Special Educational Needs and Disability Policy

Approved by Governors: 20th November 2025

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Please also see the schools' websites for further policy information and how this policy is implemented: https://www.greatellingham.norfolk.sch.uk/SEND/ and https://www.rocklands.norfolk.sch.uk/SEND/

Our Vision:

Every child will be nurtured and inspired to reach their full potential in becoming an inquisitive learner, who aspires to achieve excellence and become a confident member of the community.

Our Ethos:

A happy, family-style community in which all individuals respect and value each other whilst working together.

Our Values:

- Respect for the rules, democracy and law
- Concern for individuals' feelings through mutual respect
- High aspirations: high attainment
- Quality teaching and excellent behaviour
- Honesty, integrity and tolerance
- A respect for all faiths and beliefs
- Protecting our environment, the village and the community
- A healthy lifestyle for all

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the School Offices on 01953 453342 (Great Ellingham School) and we will do our best to help. Or 01953 483369 (Rocklands Primary School)

Policy Consultation & Review This policy is available in hardcopy from the school office on request.

What is a Special Educational Need?

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice 2015).

What is Disability?

The Equality Act 2010 definition is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities" Section 1(1) Disability Discrimination Act 1995 This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

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1.Rationale

In our Federation we are committed to inclusive practice and aspirational outcomes which encourage all learners to achieve their full potential, in 'becoming an inquisitive learner who aspires to achieve excellence'.

We acknowledge that some children will have special educational needs and disabilities (SEND) at some time in the school career. The Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they: achieve their best to become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. Teachers are responsible for the progress and development of the children in their class. High-quality teaching, differentiated for individual children is the first step in responding to children who have, or may have, SEND.

A child's teacher will put in place specific strategies in consultation with the SENDCo so that the child is fully involved in learning in class. This may involve making reasonable adjustments using more practical learning, or providing different resources adapted for the child. Any additional support will target the area of difficulty and may be provided in class, on a 1:1 basis or within a small group. An 'intervention' may be run by a teacher or a teaching assistant who is fully trained to deliver specific interventions to small groups and individual children. All staff have due regard to general duties to promote disability equality. Our school strives to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students diverse learning needs
- remove the barriers to assessment and learning

This will enable all children to have equal opportunities to take part in all aspects of the school's provision, through a broad and balanced curriculum that is relevant and differentiated to enable all children to reach their full potential.

To comply with the SEND Code of Practice (2015) the governing bodies of maintained schools have a legal duty to publish information about the SEND provision on their school website. This information will be updated annually. This report is linked to the Norfolk Local Authority Local Offer https://www.norfolk.gov.uk/children-and-families/SEND-local-offer (also see Useful Links below).

2. Objectives

Provision for children with SEND is a whole school matter. In line with the Code of Practice, we will:

- Identify and address the SEND of the children we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all children with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- Provide for the individual needs of all children with SEND and ensure their progress in mainstream education, alongside children who do not have any SEND, in order to maximize their achievement.
- Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their son/daughter's education
- Designate a teacher as a Special Educational Needs Coordinator of SEND provision (SENDCo)

3. SEND - Areas of Need

The Code of Practice (2105) outlines four broad areas of Special Educational Need, which at The Federation of Great Ellingham and Rocklands Schools we are committed to supporting:

Broad area of Need	Examples
Communication and interaction	Speech, language and communication difficulties Autistic Spectrum Disorder/Condition
Cognition and learning	Moderate learning difficulties Specific learning difficulties: eg dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health difficulties	Attachment disorder Anxiety Depression Medical Disorder
SENDsory and /or Physical	Visual impairment Hearing impairment Hypermobility Motor skills Physical Disability

It is worth noting that children with some of these needs will experience difficulties in more than one broad area of need and the purpose of identification is to work out what action

the school needs to take to support students and is not to fit students into specific categories.

4. Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

● Making SEND provision an integral part of each School Improvement Plan.

● Enabling identified children with SEND to reach their full potential.

● Enabling successful transition of children with SEND, from their previous educational establishment and beyond their life in the school.

● Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.

● Enabling all children with SEND to join in the activities of the school together with the children who do not have SEND, as far as is reasonably practical.

● The quality of teaching children with SEND and progress made by these children is a core part of the school's performance management arrangements. Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of all children with SEND.

● Regular monitoring of the progress and development of all children throughout the school.

● Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.

● Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.

● Ensuring that appropriate staffing and funding is in place for children with SEND.

● Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School's SEND provision and Inclusion overall.

