

Medina Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed by	Governing Body	Authorised by	(SENCO)
Last Review	September 2025	Date	September 2025
Next Review	September 2026	Review Cycle	Annually

Signed by

A McGarvey

'All teachers are teachers of pupils with special educational needs.'

Those with specific responsibilities in Medina Primary School are:

- Amanda McGarvey – Head Teacher, Designated Officer for Safeguarding Children and Looked After Link Teacher (LALT)
- Jemma Walledge – Inclusion Manager/SENCo/ Deputy DSL
- Ros Hammerton – Deputy Head Teacher and Assessment Manager, Deputy DSL
- Christine Liddle – Governor with responsibility for SEND
- Jennifer Bailey - Pastoral Lead/ ELSA

Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy should also be read in conjunction with the following policies: Anti-bullying Policy, Behaviour Policy, Equalities Policy, Complaints policy, Accessibility plan, Child Protection & Safeguarding Policy and Intimate Care Policy.

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages
- Parents/carers are key partners in the assessment, planning, implementation and review of the children's needs
- The participation of pupils in their own assessment, progress and target-setting is integral to the process of inclusion
- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum
- The needs of pupils will be assessed and reviewed regularly in consultation with parents/carers and the child. Informed and challenging targets for progress will be set
- Provision will be suitably supported and scaffolded to meet individual and diverse needs to enable all children to reach their full potential
- All those working with children with special educational needs and disabilities will be trained and supported.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. The pupil requires provision above and beyond quality first teaching (ordinary provision).

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others effectively. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The SENCO

The SENCO at our school is J.Walledge (senco@medina@portsmouth.sch.uk)

They will:

- Support teachers to inform parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

The SEND link governor

The SEND link governor is Christine Liddle

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to consider how interventions 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 SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Initially, raising concerns with their child's class teacher.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to parents evening meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Provision for SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. All teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever the prior attainment. We have an embedded culture of high expectations of children with SEN. For most children, learning needs will be met through high quality and appropriately supported/adapted teaching from the class teacher and a teaching assistant, within a well-organised and carefully planned learning environment. High quality teaching and supported learning for individual pupils, is the first step in responding to pupils who have or may have SEN.

Termly reviews, called Pupil Progress Meetings with teachers and members of the Senior Leadership Team monitor children's attainment and progress. This is a review of progress, a time to discuss assessments and make future plans to support the needs of learners. This ensures early identification of children's additional needs, which is vital.

When a child is not achieving levels at age expectation or there is an identified special educational need, there will be a graduated response. Through careful identification of the child's needs and barriers to learning, there may be adaptations made to provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on an individual basis with an adult.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and Insight, and will be made accessible to staff in an individual education plan (IEP /Support Plan)

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or personalised teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or

specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The evaluation of the impact and quality of the support and interventions. ~~This evaluation will be based on:~~

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

In consultation with the pupil and their parents/carers, the teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development.

Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the SENCO, in consultation with parents/carers, will consider involving specialists from external agencies. This could include the Educational Psychologist, Speech and Language Therapy service, Multi-Agency Behaviour Support, Mental Health Support Team, School Nurse Team, Sensory Impairment Service, Child and Adolescent Mental Health Service, Occupational Therapy or Physiotherapy and Inclusion Outreach Service.

There is a single stage for children in school with additional needs known as SEN support.

Education Health and Care Plan (EHCP)

Request for Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Education Health Care Plans

An Education Health Care Plans (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority (Portsmouth) considers the pupil requires more support than what is normally available in their current school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Reviews of an EHCP

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan. (Biannually if under 5) Our school will comply with all local arrangements and procedures when applying for

- SEN contingency funding
- Education Health and Care Plan
- Referrals to external agencies

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) - particularly with regard to the timescales set out within the process. We invite parents/carers to the reviews and will always try to involve the child in the review ~~and will do this~~ by discussions prior to the meeting.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy