, Motor Skills, phonics and Bereavement. We also have three certified Trauma Informed Practitioners.

Teaching assistants may support pupils on a 1:1 basis for short, specific periods of a lesson

Teaching assistants may support pupils in small groups for short, specific periods of a lesson

Class teachers take responsibility for the learning and teach of all pupils

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

- Educational Psychology
- Rotherham Learning Support Services
- Sheffield Speech and Language Therapy Service
- Ryegate
- Autism Team
- Rowan Outreach Service
- Sheffield Children's Hospital
- Hearing Support Service
- Diabetic Nurses

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

Our new SENCO has prior experience at our federated school in this role and holds a diploma in SEND.

We have a team of 10 teaching assistants, 6 of whom also hold a higher level teaching assistant or teaching qualifications and who are trained to deliver SEN provision.

In the last academic year, staff have been trained in delivering Learning Support Programmes, DeF approved ELS phonics, Team Teach, art therapy, dyslexia, Attention Autism and Trauma Informed Schools

We use a specialist teaching assistant for Speech and Language Therapy support

### **5.11 Securing equipment and facilities**

Equipment and facilities pertinent to individuals will be secured through the Occupational Therapy Services, and Sheffield Local Authority (including Educational Psychology)

### **5.12 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their outcomes half termly through Pupil Progress Meetings between staff and senior leaders
- Reviewing pupils' individual progress towards their outcomes each term using a person centred approach (family, pupil, professional) and focus on Preparation for Adulthood
- Reviewing the impact of interventions after completion of the recommended time – for example, this may be half a term, 10 weeks or full term
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.13 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 Breakfast and after-school clubs. SEND pupils are actively encouraged to join by listening to pupil voice on reviews as to what they would like to try. Occasionally, a pupil may need additional adult support. In these ways, it is ensured that pupils with SEN have no barriers to participation and can enjoy the same activities as other pupils in school.

All pupils are encouraged to go on our residential trip in Y6



All pupils are encouraged to take part in sports day/school plays/special workshops. This may involve adjustments and modifications to the activity, including 1:1 support from an adult.

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

The school has grounds and buildings (including the mobile and bungalow) that are accessible using a wheelchair.

The school is situated on one story and there is a hoist / changing facilities in a disabled toilet provision

The school has an Accessibility Plan

## **5.14 Support for improving emotional and social development**

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

- Coit takes a 'Trauma Informed School' approach to all pupils and ensures that staff are 'Emotionally Available Adults' at all times to all pupils (parents / peers)
- Pupils with SEN are encouraged to be part of the school council (Champions of Change)
- Pupils with SEN are also encouraged to take part in the Mighty Minds intervention to promote resilience, self-esteem, teamwork/building friendships
- Zones of Regulation are used throughout school

We have a zero tolerance approach to bullying.

## **5.15 Working with other agencies**

Coit has positive relations with other agencies in order to support pupils effectively. This includes health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

## **5.16 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO 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

## **5.17 Contact details of support services for parents of pupils with SEN**

The Sheffield Local Authority SSENDIAS Team provide advice, support and help for young people with SEND, and their parents and carers.

Telephone: 0114 273 6009, Monday to Friday, 9am to 5pm

Email: [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

## **5.18 Contact details for raising concerns**

**Mrs Tracie Hancox** is the named SENCO and person to contact with any concerns

## **5.19 The local authority local offer**

The Sheffield Local Offer is published here:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

Our contribution to the Sheffield Local Offer is published here:

[https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=D5VcB5EE7yk&localofferchannelnew=10\\_4\\_1](https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=D5VcB5EE7yk&localofferchannelnew=10_4_1)

## 6. Monitoring arrangements

This policy and information report will be reviewed by **Mrs Tracie Hancox and SEND Governor every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 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
- Safeguarding
- Positive Handling