● Involving the Governing Body in the future development and monitoring of this policy.

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

5. Roles and Responsibilities

All staff at the Federation of Great Ellingham and Rocklands Primary Schools have a responsibility for implementing this policy and to maximising the achievements and opportunity of all children with SEND and vulnerable learners.

The Executive Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure children reach their potential is the key responsibility of the Executive Headteacher.

Progress of all children with SEND and vulnerable learners will be demonstrated through:

• Analysis of the whole school tracking system, Pupil Asset
• Consideration of the whole school provision map
• Pupil progress meetings with individual teachers
• Individual SEND Pupil Profiles, which are in addition to or different from typical curriculum provision
• Regular meetings with the Special Educational Needs Coordinator (SENDCO)
• Discussions with parents/carers and children.

The Executive Headteacher must ensure that a SEND Information Report is on the school website as set out in the Code of Practice. The Executive Headteacher and Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO). This person will complete the following tasks in order to fulfil the Code of Practice 2015:

• Identify children with a special educational need and those who are disabled and those with a medical need

• Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all children with SEND.

• Coordinate provision for children with SEND.

• Liaise and advise teachers as necessary.

• Manage teaching assistants employed specifically to support children with SEND.

• Oversee the records of children with SEND

• Identify and then contribute to in-service training for staff within the school.

• In conjunction with the class/subject teacher liaise with the parents/carers.

• Coordinate the Annual Review for children with Education Health and Care plans.

• Monitor SEND Pupil Profiles

• Liaise with the Governing Body, keeping the SEND Governor up-to-date with key national and school-based issues.

• Attend meetings or training specific to the role of SENDCO as appropriate.

• Liaise with visiting professionals who support vulnerable learners.

- Liaise with the Executive Headteacher to evidence and apply for the testing Access Arrangements for children with SEND, vulnerable learners or those with a medical need.

The Class or subject teacher will in consultation with the SENDCO:

• Agree which children are vulnerable learners and those who may have SEND or are disabled or have a medical need.

• Identify which children are underachieving and need to have access to additional interventions but do not necessarily have SEND.

• Identify which children require additional support due to their special needs and therefore need a SEND Pupil Profile

• Secure good teaching outcomes by providing Quality First teaching using adaptations and reasonable adjustments as a standard classroom technique.

• Ensure children have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

6. Child and Family Voice

The Code of Practice (2015) very much places the parents/carers and their child at the centre of the support, to ensure their voices and opinions are heard in partnership with the School. The School recognises the importance and value in ensuring that children are consulted, are part of the monitoring of progress and are involved in decisions around their education. To achieve this, children will be given the opportunity to share their views about their learning and areas of need. This will be done in conjunction with the Graduated Approach of assess, plan, do and review.

Parents/carers of children with SEND will meet as part of the whole school teacher/parent consultation evenings timetable but will also be offered additional plan and review meetings as part of the Pupil Profile Graduated Approach. These will be offered termly.

Parents are invited to share their concerns first and foremost with the class teacher. Following this, meetings can be arranged between the parents/carers, the class teacher and the SENDCo.

7. Reviewing the Policy

This policy will be reviewed by the governors, Headteacher and SENDCO every year in accordance with the school's review cycle.

8. Useful Links

● Great Ellingham and Rocklands SEND Information Report from these pages:
https://www.greatellingham.norfolk.sch.uk/SEND/
https://www.rocklands.norfolk.sch.uk/SEND/

● Accessibility Plan: https://www.greatellingham.norfolk.sch.uk/federation/wp-content/uploads/2020/03/Accessibility-policy.pdf

● Norfolk Local Offer Explained : https://www.norfolk.gov.uk/children-and-families/SEND-local-offer

● Norfolk SEND Directory
https://communitydirectory.norfolk.gov.uk/Information/SENDLocalOffer?categoryId=71

● Norfolk SEND Partnership: Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) https://www.norfolkSENDpartnershipiass.org.uk/

● Education Health and Care (EHC) Needs Assessment http://www.norfolk.gov.uk/children-and-families/SEND-local-offer/support-for-learning/education-health-and-care-ehc-plans

● Children and Adolescents Mental Health Service (CAMHS) https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs

● DfE SEND Code of Practice: 0 to 25 Years https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25

9. Glossary of Terms

ASD/C	Autistic Spectrum Disorder/Condition
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
SEND Pupil Profile	Special Educational Need Support Plan
LSA	Learning Support Assistant
TA	Teaching Assistant
SEN	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEND
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability