



WATTON WESTFIELD
INFANT & NURSERY

WATTON JUNIOR

'A Community of Ambition, Creativity and Kindness'

Special Needs and Disabilities policy

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	March 2026
Next Review Date	Spring 2027

Contents

1.0	The SEND team at Clarion Corvus Trust Schools	3
2.0	Introduction.....	3
3.0	Defining SEND.....	3
4.0	SEND at Clarion Corvus Trust schools.....	4
5.0	Identifying children at SEN Support	5
6.0	Working with Parents and Children	6
7.0	Record Keeping.....	6
8.0	Education Health and Care Needs Assessment Requests	7
9.0	Education, Health and Care Plans (EHCP).....	7
10.0	Teaching and Learning.....	8
11.0	Adaptations to the curriculum Teaching and Learning Environment	9
12.0	Access to extra-curricular activities.....	9
13.0	Staff Expertise.....	9
14.0	Children with social, emotional and mental health needs.....	10
15.0	Transition Arrangements.....	10
16.0	Complaints.....	11
17.0	Norfolk’s Local Offer	11
18.0	Equal Opportunities.....	11
19.0	Review Framework	11
20.0	Links with school policies	11

1.0 The SEND team at Clarion Corvus Trust Schools

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to:

Trust Primary Special Educational Needs and Disability Coordinator (SENDCo):

Bryony Best

National Award for SEN Coordination

Trustee responsible for SEND matters:

Chris Nichols

Please make an appointment with the school office if you wish to speak to the SENDCo.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

2.0 Introduction

We work closely with learners and their families to provide a quality education through a variety of inspiring, challenging and stimulating learning experiences. In a caring, happy, safe environment we encourage children to become curious, motivated, creative, independent learners; nurturing each child to reach their maximum potential to embrace the challenges of the modern world through lifelong learning. The development of social skills and positive social interaction we see as crucial to developing self-esteem.

Our aim is to raise standards and establish the foundations for lifelong learning. We acknowledge the achievement and effort of children and staff. To widen the children's horizons and strive to promote stronger links with parents and the wider community.

3.0 Defining SEND

The 2015 Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 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: 0 to 25 Years
January 2015, Introduction, xiii and xiv

The Code of Practice identifies four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC /CLA)
- Being a child of a service woman/man.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'High Quality Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children.

4.0 SEND at Clarion Corvus Trust schools

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Local Governing Bodies and Trustees to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We aim to support the needs of all learners across all areas of SEND. We support children with a diagnosis as well as those with learning profiles consistent with the diagnosis. Children do not need a diagnosis to access support within school. This is not an exhaustive list but provides an overview of the needs of children we are currently supporting in schools.

Communication and Interaction

- Autistic spectrum condition
- Speech and language needs
- Complex neurological and genetic disorders

Cognition and Learning

- Specific learning difficulties such as Dyslexia
- Mixed neurodevelopmental disorder
- Moderate learning difficulties

Social, Emotional and Mental Health

- ADD or ADHD
- Attachment needs
- Social and emotional difficulties, such as anxiety, depression, self-harm
- Mental health difficulties
- Eating disorders

Physical and Sensory

- Visual impairment
- Hearing impairment
- Hypermobility

Medical Needs

- Diabetes
- Epilepsy

Developmental delay can impact on the different types of SEND and include mild delays in academic learning through to global developmental delay, which needs a medical diagnosis, when a child takes longer to reach *certain* development milestones than other children their age. This might include learning to walk or talk, movement skills, learning new things and interacting with others socially and emotionally.

5.0 Identifying children at SEN Support

Children with SEN are identified by a number of routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of high quality teaching are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate these.
- Information is received from the pupil's previous setting.

- Frequently, the concern can be addressed by high quality teaching and/or some parental support. This is done through a temporary provision plan and children's progress is monitored through targeted support. This provision plan is a short term plan and children will either make progress and no longer need additional support or this support is needed on a long term basis and the child is placed at SEN Support (code K) on our SEND register and support is formalised through an SEND Support Plan (SSP), which is reviewed and updated termly in conjunction with the family and child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may need a diagnosis. In school we can support parents to refer to the Neurodevelopmental Service (NDS) for children 6 years old and above. Neurodevelopmental Service is a team of health professionals who assess children and young people for Autism and Attention Deficit Hyperactivity Disorder (ADHD). For children under 6 years old, this referral process is started by the GP. As per the agreement with the Norfolk community Health and Care NHS Trust (NCHC). All children who need to be referred by their GP must have an accompanying teacher observation questionnaire to support this. For any other concerns the SENDCo can meet to discuss this with the parents and draft a supporting letter for them to present to their GP as needed. For parents wishing to use their Right to Choose' to access an assessment, this must also be done through a GP referral.

6.0 Working with Parents and Children

We aim to have positive and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at a parents' meetings (autumn term) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEND need.

Once a child has been identified as having a SEND need, the class teacher with the support of the SENDCo will discuss their concerns with the parent to:

formally let them know that their child is being placed on SEN Support (Code K) through a consent form
discuss assessments that have been completed and agree any referrals that are required
agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to participate in all or part of the discussions. Records are kept of these discussions on CPOMS (Child Protection Online Monitoring System) and agreed actions are confirmed with parents.

Each term the parents will be kept informed of the target reviews and any new targets set by the class teacher. Any queries about provision should be addressed to the class teacher in the first instance.

