At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Special Educational Needs and/or Disabilities Policy

Policy lead: H. Eckersley

Last interim review by the Policy Lead	Autumn 2026
Last full review by the Policies Committee	Spring 2024

Next interim review by the Policy Lead	Autumn 2027
Next full review by the Policies Committee	Spring 2027

Introduction

By adhering to the SEND Code of Practice the Governing Body endeavours to provide the necessary opportunities for all pupils with SEND including children with Higher Learning Potential (HLP) to enable them as well as all others to make maximum progress appropriate to their ability, to achieve success and to fulfil their potential. Such an education should enable them all to live enriched, happy lives, have a measure of independence, enjoy a positive self-esteem, feel they have something of value to offer others and derive satisfaction from their own efforts.

Tackling the full range of pupil needs at Claypool improves the learning environment not only for SEND pupils but for everybody. At Claypool, we believe that supporting disability and/or difficulties in learning is part of our high quality mainstream education service.

Aims

- To provide all children with a broad, balanced, relevant and differentiated curriculum to meet their individual needs.
- To encourage every child to reach their full potential in all areas of school life.
- To identify those children with varying needs and provide planned and appropriate support, in order to access the curriculum and general school life.

Objectives for all Staff in School:

- To promote confidence and self-esteem in all areas of school life.
- To identify those children who are experiencing problems with any aspect of school life and to provide extra support.
- To express any concerns to the SEND co-ordinator and seek advice and support.
- To develop a differentiated individual programme to address concerns.
- To regularly monitor progress towards targets in the key areas.
- To work in partnership with parents to address the identified concern.
- To work together to meet the needs of each individual.
- To complete formative assessment of progress, or otherwise, and to maintain up to date records of any intervention programmes.
- To work in close liaison with any outside agencies and to access support from such agencies as appropriate to the children's needs.

Roles and Responsibilities

The Board of Governors

The governing body, in co-operation with the head teacher, determines the school's general policy and approach to provision for children with Special Educational Needs and/or a Disability (SEND), establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The current governor with responsibility for Special Educational Needs is Mrs Emma Fisher.

Special Educational Needs Coordinator (SEND Co-ordinator)

The teacher responsible for general co-ordination and day to day operation of the SEND policy is Hayley Eckersley.

The key responsibilities of the SEND co-ordinator include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Co-ordinating learning support assistants and special needs assistants.
- Monitoring the progress of children with special educational needs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including Woodbridge, Behaviour Support Services and Educational Psychology services, Health and Social Services and voluntary bodies.

Class Teachers
Class teachers are responsible for educating all the children in their class, including those with SEND. Class teachers are fully aware of the school's procedures for identifying, assessing and making provision for SEND pupils. Teachers provide additional support or differentiated activities to enable pupils with special educational needs to learn more effectively. Class teachers are available for parents to meet with to discuss any aspects of their child's progress.

Admission of Pupils
Admission arrangements for all pupils are those set out within the LA's current Admissions Policy. When completing the initial application forms, parents/carers need to specify their child's special educational needs and any support they are receiving before admission. The LA's Admission Policy is available from school on request.

SEN Unit
Our eight place SEN unit opened in September 2023 for pupils with Severe Learning Difficulties (SLD) and a complex need such as Autism. The children are allocated a place in the provision by the Local Authority and are brought to school each day by transport. The provision provides specialist support with high adult to child ratio. All staff are experienced practitioners who have previously worked with SEND children, they use specific strategies to support and develop their sensory needs, communication and language, independent skills and provide an integrated approach within the mainstream school when appropriate.

Resources and Organisation
Other agencies that have involvement within school are:

- Woodbridge Outreach Service
- Education Psychology Service
- Physiotherapist / Occupational Therapist / Speech and language support
- Behaviour Support
- School Nurse
- Educational Social Worker

Facilities and Equipment
At Claypool, we aim to meet the individual needs of all our children. Claypool is a single storey building. The building is designed to provide ease of wheelchair access along ramps to the front of the school, at the entrance to Year 2/3/4 classrooms and at the entrance to the Year 5 and 6 classrooms. It is all on ground level and has external exit lighting. It has toilet facilities to cater for disabled people. Claypool has a 'Sunshine Room' available for pupils to have 'calm time' in. It is also used for children with ASD, speech and language sessions, social activities and phonics. There are number of resources to help identify needs and support needs in school such as Dyslexic Screening tests and Emotional Well Being programs.

Allocation of Resources
The SEND co-ordinator has an annual budget allocation which is spent on resources aimed specifically for pupils with SEND.

