Southbury School

SEN Policy

September 2026

This policy should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equality policy
- Safeguarding and child protection policy
- Behaviour policy
- Anti-bullying policy
- Medicines in School policy
- Complaints Procedures

Our Inclusion Manager is Ms Whincup who is part of the Senior Management Team and an Assistant Headteacher. She can be contacted via the school office or by email.
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Rationale

At Southbury Primary School we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive, caring manner.

Definition of Special Educational Needs and Disabilities (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 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 (SEND Code of Practice, 2015)

Learning difficulties may be caused by:

- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder/Autistic Spectrum Condition (ASD/ASC)
- Multi-sensory impairment (MSI)

- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with English and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

We categorise Special Educational Need under the following four broad categories as defined in the 2015 Code of Practice:

Communication and Interaction

Children with Speech, language and communication needs (SLCN) have difficulty communicating. This could be because they have difficulty saying what they want to, understanding what is being said or because they have difficulty understanding or using the social rules of communication. Children with Autistic Spectrum Disorder are likely to have difficulties in this area.

Cognition and learning

Some children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties can be moderate (MLD), severe (SLD) or profound and multiple (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, for example dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Children who speak English as an additional language (EAL) will receive additional support when appropriate but not SEND support unless they have an additional SEND.

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with school work or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate

resources and environment. At Southbury Primary School, we identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs. Needs may be of a minor nature as well as serious, however all needs must be addressed so that children can progress and reach their potential.

Objectives

- To provide children with SEND with the same opportunities as all children

- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND

- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments

- To provide access to appropriate intervention programmes according to the needs of the child

- To keep clear, up-to-date records tracking individual children, as they move through the school • To work in partnership with parents/carers, pupils and outside agencies

- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the intervention maps

- To ensure that all governors and parents/carers are aware of the policy

- To coproduce with parents/carers and pupils achievable and relevant targets for children on the SEND register.

Coordination of SEND provision

The Inclusion Manager is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. Her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND

- Managing support staff

- Coordinating provision for children with SEND

- Liaising with parents/carers of children with SEND

- Identifying, assessing, monitoring and record keeping for children with SEND

- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies

- Informing the head teacher of all developments

- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meeting for children with statements of SEN
- Supporting staff, parents/carers and children in coproducing Pupil Passports
- Ensuring continuity of provision for children with SEN by liaising with pre-schools and secondary schools
- Working closely with the SEN Governor

Admission arrangements

All children start school in the September of the academic year when they turn five. Prior to starting school, children and parents/carers are invited to a pre-school sessions in July when parents/carers and children meet the teachers and learning assistants. We aim to hold a transition meeting for children entering the school at Early Years SEN Support. Initially children attend part-time and gradually this increases to full-time by early October. The individual needs of children are always considered and so if children are not ready to attend full time in October they continue to attend on a part time basis as necessary. All children must be in full time education by the term after they turn five.

Identification of children with SEND

At Southbury Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In school - staff observations, Pupil Progress Meetings, Foundation Stage Profile, P level assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools. Staff can raise concerns about a child with the Inclusion Manager at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and Inclusion Manager, the child will be monitored closely and if SEND is identified will be added to our school SEN register or monitoring register. Teaching staff should note that any child who gives them a concern whether it is due to a lack of academic progress, development or social need will be noted on the child's records held by the teacher in the first instance – if interventions. Support strategies/reasonable adjustments have been put into place and concerns remain teachers must complete an Initial Cause for Concern form and hand this to the Inclusion Manager. This is referred to as a 'short note' in the SEND CoP. It is imperative 5 that initial concerns are logged and dated.

If a parent or pupil also raises a concern, this must be taken seriously, and we must listen to these concerns. These will be noted and dated on the child's records, as above. N.B. At this point the child is not regarded as having SEN. How well the child responds or otherwise to the adjustments will

determine if s/he has SEN. The class teacher will discuss the concerns informally with the parent and gather information about what the possible barrier to learning is. Teachers will make any reasonable adjustments to their teaching that are required and report at the next pupil progress meeting on the impact of their adjustments (or at the next agreed time – this will be a maximum period of one term).

At this point, a decision as to whether the child has SEN will be made in conjunction with the SENCo. The child or young person (CYP) is now described as being at 'SEN Support'. They will appear as Code K on our school census

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

SEN Support

If a child requires SEN Support, their special educational needs will be classified into one or more of the learning difficulties listed on page 1 of this policy. Parents/carers are always consulted and will be informed of the provision in place. Pupils will only be identified as having SEN if, having received high quality, personalised teaching and appropriate interventions/adjustments, they do not make adequate progress.

A Graduated Approach to SEN Support (Assess – Plan – Do – Review)

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. This is the graduated approach called SEN support. Earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

- Assess – Once concerns have been raised indicating that a child may have a special educational need, the class teacher and Inclusion Manager will consider all of the information gathered from within school and from parents about the child's progress, alongside expected progress. We will involve the pupil (age appropriate) and parents to enable us to develop a good understanding of the child's areas of strength and difficulty, as well as potential next steps.

Specialised assessments from outside agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc. This will be recorded on a Pupil Passport which will be shared with parents.