7.0 Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the class teachers and SENDCO. These records are stored securely, in line with our Confidentiality Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's

care and support and with parents in an accessible format. The schools use CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

8.0 Education Health and Care Needs Assessment Requests

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, may pursue an EHC Needs Request from the Local Authority, in line with 'The Local Offer'. An EHC needs request can also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- SEND support plans
- Information on the pupil's health and relevant medical history.
- Attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

9.0 Education, Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a needs assessment, the LA considers if an EHCP is appropriate to meet the needs of the child. A EHC needs request does not inevitably lead to an EHCP.

An education, health and care plan (EHCP) is for children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.

An EHC plan:

- Is for children and young people with **complex** needs which cannot be met with SEN support
- Identifies educational, health and social needs. It sets out the additional support to meet those needs for a child or young person to achieve their best possible outcomes.
- Is based on a child or young person's needs and aspirations
- Specifies how services will work together to meet a child or young person's needs and achieve agreed outcomes
- Is a legal document
- Can start from a child's birth and can remain in place until a young person is 25
- Is used to secure the provision which is assessed as being necessary

An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs, this would be discussed between parents, SENDCo and EHCP coordinator.

An EHCP will include details of outcomes for the child. These are used to develop targets and establish provision.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENDCo will organise these reviews and invite:

- The pupil's parent.
- The pupil, if appropriate.
- The relevant teacher.
- Any other person the SENDCo or parent/carer considers appropriate including health or educational professionals.

At Key Stage transition reviews, where possible these are held in the summer term before the transition year, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCo will complete the annual review form and send it, with any supporting documentation to the Local Authority (LA). The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

10.0 Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, and achieve their potential. Children with SEND are entitled to be taught by their teacher, not always by a Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which can be found on the SEND information report (on school website).

When considering an intervention, we look first at the child's profile of learning and specific needs in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are matched to the child's needs. Scaffolding and small group interventions are often used to help support children's progress and are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the beginning and end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo, in conjunction with the senior leadership teams, monitor interventions to identify 'what works' and adapt intervention selection, training and delivery as needed.

11.0 Adaptations to the curriculum Teaching and Learning Environment

Clarion Corvus Trust schools are disability friendly. Most of the schools are one level other than Watton Junior School, corridors are wide and have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children have access to the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptation, curriculum content and ideas can be simplified and made more accessible by using visual and verbal scaffolds as well as concrete practical resources. Other adaptations to the curriculum are made on an individual basis depending on the child's need.

12.0 Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

13.0 Staff Expertise

All of our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of books/research or guidance towards useful websites.

Some of our LSAs have speech and language training which helps them to support children with communication difficulties. Other LSAs and HLTAs (Higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All LSAs work with children with SEN and disabilities.

If we identify the need for more specialist help, the school will work with the local authority through Team Around the School meetings and can refer to the Educational Psychologist and Specialist Support (EPSS) for further advice and support.

The Team Around the School (TAS) approach involves a multi-disciplinary team from Norfolk County Council and partners meeting regularly with schools to review and support the provision available to children.

Additionally, the schools can purchase further expertise from an external source. This is currently mainly sourced through Children's Educational Psychology Practice (CEPP).

The trust has three specialist resource bases (SRB) based at two of our schools.

- Watton Junior School has two SRBs on site specialising in supporting Cognition and Learning needs for children in KS2 and Social, Emotional and Mental Health (SEMH) needs of children in KS1 and KS2.
- Manor Field Infant and Nursery School SRB specialise in supporting children who have Social, Emotional and Mental Health (SEMH) needs within KS1.

14.0 Children with social, emotional and mental health needs

Behaviour on its own is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), we offer support to the child and family.

If parents and school are concerned that the child may have mental health needs, we will make a referral for mental health support. If the child is in immediate crisis we will encourage the parents to seek further support from their GP and request a referral to the Child and Adolescent Mental Health service (CAMHs).

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school seeks to offer a range of social skills or therapeutic interventions. These are generally delivered by trained LSAs who develop, positive and trusting relationships with the children. Each school has at least one Thrive or Nurture trained practitioner to support the children's social and emotional needs.

All children's behaviour is a means of communication and responded to consistently in line with our Behaviour Policy. Reasonable adjustments are made to accommodate individual needs, through the use of Positive Behaviour Support Plans (PBSP). These plans are reviewed regularly.

The school has a zero-tolerance approach to bullying, we will actively investigate all allegations and, if there is cause, work with both the bully and the victim to offer ongoing support.

15.0 Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places to make a transition booklet or social story.
- Enhanced transition arrangements are tailored to meet individual needs.

16.0 Complaints

Our schools work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

17.0 Norfolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Norfolk's Local Offer is available from the website http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

In addition, Norfolk SEND Partnership, Information, Advice and Support Service (SENDIASS) is an impartial service providing information and support for young people with special educational needs and/or disabilities and parents and carers of children with special educational needs. They offer confidential telephone support and information, written information, the support of a trained volunteer Independent Parental Supporter wherever possible and/or put parents and carers in touch with other voluntary groups and people who may be able to help. [Norfolk SENDIASS Home Page](#)

18.0 Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

19.0 Review Framework

This policy has been written and agreed in conjunction with the Trustees. The provision for SEND is extremely important to Clarion Corvus Trust and the policy will be regularly updated to reflect current legislation and practices.

20.0 Links with school policies

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

- Accessibility Plan
- Anti-Bullying
- Behaviour
- Complaints
- Equality Information & Objectives
- Home-School Agreement
- Supporting pupils with medical conditions