



New Horizons  
Academy Trust



# New Horizons Seaside Primary Special Educational Needs Policy

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## **New Horizons Seaside Primary**

### **Special Educational Needs Policy**

#### **Section 1**

#### **Responsibilities and School Ethos**

At New Horizons Seaside Primary School, we are fully committed to:

- ✓ Promoting the inclusion of all children
- ✓ Believing that all children have a right to be educated with their peer group
- ✓ All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- ✓ Supporting all children to learn and reach their full potential.
- ✓ Believing that all teachers are teachers of children with Special Educational Needs (SEN)
- ✓ Ensuring all children access a broad and balanced curriculum matched to meet each individual's needs.

**This policy complies with the statutory requirements detailed in the SEND Code of Practice (2014) and has been written with reference to the following guidance and legislation:**

- ✓ Equality Act (2010)
- ✓ Children and Families Act (2014)
- ✓ Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- ✓ The National Curriculum in England KS2 framework document (2013)

**This policy has been developed in consultation with the Chief Executive Officer (Lee Murley), Deputy Headteacher (Inclusion), Senior Leadership Team, Board of Trustees and parents of pupils learning with SEND.**

**Person responsible for SEND Provision at New Horizons Seaside Primary School**

Mrs Angela Cornish (Deputy Headteacher Inclusion - SENDCo)

## **Section 2**

### **Aims and Objectives.**

At New Horizons Seaside Primary, we are committed to:

- ✓ Ensuring each child is supported in achieving their full potential
- ✓ Identifying (early indicators of) SEND as early as possible
- ✓ Providing appropriate support tailored to each child's individual needs
- ✓ Providing quality first teaching for all children, including those learning with SEND
- ✓ Enabling all children to have full access to all elements of our school curriculum
- ✓ Accurately assessing the learning and progress of pupils learning with SEND
- ✓ Consulting with parents and carers of pupils with SEND, informing them regularly of their child's learning and progress.
- ✓ Improving attainment of pupils learning with SEND
- ✓ Providing appropriate training and support for all staff

The SEND Code of Practice (2014) defines a child or young person as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice (2014) outlines four areas of difficulty. It is recognised that children learning with SEND may experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical

We aim, at all times, to involve individual pupils in planning for and reviewing the provision for their needs alongside their parent/carer, teacher and support staff. This may also include the consultation of and involvement with external agencies and providers of support.

## Section 3

### Identification of Special Educational Needs (SEN)

We accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, we work to gain understanding of any SEN provisions already in place. This involves working directly with the child and parents, but we may also identify a need that requires additional support from an external agency.

#### Types and Categories of SEN:

- ✓ **Specific learning difficulty (SpLD)** Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia
- ✓ **Moderate learning difficulty (MLD)** Attainment is significantly lower than that of their peers. Specific programmes are required to aid progress in cognition and learning
- ✓ **Severe learning difficulty (SLD)** Significant intellectual or cognitive impairments.
- ✓ **Speech, language and communication needs (SLCN)**
- ✓ **Social, emotional and mental health (SEMH)**
- ✓ **Autistic spectrum disorder (ASD)**
- ✓ **Visual impairment (VI)**
- ✓ **Hearing impairment (HI)**
- ✓ **Multisensory impairment (MSI)**
- ✓ **Physical disability (PD)**

#### External agencies include:

- ✓ Child and Adolescent Mental Health Services (CAMHS)
- ✓ Child Development Centre (CDC)
- ✓ Educational Psychologists
- ✓ Occupational Therapists
- ✓ Speech and Language Therapists
- ✓ Physiotherapists
- ✓ Social Care
- ✓ School Nurse service

## Section 4

### A Graduated Approach to SEND Support

**The SEND Code of Practice (2014) states that pupils are identified as having SEN if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.**

We provide quality first teaching in every lesson, for all pupils. Class teachers are fully responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

The range of provision may include:

- ✓ Differentiated approaches through whole-class, high quality teaching
- ✓ Small group or individual intervention
- ✓ Additional support to regulate behaviour and emotions with a Learning Mentor
- ✓ Differentiated resources
- ✓ Visual aids

Additional intervention programmes may be necessary to ensure the expected progress can be maintained. At Seaside, we use a range of specific intervention programmes and our support staff are highly skilled and experienced in delivering these.

We will regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration with SLT, SENCo, year teams and support staff.

**In line with the guidance provided in the SEND Code of Practice (2014), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register.**

The Deputy Headteacher (Inclusion) is responsible for ensuring relevant assessment and attainment data is maintained using the school's provision map.

## Section 5

### Education, Health and Care (EHC) Plans

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan.

The Deputy Headteacher, in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, long term support.

We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

Pupils with an Education Health and Care Plan will have access to the provision detailed on their plan. Their progress will be reviewed annually in a formal meeting to which all parties are invited.

**Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2014) and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.**

## **Section 6**

### **Supporting Pupils and Families**

Seaside Primary publishes a document entitled – ‘New Horizons Seaside Primary Local Offer’, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND. This is available on the school website.

The Children and Families Act (2014) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.

**The West Sussex Local Offer can be found at: <https://westsussex.local-offer.org/>**

### **Partnership with Parents**

Where a child is not already registered as having a learning or behavioural difficulty, parental concern about their child’s progress will be recorded by the class teacher and be passed on to the Deputy Headteacher for Inclusion.

If concern is first expressed by the class teacher, following informal discussion with the Deputy Headteacher for Inclusion, they will contact the parent and inform them of their intention to involve the Inclusion team. All conversations will be recorded on the school, internal Provision Map system.

Where this is appropriate, parents will be invited by the class teacher to attend a meeting with the Deputy Headteacher for Inclusion where the child’s needs will be discussed.

Where a need for learning support has been identified, the parents will normally be invited to attend progress reviews and will be informed of the content of new learning targets, where possible taking an active part in the programme.

Parents will be asked for permission if the school needs to involve outside agencies at any stage and will be invited to discuss any reports received with a member of the special needs team. Further stages in the statutory assessment process, which leads to an EHCP, make provision for parents to be consulted over every decision. For a summary of the stages leading to statutory assessment (see appendix).

Parents who wish to discuss their child's progress are encouraged to talk to the class teacher, who will arrange for them to meet the appropriate members of the special needs team.

## **Section 7**

### **Supporting Pupils with Medical Conditions and Disabilities**

Seaside Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to all elements of the school curriculum, including school trips and physical education. Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010.

## **Section 8**

### **Criteria for Exiting the SEN Register**

Following the Graduated Approach, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEN register. This will be discussed and celebrated both with them and their parents. Following their exit, their progress will be monitored closely through half-termly pupil progress meetings.

## **Section 9**

### **Admissions Procedures**

No pupil can be refused admission to school on the basis of a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities. Our admissions policy has due regard for the guidance in the Code of Practice and our Accessibility Plan should be read in conjunction with this policy.

## **Section 10**

### **Transition Arrangements**

**We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education.**

**We will ensure:**

- ✓ Early and timely planning for transfer to a pupil's next phase of education
- ✓ Offer transition meetings to all pupils in receipt of Additional SEN support.
- ✓ Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- ✓ Pupils are supported in coming to terms with transitioning to the next year group
- ✓ Pupils learning with SEN are familiarised with key adults

- ✓ Our two Learning Mentors provide emotional support during transition periods.
- ✓ Pupils and parents will be included in all transition activities with the next phase in their learning.

**Where a pupil is transitioning to a new school, we will ensure:**

- ✓ Pupils and parents are encouraged to consider all options for the next phase of education
- ✓ Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable.
- ✓ Accompanied and additional visits may be arranged as appropriate.
- ✓ The Deputy Headteacher will liaise with the SENCo from the new school and parents will be given a reliable named contact at the next phase provider.

**Section 11**

**Monitoring and Evaluation of SEND**

Seaside Primary School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny, review days and pupil progress meetings.

**Provision Map**

Strategies employed to enable the child to progress will be recorded on the Provision Map. This should include information about:

- The short-term targets set for the child
- The teaching strategies
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

This will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The provision map will focus on 3 or 4 key targets and whenever possible will be discussed with the parents and the child. Parents will be consulted as part of the review process.

## **Section 12**

### **Complaints Procedures**

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and Deputy Headteacher for Inclusion. If a matter is unresolved, it will be dealt with by the Headteacher – Mr Lee Murley. Please refer to the school's complaints procedure available on the website.

## **Section 13**

### **Roles and Responsibilities**

Provision for pupils with SEND is a priority for the school as a whole. The Headteacher and Deputy Headteacher are responsible for determining the policy and provision for pupils learning with SEND.

**Designated Safeguarding Lead (DSL)** - Mr Lee Murley (Chief Executive Officer)

#### **Deputy Safeguarding Leads (DSLs):**

Mr Rhys Nicholas, Mrs Nicola Irwin and Mrs Angela Cornish (Deputy Headteachers)

**Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:** Mrs Angela Cornish (Deputy Headteacher)

**Governors** are under statutory duty to:

- Use their best endeavours in the exercise of their functions in relation to the school to secure that the necessary provision is made for any pupil who has special educational needs;
- Secure that, where the 'responsible person' – the Chief Executive Officer or a governor – has been informed by the LEA that a pupil has special education needs, those needs are made known to all who are likely to teach him or her;
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils with SEN;
- Consult the LEA, as the appropriate Funding Agency, and the governing bodies of other schools, when it seems to them necessary and desirable in the interests of co-ordinated special education provision for the whole area;
- Ensure that any pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as it is reasonably practical and compatible with each pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources;
- Report annually to parents on their policy for pupils with SEN;
- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEN;
- Ensure that the provision made in the EHCP is made available to pupils, where the funding for pupils with an EHCP is delegated.

Other duties include:

- Setting the budget;
- Determining the staffing complement;
- Adopting the school development plan incorporating the requirements of the SEN policy.

**The Headteacher (Mr Lee Murley)** is responsible for:

- Determining, organising and implementing the curriculum of the school, including that for children with special educational needs;
- Determining, organising and implementing the procedures for identification, assessment and provision for children with SEN;
- Deploying the staff, as necessary, including any functions of the Deputy Headteacher for Inclusion
- Introducing procedures for evaluating the effectiveness of the policy and procedures;
- Reporting regularly to the governing body;

**Class teachers** are responsible for:

- Understanding and implementing the SEN policy;
- Assisting in the identification, assessment and provision for children with SEN;
- Liaising with parents, Deputy Headteacher for Inclusion, Learning Mentors, TAs, outside agencies, etc., as necessary;
- Updating the provision map in consultation with the Deputy Headteacher for Inclusion and fully assisting the children in meeting their agreed targets;
- Completing and reading relevant information in the daily contact file;
- Informing all those teachers who take class members with SEN of their needs and how these are met from the resources of the school;
- Monitoring and recording the children's progress.
- Co-ordination and liaison with other TA's who work with their children.

**The Deputy Headteacher for Inclusion** is responsible for supporting the Headteacher in:

- Ensuring that the recommendations made for Education Health Care Plans (EHCP) are carried out;
- Ensuring that the school's arrangements satisfy statutory requirements;
- Monitoring, evaluating, listing and organising of resources;
- Advising on suitability of new programmes or materials;
- Devising and administering a financial plan for maintenance and development of special needs provision;
- Liaising with teachers, other schools, outside agencies and parents to efficiently manage individual cases or school programmes;
- Helping to construct a development plan for Special Education Needs to inform the School's Development Plan;

- Building and maintaining collaborative relationships amongst colleagues by acting from time to time as adviser, initiator, mentor, resource locator, consultant and liaison officer with outside agencies;
- Producing and reviewing documentation with regard to SEN, including policy statements and reports as necessary;
- Advising on diagnostic testing and assessment to identify and cater for the Special Needs child and collating results;
- Providing advice for class teachers to complete the provision map, and through systematic checking, ensuring that targets are written and reviewed appropriately;
- Maintaining a register of Special Needs children, with identified Special educational Needs;
- Co-ordinating the work of teaching and auxiliary staff engaged in SEN work;

Responsibilities of any **other teachers** involved in the teaching of children with SEND:

- Teaching children, either individually or in small groups, who have learning difficulties;
- Carrying out tasks as delegated by the Deputy Headteacher for Inclusion
- Administering diagnostic tests where appropriate;
- Working with class teachers to update the provision map;
- Producing documentation for those children they support;
- Providing advice in interviews involving class teachers and parents;
- Advising class teachers on suitable programmes and materials;
- Liaison with non-teaching assistants with whom they work;
- Keeping a record of day to day support to report to the Deputy Headteacher for Inclusion.

The responsibilities for **Teaching Assistants** include:

- Liaison with the Deputy Headteacher for Inclusion and class teachers over work to be supported in class.
- Familiarisation with the provision map
- Keeping appropriate records of work undertaken with children in line with the record systems of the school.
- Having high expectations of work and behaviour with all pupils.
- Alert class teachers to any problems or difficulties experienced.
- Attend INSET and meetings as appropriate or as required.

**Lee Murley**  
**Headteacher**  
**Reviewed September 2025**