Identification and Assessment
Identification of a child's special needs may be made by any individual on the school staff, any member of a support service for example the school nurse, or a parent/carer. A child experiencing difficulties may be judged against the progress of their peers or siblings or against specific educational levels of attainment. Concerns may arise when "milestones" are not met at the usual times or when progress is measured against Early Years/National Curriculum expectations. Lack of progress may become apparent after the results of standard assessments are made or by observation. All concerns are acted upon and advice sought.
Children's progress is monitored through pupil progress meetings with the head teacher, teacher's formative assessments, Y1 Phonics Assessment, Optional SATs, end of KS SATs, Rising Stars spelling,

punctuation and grammar assessments and Salford Reading Tests. Assessment data is analysed by the head teacher, teachers and the SEND co-ordinator.

The School Based Graduated Response

It is the responsibility of all staff to meet every child's individual needs. If a teacher finds that a child is not responding as expected or is having increasing difficulties with learning or behaviour, they communicate their concerns to the SEND co-ordinator and seek advice. Parents are informed of any concerns. Once actions over and above the normal classroom strategies are employed to address an individual's needs, separate records will be kept of any interventions and their successes, or otherwise, noted. The child will then be discussed in an initial concern meeting and actions will follow that meeting. The SEND co-ordinator will keep a record of this information and these findings.

Education, Health and Care Plan (EHCP)

If the child has more severe needs and meets the criteria set out by the Local Authority then the school can apply for an EHCP. The LA will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to the school.

Inclusion

At Claypool, we aim to provide a curriculum that enables all children to reach their full potential. A child with educational, physical, emotional, sensory or behavioural needs always has the opportunity to participate fully within the curriculum either by the provision of differentiated work or additional resources.

Higher Learning Potential (HAP)

At Claypool, we identify children with Higher Learning Potential in a number of ways.
These could include:

- Teacher/staff nomination
- Testing achievement, potential and curriculum ability
- Assessment of children's work
- Peer nomination
- Parental information
- Discussions with children/young people

Identifiers:

- Having a strong curiosity,
- Being able to learn quickly,
- Persevering when interested,
- Being resourceful, self-directed,
- Showing high level of sensitivity and/or empathy,
- Ability to teach their peers.

Teaching strategies that are employed at Claypool:

- Rich questioning,
- Higher order and abstract thinking (e.g. debates, handling ambiguity and paradox),
- Problem solving and enquiry,
- Development of advanced language skills, to include accuracy, precision and fluency,
- Independent work and self-study,
- Teaching peers,
- Development of metacognition (own thought processes),
- Transfer of knowledge across disciplines,
- Provision of leadership opportunities,
- Curriculum enrichment,
- Different subject areas will deploy different and additional approaches according to age and stage.

A register of HAP children is updated termly on the Class Cohort profile.

Parent Participation
Parents/carers play a crucial role in their child's education. At Claypool we encourage parents/carers to become actively involved in school life, contributing key information about their child alongside the class teachers and the SEND co-ordinator. An informal parents' "Drop-In" is available on a weekly basis for parents to discuss children's progress with teachers.

Complaints
If a parent/carer wishes to make a complaint about the SEN provision they should first contact the class teacher who will voice the concerns to the SEND co-ordinator. If the problem is still unresolved the parent may wish to speak directly to the SEND co-ordinator who may approach the head teacher for advice or support. If the concern continues, the parent/carer may wish to speak directly to the head teacher who may in turn need to address the issue with governors to discuss the situation and possible solutions explored.

Training
All staff undertake in-service training during the school year as appropriate. Training for SEND is undertaken by the SEND co-ordinator and by teachers and special need assistants. The SEND co-ordinator provides in school training as and when appropriate. Visitors from support services keep all staff up to date on current developments within the field of SEND. Externally provided SEND training is accessed where appropriate.

Links with other schools
Close communication is maintained with nurseries and secondary schools to ensure that all records for SEND children are passed on and a smooth transition occurs. Mid-term movement records are passed on when the receiving school is known.
When children with Special Educational Needs move on to secondary school, careful transition plans are drawn up with all mutual parties. The SEND co-ordinator organises additional transition visits to meet the needs of the pupils concerned. Special needs assistants work with the children to create transition booklets including photos of key staff and classrooms they need to familiarise themselves with.

Links with child health, social services and educational welfare
School has regular contact with the school nurse who completes various health checks from Foundation Class to Y6. School regularly monitors attendance and refers concerns on to our educational social worker.
Other departments within Social Services are contacted as appropriate.

