Potters Green Primary

Special Educational Needs and Disability Policy 2026-2027

Local Level Policy

Date effective	30.9.26
Review Cycle	Annually
Review Date	Autumn Term 2027
Date of Approval by Governors	14.10.26
Committee approved by	Potters Green Local Governing Body
Author	Mrs Liz Dickson/SENCO

Date	Notes

Part of the Castle Phoenix Trust

Leading Learning and Excelling Together

Introduction.

Policy Aims

The aims of this policy are:

- To create a school environment in which all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014 –updated in 2024) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

https://www.gov.uk/children-with-special-educational-needs
One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHCP)
Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information describing this pathway on Coventry's SEND Local Offer website:

http://www.coventry.gov.uk/localoffer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are
available both to those families in Coventry that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Gillian Deery, Head Teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is; Mrs Liz Dickson. The Governor responsible for overseeing the provision for children with Ms Kathryn Watkin.

Please see the office staff for contact details.

Section 1

Contextual Information

Potters Green is an above average, two from entry school (approx 380 on roll including a Nursery). It serves a diverse socially mixed community. The area near the school is a mixture of private and housing association properties, however a high number of our children come from an area of greater deprivation outside the school's immediate catchment boundary.

The percentage of children eligible for free school meals and those supported by an SEND Support Plan is above national average as is the school deprivation indicator.

The vast majority of pupils are of White British ethnicity however the percentage of children from minority ethnic groups has increased over recent years.

The school is the only stable factor in the lives of some pupils and so we have a team of 2 Learning Mentors and buy into the 'Time for You' counselling service, provided by Relate, to help meet the needs of those pupils experiencing instability and difficult changes in their lives.

Transience is slightly higher than the national average, however most children start at Potters Green either in the Nursery or in the Reception class. At the end of the Nursery year, most children who attend the Nursery transfer into Reception, and we also gain new children from other pre-school settings at this time.

Attainment on entry for most children, is measured by school baseline data and confirmed through external validation. This is below age related expectations, especially in Literacy. The number of Speech and Language referrals has increased.

Mission Statement
'Nurturing Bright Futures'

Potters Green is a fully inclusive school which aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can reach their full potential. It may not list every skill, technique and resource we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing needs and requirements of our individual children.

We believe that children with special educational needs experience the greatest success when their needs are identified quickly, assessed thoroughly and provided for promptly and appropriately.

For a small number of children, with an Education, Health and Care Plan, the majority of their day is within our Adjusted Resource Provision. This is in its early stage of development, but this provides a space, within the school that provides a more bespoke curriculum for children with more specific Special Educational Needs and Disabilities. There is a focus on specific areas such as communication whilst allowing them to still access some mainstream classes, where appropriate. Children within the resource base are assessed against the 'Cherry Garden' small steps curriculum. This provides child-centered, individualised learning opportunities through a play-based provision.

Section 2.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home, is different from the language in which they will be taught.

Identification of pupils needs at Potters Green School

'Every Teacher is a Teacher of SEND'.
Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement will be monitored.

2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

4. The Inclusion Leader will be consulted, as needed, for support and advice.

5. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

6. The Pupil is monitored if concern is raised by parent or teacher, but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

7. Regular progress meetings are used to monitor and assess the progress being made by all children.

Section 3

Teacher responsibilities

'Every Teacher is a Teacher of SEND'.

Teachers at Potters Green will;

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip children with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Set aspirational yet attainable targets for learning
- Plan differentiated work that is appropriately matched to learning needs and ensures progression
- Create effective learning environments in which pupils achievements are celebrated and independence is fostered.
- Ensure that the school has an appropriate physical environment and appropriate resources to meet the needs of all children.
- Respond flexibly to pupils according to their difficulties
- Support pupils' learning without making them feel different or inferior to their peers
- Enable each pupil to become an independent and confident student.