- Plan – All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's individual support plan (Pupil Passport). The Pupil Passport is written by the class teacher, supported by the SENCo if required. Teachers are advised to

refer to our whole school provision maps and additional resources such as Verbo for Speech and Language to help plan any adjustments, approaches, resources, or interventions required. If additional adult support is to be provided whether in-class or outside of class, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENCo. The additional adult support is someone who must be suitably trained to undertake the intervention. Passports will be reviewed and written at the end of every term.

- Do – The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching outside the class room, the class teacher still retains responsibility for the pupil. Teachers work closely with learning assistants and support staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The Inclusion Manager will continue to support the class teacher in any further assessment of the child's particular strengths/weaknesses and advising on the effective implementation of support.

- Review – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed, along with the views of the pupil (age appropriate) and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Stages on the SEND register SEN Support

Special educational needs are met within the classroom through reasonable adjustments and through withdrawal intervention programmes individually or in small groups. Support from one or more outside agencies will be sought e.g. Behaviour Support Service, Educational Psychology Service or Speech and Language Therapy if deemed necessary. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite interventions/modifications in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have medium term objectives that the child would be expected to achieve and progress against these objectives will be reviewed annually in an Annual Review meeting.

Provision for children with SEND

Provision for children with SEND is outlined in the school's intervention maps and on Pupil Passports. Children will be supported in class by the class teacher or learning assistant. In addition, children may also be taught by one of the Inclusion learning assistants who run withdrawal or in class intervention programmes.

Allocation of resources to and amongst children with SEND

The organisation of resources, both human and material is the responsibility of the Headteacher with the Inclusion Manager. Enfield Local Authority (LA) provides the school with separate funding for:

a) Predictable needs

b) Exceptional needs

The funding for predictable needs is calculated using a formula based on Free School Meals and issued to the school. Those children who have predictable needs are those who are on the SEND register who receive SEN Support.

The funding for exceptional needs comes directly from the LA for children with EHCPs.

Intervention programmes

- Reading (various) - Years 1 to 6
- Spelling (various) - Years 2 to 6
- NELI Speech and Language Programme (EYFS)
- Early Talk Boost Speech and Language Programme (EYFS)
- KS1 Talk Boost programme
- KS2 Talk Boost programme
- Funky Fingers – fine motor skills and handwriting - Years 1 to 6
- Social skills – as appropriate to the needs of individual children
- Speech and Language sessions - as appropriate to the needs of individual children/ small groups
- Phonics groups – Reception to Yr 6
- Self Esteem Groups (SEMH) Yr 2-6 as appropriate
- Five Minute Box (Literacy and Numeracy)

Assessment and review of children with SEND

The Assistant Headteacher for SEND monitors and discusses the progress of all children with class teachers termly at pupil progress meetings. In some cases, an assessment by the school's Educational Psychologist may be required and parents/carers are fully involved in this process. The Educational Psychologist will advise the school and parents/carers on how best to meet the child's needs.

All children who are on the SEND register will have Individual Support Plans (Pupil Passports) in place, which are reviewed termly. Where behavioural needs are extreme and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every eight weeks in a multi-agency meeting. Looked After Children will have Personal Education Plans (PEPs) in place which may, or may not, be in addition to a Pupil Passport. These plans will be produced in a meeting with parents/carers and will include short-term outcomes, provision in place to help meet

those outcomes and a space for review of those outcomes. Parents/carers are provided with copies of these plans. All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents/carers and if parents/carers are in agreement they will no longer receive SEN Support.

Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

Access to the curriculum and integration of children with SEND

Southbury Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables, dyslexic friendly fonts and coloured overlays where necessary

Specialist provision and facilities

There is a ramp adjacent to the steps into the Junior building and to the School Office. The school is equipped with a shower room; this is located in the welfare room. An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

Partnership with parents/carers

At Southbury Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. Class teachers have an open-door policy and are available at the end of the school

day to discuss concerns. The Inclusion Manager and the Headteacher are also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.

Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Inclusion Manager who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

Arrangements for In-Service Training

The Inclusion Manager attends regular SEN conferences / Network Meetings and SEN Coordinator partnerships meetings with local schools to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the Inclusion Manager and specialist agencies e.g. Speech and Language Services and the Educational Psychology Service as appropriate.

Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school: • Educational Psychology Service • Speech and Language Therapy Team • Behaviour Support Service (BSS) • Child Development Team (CDT) • Child and Adolescent Mental Health Service (CAMHS) • Education Welfare Service (EWS) for attendance and punctuality concerns • Social Care • School Nurse Team • Early Years Support Services • Occupational Therapy Service (OT) • Physiotherapy Service • LA SEN advisory service

Links with other schools

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or EHCPs. When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

Success criteria

The SEND policy will be monitored regularly to ensure that:

1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued

2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff

3) There is close liaison with parents/carers

4) All plans drawn up (PPs, PSPs and PEPs) are shared with parents/carers and children as appropriate

5) There is utilisation of outside support services and agencies as appropriate

6) There is efficient management of record keeping for children with SEND

7) There is raised self-esteem of children with SEND

8) There is consistency of support in order to enhance continuity of learning

Policy Review date: September 2027