Success criteria
The governing body will deem this policy successful if:

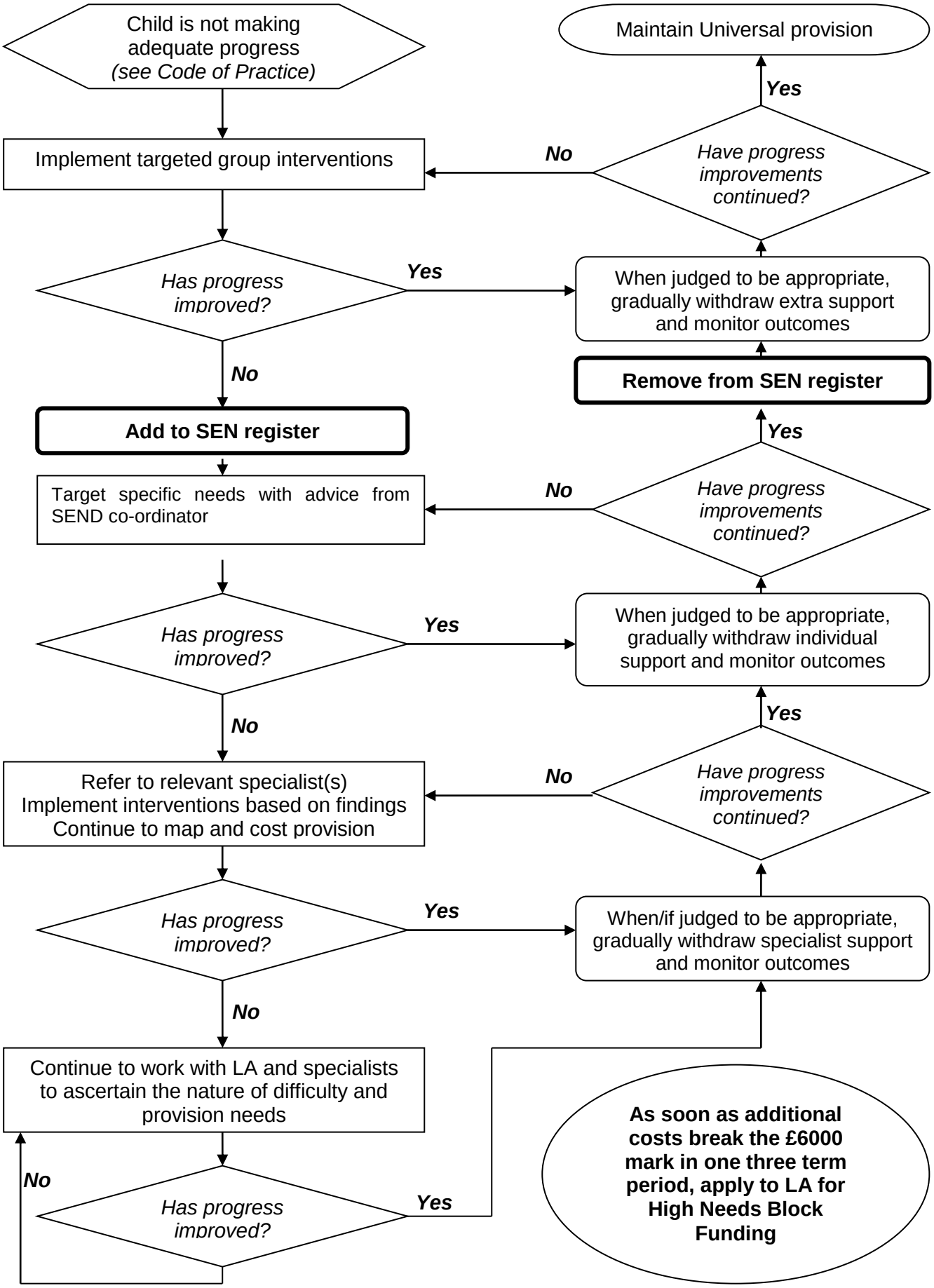
- All children are provided with the opportunity to achieve their full potential.
- All children have been educated alongside their peer group if appropriate.
- The needs of all children are met.
- All children, parents/carers and other professionals have ensured an effective working partnership.

Equality
We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

Appendix A


Child is not making adequate progress (see Code of Practice)
Implement targeted group interventions
Has progress improved?
Yes
No
Add to SEN register
Target specific needs with advice from SEND co-ordinator
Has progress improved?
Yes
No
Refer to relevant specialist(s)
Implement interventions based on findings
Continue to map and cost provision
Has progress improved?
Yes
No
Continue to work with LA and specialists to ascertain the nature of difficulty and provision needs
Has progress improved?
No
Yes
When/if judged to be appropriate, gradually withdraw specialist support and monitor outcomes
Have progress improvements continued?
No
Yes
When judged to be appropriate, gradually withdraw individual support and monitor outcomes
Have progress improvements continued?
No
Yes
Remove from SEN register
When judged to be appropriate, gradually withdraw extra support and monitor outcomes
Have progress improvements continued?
No
Yes
Maintain Universal provision
As soon as additional costs break the £6000 mark in one three term period, apply to LA for High Needs Block Funding