



**PHOENIX**  
PRIMARY SCHOOL

# **SEND INFORMATION PROCEDURES**

**SEND Governor: Mrs Carol Winn**

**REVIEWED SEPTEMBER 2022 – REVIEW DATE SEPTEMBER 2023**

A **Beyond** ACADEMY  
SCHOOLS TRUST

## PHOENIX PRIMARY SCHOOL SEND Information Report and Procedures

This policy is written in line with the requirements of:

- Children and Families Act 2014 [Part 3 of the Children and Families Act 2014](#)
- SEND Code of Practice 2015 [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014 [The Special Educational Needs and Disability Regulations 2014](#),
- Part 3 Duties on Schools - Special Educational Needs Co-ordinators
- Schedule 1 regulation 51- Information to be included in the SEND information report
- Schedule 2 regulation 53 - Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Policy
- Safeguarding Policy

### Definition of SEND

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 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. SEN Code of Practice (2015, p 15)

### Definition of disability

Many children and young people who have SEND may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16)

At Phoenix Primary School we aim to offer excellence and choice to all our pupils, whatever their ability or needs, through the removal of barriers to learning and participation. We have high expectations of all our pupils and want them to feel that they are a valued part of our community.

This document identifies current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEND Code of Practice.

The Local Governing Board of the Phoenix Primary School seeks to respond to the educational needs of every individual pupil throughout her/his time at the School.



## **SECTION 1**

### **Aims**

The aims of this report are:

1. to provide equal opportunities so that all pupils have access to a broad and balanced curriculum, thus supporting the philosophy of inclusion
2. to give access to and where necessary modify and differentiate the curriculum
3. to support all pupils with an identified special educational need to enable them to achieve their full potential, making reasonable adjustments, so that no pupil is put at a substantial disadvantage
4. to achieve high standards of provision for all children with SEND, to ensure they make maximum progress possible and ensuring they are fully involved in their learning
5. To identify and assess pupils with inclusion needs as early as possible in their school career.
6. to promote within the staff a corporate sense of responsibility for the special educational needs of all pupils.

### **Objectives**

The objectives of this report are:

1. to identify and distinguish between the various forms of Special Educational Needs experienced by our pupils
2. to provide detailed information for all staff on each pupil's individual needs
3. to keep parents informed of the needs and provision for their children
4. to keep pupil's interest, views and wishes in the centre of the support process and keep them informed about decisions made regarding their support and provision
5. to use external agencies effectively including health visitors who have responsibility for children up to 7 years of age. This impacts on our EYFS/KS1.

## **SECTION 2 - The name and contact details of the SEN Co-ordinator**

The Inclusion Manager, Jolanta Studniarz-Thring, who is a qualified teacher and holds NASENCO qualification as well as Specialist SENCO Certificate is a named SENCO at Phoenix Primary school.

At Phoenix Primary School the Inclusion Manager works closely with the teachers, Phase Leads, Pastoral Team and SLT. As part of the team the Family Liaison Officer (FLO) does not teach and is available throughout the school day including with Senior Leaders to work with parents, carers and children to ensure that the pastoral needs are fully met.



### **SECTION 3- Identification of Special Educational Needs:**

There are four Broad Areas of Need (SEND Code of Practice, 2015) for which the School is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEND is to establish what action the School needs to take to best support an individual pupil; it is not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole pupil which include not just the special educational needs of the pupil.

The school is clear that only those pupils who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school will pursue through close working with outside professionals and build in the correct provision for the individual child.

All teachers are responsible and accountable for the progress and development of every pupil in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

### **SECTION 4 - The arrangements which have been made for co-ordinating the provision of education to pupils with Special Educational Needs:**

#### **The Role of the Inclusion Manager**

The Inclusion Manager plays a crucial role in the SEN provision of the school. The Inclusion Manager works in collaboration with the Headteacher and the Local Governing Board to determine the strategic development of the SEN procedures. Other responsibilities include:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN procedures 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 in class 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 and a smooth transition is planned
- Work with the Headteacher and Local 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

### **The Role of the Local Governing Body**

The Local Governing Body has an important responsibility in regard to pupils with SEN. These include:

- Ensuring that the provision for SEN pupils is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a pupil with an Education Health Care Plan (EHCP)
- Ensuring that SEN pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN pupils
- Being fully involved in developing and subsequently reviewing the SEN policy

### **The SEN Governor**

The SEN governor 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 body on this
- Work with the headteacher and Inclusion Manager to determine the strategic development of the SEN policy, procedures and provision in the school



## The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision
- Keeping the Local Governing Body well informed about SEN within the School
- Working closely with the Inclusion Manager
- Ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in an individual's education.

## The Role of the Teacher

“All teachers are teachers of pupils with special educational needs.”

The Code of Practice clearly acknowledges the importance allocated to the classroom teacher with regards to SEN. “Quality First Teaching” is an essential element of addressing and supporting pupils with SEN in their classes. The teacher's responsibilities include:

- Being aware of the School's procedures for the identification, assessment and subsequent provision for SEN pupils
- Collaborating with the Inclusion Manager to decide what action is required to assist the SEN pupil to progress
- Working with the Inclusion Manager to collect all available information on the SEN pupil
- Working with SEN pupils on a daily basis
- Developing constructive relationships with parents

## SECTION 5 - The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Phoenix Primary School we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors regularly assess the suitability of current provisions, including the use of accessibility ramps and lifts to ensure they remain fit for purpose. The school also regularly reviews its curriculum to ensure it meets the needs of all its learners, making adjustments where necessary.

Staff have access to appropriate resources and expertise and the school regularly provides high quality CPD from external specialists. The CPD programme reflects the needs of the schools current pupils and is reviewed termly.



## **SECTION 6 - Identification, Assessment and Provision**

At Phoenix Primary School, pupils who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of their education.

Assessment of SEND is seen as the process by which pupils with SEN can be identified; whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEN provision. And as stated in the code;

At Phoenix Primary School an early identification of pupils with SEN is a priority. To aid identification, staff are encouraged to raise concerns with the Inclusion Manager. To further assist with the identification of SEN, the School will ascertain pupil progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Reference to performance in N.C. assessments judged against level descriptions.
- Standardised screening /assessment tools e.g.: Key Stage 1 test results.
- Information from the infant school used to shape the pupil's curriculum and pastoral provision in the first few months at Primary school
- Identify/focus on the pupil's skills and note areas that require early support
- Make sure that on-going observations/assessments provide regular feedback on achievements/experiences
- Involve pupils in planning/agreeing their targets
- Involve parents in a joint learning approach for home/school

At Phoenix Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils or individuals at various points, e.g. reading age test, spelling age test. Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Targeted support in class, extra resources in class (move and sit cushion, writing slope, pencil grip, weighted lap cushion, word mats, fiddle toy, visual timetable, individual work station, now and next board, ear defenders),
- Cognition and Learning interventions (phonics, reading, maths, writing, Teoe-by-Toe, Plus 1, Power of 2, handwriting programmes, precision teaching, pre-teaching),
- Social and Emotional interventions (social skills groups, emotional support, mediation, lunchtime provisions, anger management programmes, social-emotional programmes, Drawing and Talking Therapy),
- Physical and Sensory interventions (sensory circuits, heavy work, fine motor skills programmes),
- Communication and Interaction interventions (speech and language programmes).

At Phoenix Primary School we are experienced in using the following assessment tools: Lucid Dyslexia Screener, Speech and Language Link assessments, Visual Stress Screener, BPVSIII, ACE and YARC.

We have also access to external advisors who are able to use the following assessment tools: Cognitive assessment administered by Educational Psychologist, Speech and Language assessment administered by Speech and Language Therapist, Occupational Therapy assessment administered by Occupational Therapist.



### **Monitoring Pupil Progress**

In circumstances where teachers decide that a pupil's learning is unsatisfactory, the Inclusion Manager is the first to be consulted. The Inclusion Manager and teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the course of action is to provide support through *SEN Provision*.