1. **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents and previous class teachers. As a school we understand that some behaviours can be communicating an unmet need or a lack of understanding. Any poor behaviour will be monitored to see if additional SEND support is required and then will be managed in line with the behaviour policy.

2. **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

3. **Make appropriate provision to overcome all barriers to learning (including behaviour) and ensure pupils with SEND have full access to the National Curriculum**.
This will be carefully monitored and regularly reviewed by class teachers in order to ensure that individual targets are being met and all pupils' needs are catered for.

4. **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress through support plan meetings, three times a year.
5. **Intervention Groups** run in the afternoons by Teaching Assistants and Learning Mentors. They support children identified as having additional needs, particularly Education Health and Care Plans within Potters Green.

We recognise that withdrawing individuals and/or groups of children with SEND should be handled sensitively, that it should provide balanced access to the curriculum and avoid social exclusion. Inclusive education is an entitlement for all children including those with SEND, which we aim to fulfil through all classroom settings.

Section 4

The Graduated Approach

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.
Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the child on the School SEND Register.

The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess.

In identifying a child as needing SEND support, the teacher should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents and Inclusion Leaders.

Plan.

Planning will involve consultation between the teacher and parents, to agree the interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do.

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.

They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review.

Reviewing pupil progress will be made at termly support plan meetings. The review process will evaluate the impact and quality of the support and interventions.

The class teacher will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and Inclusion Leaders where appropriate.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan will be taken by the Inclusion Leader and Head teacher following advice from outside agencies.

Further information about EHC Plans can found via the SEND Local Offer:

http://www.coventry.gov.uk/SENDlocaloffer

Learning Hub

Potters Green has a Learning Hub within the school called **Acorns**. This is predominantly for KS1 pupils who cannot access the learning within the mainstream classroom. All of these children withing the Learning Hub have either an EHCP or would be on the pathway towards this. Primarily the need is speech, language and communication. These children are significantly below the level of their peers in the vast majority of areas. Learning is significantly delayed. Pupils are identified by EHCP targets, Pupil Progress Meetings or prior knowledge from our nursery setting or other agencies. The Learning Hub is led by an Enhanced Higher Level Teaching Assistant (EHLTA). Children within the Learning Hub are assessed through the Cherry Garden Curriculum branch maps which allow pupil achievement to be assessed in a broader more holistic way in order to truly celebrate the breadth of their experience and the range of their skills

Monitoring and Evaluation.

In order to make consistent progress in relation to SEND provision, Potters Green encourages feedback from staff, parents and pupils during the academic year, through support plan meetings.

- Support plans will be monitored on a termly basis in line with the SEND Code of Practice.
- Inclusion Leaders may monitor Special Needs through Pupil voice, observations, book trawls and questionnaires.
- To ensure that staff complete appropriate Support Plans and review them three times a year
- Inclusion Leaders to be responsible for monitoring the provision for SEND children throughout the school
- Inclusion Leaders to attend termly tracking meetings
- Inclusion Leaders to ensure use of outside advice informing basis of Support Plan targets
- To provide equal opportunities for all SEND children

Section 5.

Roles and responsibilities.

The Inclusion Leaders and the Head teacher are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports, outside agency reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND.
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

Potters Green invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The Inclusion Leaders and Head Teacher are the designated persons responsible for liaising with the following:

- SEND Early Years
- Education Psychology Service
- Social, Emotional and Mental Health + Learning (SEMH+L)
- Speech and Language Therapy
- Complex Communication
- Primary Integrated Mental Health Team
- Looked After Children Team (where appropriate)
- SEND Information, advice and support services. (SENDIASS)
- Occupational Health and Physiotherapy services.
- Ethnic Minority Achievement Service (EMAS)

Representatives from other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Working in partnerships with parents.

Potters Green School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The Inclusion Leader provide support to teaching staff and parents by request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Leader may also signpost parents of pupils with SEND to the SEND Information Advice and Support Service when specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the child (age dependant) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.