



**QUEST**  
**PRIMARY**

LEARNING CHANGES LIVES

## **SEND Policy**

**Approved by  
Local Governing Body  
September 2023**

**To be reviewed**

**Autumn 2024**

## Introduction

### Purpose

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through the involvement and consultation of all stakeholders led by the SENDCO. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

### Background

Our Special Educational Needs Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCO also contributes to the strategic development of SEND provision.

Our SENDCO is Jan West and can be contacted via email through the school office. She is member of the senior leadership team. Email address: [jwest@questprimary.org.uk](mailto:jwest@questprimary.org.uk)

Our SENDCO is a qualified teacher and experienced in this role and has achieved the National Award in Special Educational Needs Coordination.

The person responsible for overseeing the provision for children with SEND is Jo Stawman (Head of School) – Email address: [head@questprimary.org.uk](mailto:head@questprimary.org.uk)

### Abbreviations

Abbreviation	Meaning
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
LA	Local Authority
LSS	Locality SEND Support
SSP	SEND Support Plan
EHCP	Educational Health Care Plan
ARE	Age Related Expectations

Where the term parent is used this applies to parents or those with other parental responsibility (PR) for that child.

## Policy

### Our values and vision in relation to SEND provision

Central to all our policies at Quest Primary School is the opportunity for all children to achieve their best and to experience success.

Quest Primary is a fully inclusive school and has achieved the Inclusion Quality Mark four. It is a mainstream school with a 14 place Enhanced Learning Provision for children with Moderate Learning Difficulties, split into two groups, EYFS/KS1 and KS2.

The following extracts from the 2023 OFSTED report summarise our values and vision for all our pupils including those who have been identified as needing SEND Support.

‘Leaders work closely with other agencies to ensure that pupils with special educational needs and/or disabilities (SEND) are getting the right support. The provision for pupils with SEND is planned thoroughly. Pupils’ needs are quickly identified, and they are well supported by leaders and staff. Pupils with SEND, including those in the enhanced learning provision (ELP), are included in all aspects of school life. Pupils who attend the ELP benefit from an ambitious and bespoke curriculum. Leaders and staff make adaptations so that pupils can successfully join in with lessons alongside their classmates’

We value parental knowledge and expertise in relation to their child and understand the importance of the views, wishes and feelings of the child and their parents. Any decisions made regarding the pupil’s SEND support and next steps will be taken alongside the parents and child and we will provide the information to enable the parents to participate in those decisions.

We aim to support all our pupils including those with SEND, to help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

#### Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority, Locality Send Support and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision on a regular basis.
- To ensure a high level of staff expertise to meet pupils’ need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

#### Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

Croydon’s local offer for SEN:

[Local Offer special education and disability support directory | Croydon Council](#)

#### SEND Definition

The code of practice defines SEN as follows: ‘A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age or

- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Types of SEN In the Code of Practice, SEN and provision falls under four categories:

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

This includes a wide range of needs such as:

- Moderate learning difficulties and global delay
- Autism and social communication differences
- Specific learning differences e.g. dyslexia and dyscalculia Speech and language difficulties
- Social, emotional and mental health difficulties
- Visual or auditory difficulties
- Anxiety, anger and depression

## Roles and Responsibilities

The governors and staff of Quest Primary school recognise their responsibility to meet the Special Educational Needs of the children and young people within our school. They use their best endeavours to ensure that the necessary provision is made for any individual who has SEND and enable them to engage in activities alongside their peers. As well as having full access to a broad, balanced and relevant curriculum, they will receive educational provision, which is additional to, or otherwise different from this. At all times, the school, and any outside agencies involved, will be working in partnership with the parents and the views of the child will be sought and taken into account.

The school SENDCO with the support of the inclusion team are responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school. The identified governors responsible for Inclusion will work in partnership with the SENDCO to ensure the governing body's responsibilities are fulfilled.

The SENDCO is Jan West [jwest@questprimary.org.uk](mailto:jwest@questprimary.org.uk)

### The SENDCO's role includes

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND (including resources, equipment and deployment of personnel).
- Liaising with and providing professional guidance to colleagues to secure high quality teaching of SEND pupils.
- Overseeing the records of all children with SEND, keeping an up-to-date record of provision and when necessary, preparing Educational Health Care Plan applications.
- Working closely with the Locality SEND Support Forum to achieve the best outcomes for pupils with SEND, requesting funding, ensuring provision is monitored and evaluated and reviewed
- Overseeing the running of the Enhanced Learning Provision including admissions and EHCP reviews to ensure best outcomes for the pupils attending.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.

- Keep up to date with current good practice by attending courses and meeting other SENDCOs.
- Play a key role in the development of SEND provision in the school in order to raise the achievement of children with SEND – ensure SEND provision is an integral part of the Academy Development Plan.
- Managing relevant Learning Coaches to ensure appropriate support for targeted pupils.

In fulfilling the above responsibilities, the SENDCO, with the support of the Head of School and colleagues, will seek to develop effective ways of overcoming barriers to learning and ensuring effective teaching for pupils with SEND through analysis and assessment of needs and pupils' achievements, monitoring teaching and target setting for improvement.

### The role of the SEND governor

- Ensure all governors are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Do its best to ensure that the necessary provision is made for any pupil who has SEND. Ensure the school's Inclusion Policy is fully adhered to in relation to pupils with SEND. Regularly monitor, evaluate, review and develop the school's SEND policy.
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor meets regularly with the SENDCO.

### The Head of School will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:**

*Designated teacher for Safeguarding – Pastoral Lead – Annie Hill*

*Designated teacher for Looked After Children – Head of School – Jo Stawman*

*WPA - EWO - Education Welfare Services – Sarah Philpot*

*Pastoral Lead and trained counsellor – Annie Hill*

*Attendance Learning Coach – Louise Childs*

*Assistant Principal for EYFS and KS1 – Donna Adams*

*Assistant Principal (KS2) – Natalie Beirne*

*SEND Governor – Jennifer Robins*

## Identification, Assessment, Review and Provision

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 as set out on page 8.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies
- Learning coaches
- Outside agencies or as a result of standardised tests and tracking of pupil progress.

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be causing a barrier to learning for example:

- Attendance and punctuality
- Family circumstances
- Impact of COVID-19 lockdowns
- Changing schools or moving house
- English as an additional language
- A temporary illness or injury e.g. broken arm
- Worries or concerns such as a family bereavement
- Being a young carer

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN. We know that children who experience these types of issues may be vulnerable students, but this does not mean they would be identified as a child with SEND. The learning of all children at Quest Primary School is regularly and rigorously assessed. School leaders check books, observe lessons, and monitor the achievement of the children.

Other formal assessment to monitor progress include:

- Reception baseline assessment
- Phonics screening in Year 1
- Year 2 Phonics test
- Progress measured against national expectations
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- SATs Assessments

Before deciding that a pupil requires additional SEND support the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

Following termly assessments and pupil progress meetings it may be decided that a pupil needs 'A SEND Support Plan'. This may be for pupils who are not making progress or pupils who require support with behaviour, sensory, physical, communication or emotional difficulties. The SEND Support Plan (SSP) will be discussed with the parents and targets agreed to support this pupil to progress. In agreement with the parents, the child will be placed on the SEND Register.

### The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEND support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

### The Graduated Response:

#### **ASSESS:**

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

#### **PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified and matched to need.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual SEND Support Plans and shared with pupils and parents
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- May include requests for Locality SEND support funding

Parents will receive copy of this plan with the time frame/date when it will be reviewed. Plans will be reviewed with child and parent termly or more often when needed.

#### **DO:**

Class teachers, with the support of the SENDCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the SEND support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

#### **Review**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO will make a referral to specialist agency.

#### **Removal from the SEND Register**

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register.

Parents will be notified of this decision.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

#### **Support for Pupils with Significant Needs:**



The additional needs of most of the pupils with SEND at Quest Primary School can be met by interventions and resources available from the school budget.

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources and budget. Where this is the case the SENDCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Locality Send Support Resources for advice and additional funding. When agreed, clear outcomes will be set and reviewed regularly in consultation with parents and pupils. In some cases, the SEND Locality Forum will consider making a request to the Local Authority for an Education Health and Care Plan (EHC Plan) assessment.

### Education Health and Care Plans:

An education health and care plan is for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the school.

Each plan gives specific details of any education's needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=b9TfRSmahsk>

If a pupil has an EHC plan will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

### Admission Arrangements for Pupils with SEND

The school's admission arrangements follow the LA procedures and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit pupils who have an Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
- or
- the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

Applications for a place within the Enhanced Learning Provision for Children with Moderate Learning Difficulties need to be made to the Local Authority. Quest Primary School Enhanced Learning Provision for Children with MLD MUST be named on the Education Health Care Plan (EHCP) following the decision made by the Local Authority in conjunction with Quest Primary School.

The SENDCO, in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school (See -Transition)

### Allocation of Resources

All pupils are given quality first teaching. This means that class teachers are well trained; lessons are well planned, exciting and differentiated to ensure that all pupils can access the learning at their own level. For pupils with SEN this could mean that they are given a slightly different task to achieve or are using visual clues or equipment to help them complete their task. Some may require additional support from the class teacher or

teaching assistant as part of a small group, pair or individual. Some SEN pupils will have a SEND Support Plan (SSP). This will outline specific targets for the child and identify what support and resources need to be put in place for the child to make progress. An SSP is regularly assessed and updated by the class teachers and parents overseen by the SENDCO. Children identified as SEN may receive support including: additional literacy support, additional maths support, targeted interventions such as precision teaching, occupational therapy, speech and language, 1:1 teaching assistant support, pastoral support, Pupils and family support worker, 1:1 counselling, sensory diets and lunchtime support. The range of support available will be intensive, individualised and sustained. The SENDCO works closely with the Locality SEND support Forum to request targeted funding that will be reviewed and monitored regularly. The current range of support offered for pupils with SEND and further information about the Locality SEND Support is detailed in the school offer on our website.

### Links with other agencies

External and internal support services play an important part in helping Quest Primary identify, assess and make provision for pupils with SEN. The use of outside agencies very much depends upon the individual needs. However, some are frequent visitors to school. These include: the educational psychologist, hearing impairment therapists, speech and language therapists and occupational therapists.

### Partnership with parents

Croydon has a Parent Partnership service, offering independent support for parents and carers with children with SEN. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

### Professional development for staff

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to develop their practice and extend their expertise. The SENDCO attends the Croydon SEND briefing sessions, monthly Locality SEND Support Forums and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school. Staff receive specific training for individuals on an as needed basis and further training is provided during INSET as areas for development are identified. Outside agencies e.g. speech and language, occupational therapy and outreach support provide training as required.

We have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND

### Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence for example:

- Analysis of pupil tracking data and test results
- Target setting and regular reviews to measure progress
- Monitoring of classroom practice by Head of School/ SLT/SENDCO
- Involvement of parents/carers in provision made for their child and their feedback
- Monitoring of procedures and practices by Inclusion Governors
- Inclusion meetings to assess needs
- Monitoring of behaviour and individual children's needs

We also use other assessment measures which relate specifically to individual needs such as communication skills or personal resilience.

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

## Complaints procedures

If a parent is unhappy about the provision that is being offered to their child by Quest Primary, he/she should initially speak to the **class teacher**. This can then be followed with further discussions with the SENDCO and other senior leaders as required. If after a discussion with the Head of School, a parent is not happy, they could contact our SEND Governor: Jennifer Robins. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

## Links with other policies and documents

This policy links to the following documents:

- Behaviour policy
- Supporting pupils with medical conditions policy
- Accessibility plan

## Croydon's local offer for SEN:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>