The process by which the school will identify and manage pupils with SEN status is outlined below:

- **Assess**
- **Plan**
- **Do**
- **Review**

The principles of **Assess, Plan, Do and Review** have been identified within the Code of Practice and will continue to be essential components in how Phoenix Primary School identifies how pupils with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not "adequate progress" has been made is the crucial factor in determining need to provide additional support through SEN Support.

"Adequate progress" is defined as that which:

- Narrows the attainment gap between the pupil and his/her peers
- Prevents the attainment gap increasing
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour

Where concerns remain, despite sustained intervention, the School will raise the pupil at the "In School Review" and in exceptional circumstances consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage at which their child has been identified. Parents will be invited to discuss the issues with the Inclusion Manager if they wish.

### **Criteria for exiting the SEN register**

- If pupils with SEN status no longer require additional support to make the progress that the School expects of them they will be reviewed to determine whether they can come off the SEN register.
- The decision to remove a pupil from the SEN register will be a joint one with the School and parents and pupils concerned. It may be necessary to discuss some pupils with the School Educational Psychologist before taking a pupil from the register.



### **Record Keeping**

The School will record the steps taken to meet a pupil's individual needs, the Inclusion Manager maintaining the records and ensuring access when required. In addition to the usual School records, the SEN pupil's profile may include:

- Information from the infant school.
- Information from parents.
- School information on progress and behaviour.
- The individual's own perceptions of difficulties.
- Information from health/social services/other agencies, e.g.: CAMHS.
- A provision map to show what interventions are in place both electronic and on paper.

All confidential information regarding SEN will be kept in locked filing cabinets.

### **SECTION 7 - Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At Phoenix Primary School, we provide equal opportunities for all our pupils with Special Educational Needs. All children with SEN are encouraged to participate in all aspects of school life. We aim for all our pupils to be happy, confident and willing participants within their individual classes and throughout their time in school. Where appropriate and necessary, the school will endeavour to provide additional support to enable the safe participation of the pupil in the activity.

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 and day 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. This can be reviewed if their behaviour could cause a Health and Safety risk.

### **SECTION 8 - Improving emotional and social development**

At Phoenix Primary School we actively promote social and emotional development. In order to secure positive experiences and develop emotional resilience and social skills, we support pupils directly through teaching (for instance PSHE lessons, circle time sessions, social skills groups, emotional support sessions, anger management groups, mediation sessions, lunchtime provisions) and indirectly with every conversation adults have with pupils throughout the day.

For some pupils, who require a specific support in this area, we can also provide the following: behaviour contracts, behaviour plans, mentor time, Play Therapy, Pastoral Support and targeted SEMH programmes. We also encourage pupils with SEN to be a part of the School Council and other whole-school initiatives.

We have a zero-tolerance approach to bullying.

### **SECTION 9 - Consulting parents/carers and children with special educational needs about, and involving them in, their education**

#### **Parents/Carers**

All parents/carers of pupils at Phoenix Primary School are invited to discuss the progress of their children two times a year and receive a written report three times per year. In addition we are happy to arrange meetings outside of these times.



If despite of high quality teaching and standard provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having SEN. Parents then will be invited the co-production of SEN Passport where targets, provision, child and parents' wishes will be outlined. Parents/carers and children will be invited to review the child's progress three times per year during SENP review meetings.

In addition to this, parents/carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil.

### Child

When a pupil has been identified with special educational needs, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **SECTION 10 - Statutory Assessment**

If, despite of, highly structured provision and an individualised programme being provided over a period of time, the pupil does not make expected progress the school will discuss with parents (and a young person where applicable) a possibility of making an EHCP Assessment Request to Local Authority . Requests for an EHCP Assessment can be made by either school, parents or outside agency. The school will make a request for an EHCP Assessment to the LA when:

- Despite implemented provision and addition support the child is not making expected progress in identified area of difficulty (at least 3 APDR cycles need to be completed)
- It is an outcome of In School Reviews (At least 2 ISRs)
- There is a significant change to circumstances and information on the pupil's health and relevant medical history
- The child's needs will have long term impact on their learning and progress
- Other relevant assessments from specialists e.g. support teachers/educational psychologists suggest the need for an EHCP Assessment

An Education Health and Care Plan (EHCP) will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required to that which the school is able to offer. However, the School recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

### **Annual Review of EHCPs**

The school will review each EHCP annually and the Inclusion Manager will invite:

- The pupil's parent/carer
- The pupil
- A representative of the LA
- Any other person the LA considers appropriate (Specialist Providers)
- Any other person the Headteacher/Inclusion Manager considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in their EHCP or during the last review.
- Review the provision made for the pupil in the context of the National Curriculum or equivalent measures and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether to cease, continue or amend the existing plan
- Set new targets for the coming year when the EHCP is to be maintained



Reviews during Year 6 will be significant in preparing for the pupil's transition to Key Stage 3, consideration should be given to inviting representatives from the educational provision that the young person hopes to attend in Year 7.

With due regard for the time limits set out in the Code, the Inclusion Manager will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The School recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

## **SECTION 11 - In-School Reviews**

The In-School Review (ISR) is held bi-termly and is organised by the Inclusion Manager. The pupils to be discussed are identified by the teachers based on their concerns for the pupils that they teach.

The ISR will normally be attended by the Educational Psychologist, Learning Support, Health Visitor (for EYFS/KS1), Behaviour Support, the Inclusion Manager, and other representatives of support services that the school buy into. Discussions will focus on pupils on the SEN register, about whom there is an on-going concern. The Inclusion Manager, in liaison with the teachers, will collect evidence of the difficulties and concerns appropriate to each pupil.

The ISR provides an opportunity for discussing pupils who are causing concerns and for identifying and providing strategies to meet their needs. It is also the forum at which pupils, who may require statutory assessment, have to be discussed at least twice, before they can be referred to the Local Authority. The Inclusion Manager will chair the meeting, which will be minuted. The minutes are issued to all in attendance at the meeting.

## **SECTION 12 - Storing and Managing Information**

The school recognises the importance of appropriately managing and storing documentation associated with SEN. All information on pupils who have left the school is archived appropriately.

## **SECTION 13 - Reviewing our Procedures**

The SEN policy will be reviewed annually. It will be approved by the Local Governing Body.

## **SECTION 14 - The local authority local offer and support services**

Our local authority's local offer is published here: [Medway's Local Offer](#)

There are external support services available for parents/carers of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway - website: [https://www.medway.gov.uk/info/200170/children\\_and\\_families/323/choosing\\_childcare/4](https://www.medway.gov.uk/info/200170/children_and_families/323/choosing_childcare/4)
- Medway Autism Group and Information Centre (MAGIC) - phone: 01634 570706, website: <http://medway-magic.org/>
- Medway Family Information Service (FIS) - phone: 01634 332195, website: [https://admissions.medway.gov.uk/Synergy/fisd\\_welcome.aspx](https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx)
- Medway SEND Information, Advice and Support Service - phone: 01634 566303 website: <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>
- Medway Community Healthcare - Child Health Service - website: <https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/child-health-service>
- St. Augustine's Parent Support Group for Parents of Children with ADHD - phone: 01634 851312, website: <https://staspsg.wixsite.com/adhd/upcoming-meetings>
- The Challenging Behaviour Foundation - phone: 0300 666 0126, website: <http://www.challengingbehaviour.org.uk/>
- Young Minds - parents/carers helpline - phone: 0808 802 5544, website: <http://www.youngminds.org.uk/>

Our Inclusion Manager can be contacted for further information regarding support services.



## **SECTION 15 - Dealing with Complaints**

The normal arrangements for the treatment of complaints at Phoenix Primary School are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the following to resolve the issue before making a formal complaint to the Chair of the Governing Body:

- Class Teacher
- Phase Leader
- Assistant Headteacher/ Inclusion Manager
- Deputy Headteacher
- Headteacher

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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.

## **SECTION 16**

### **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

