

Annan School

Special Educational Needs and Disability (SEND) Policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Introductory Information

At Annan, the Learning and Development Coordinator (LDC) is responsible for managing the school's SEND policy and overseeing the provision made for pupils with Special Educational Needs and Disabilities (SEND). The Learning and Development Coordinator (LDC) is Ania Smith.

The Principal, Debby Hunter, has overall responsibility for SEND provision at Annan.

For clarity, all references to 'termly' in this policy refer to the three school terms per academic year: Autumn, Spring and Summer.

Key Statements and Aims:

- Every teacher is a teacher of every child, including those with special educational needs, .
- Annan is an inclusive school which values diversity and inclusion. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups. It also includes those with English as an additional language, and children with specific medical and emotional needs.
- Annan recognises each child as an individual.
- All children have the right to learn in a caring and considerate environment.
- The school is committed to early identification of SEND and partnership with parents.
- The school is committed to making careful consideration of whether it can meet the needs of children who apply who have, or is considered to have, a special educational need or disability the school. This will include a consideration of the child's potential to work independently, their ability to self-regulate, make progress and have a positive attitude to learning.
- Provision reflects good practice and relevant Department for Education guidance.

Context:

- This policy has been written using the Special Educational Needs and Disability Code of Practice (0–25) (2015) for guidance and with reference to relevant Department for Education publications.
- [Children and Families Act 2014, UK Legislation](#)
- [Schools: Guide to the 0–25 SEND Code of Practice, DfE, Sep 2014](#)
- [Early Years: Guide to the 0–25 SEND Code of Practice, DfE, Sep 2014](#)
- [Special Educational Needs and Disability: Guide for Parents and Carers, DfE, Aug 2014 \(updated Mar 2015\)](#)
- [The Equality Act 2010: Advice for Schools, DfE, May 2014 \(updated Jun 2018\)](#)
- [Supporting Pupils with Medical Conditions at School, DfE, Sep 2014 \(updated Aug 2017\)](#)
- [Mental Health and Behaviour in Schools: Advice for School Staff, DfE, Nov 2018](#)

As an independent primary school, Annan is not subject to the statutory requirements of the SEND Code of Practice, except where these relate to children in the Early Years Foundation Stage (EYFS).

Nevertheless, the Code of Practice informs good practice and the school's approach to SEND provision.

Definition of Special Educational Needs (SEN):

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined in the Children and Families Act 2014.

A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language of instruction.

Definition of Disability

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a child's ability to carry out normal day-to-day activities.

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Objectives

- that all members of the school staff have responsibility for identifying the needs of the children and considering if such needs call for special educational provision to be made for them. The Learning and Development coordinator will be involved in this identification from the earliest stage.
- that staff members work closely with parents and other agencies to identify the needs of children with SEN as early as possible, to enable the school to consider how those needs can be best met within school, or by supporting parents to look for an educational environment better able to support those needs.
- that progress of all children is carefully monitored to aid identification of children with SEN. That through teacher assessment, supported where necessary by the LDC, children are identified and appropriate intervention is set up. Screening on entry, tracking of school attainment outcomes indicating lack of expected progress are helpful in identifying individual needs.
- that appropriate provision is made to overcome barriers to learning and ensure that all children have full access to the curriculum. This can only be successful if parents fully engage and support the provision being made by the school.
- that the LDC and teacher will carefully monitor and regularly review the provision to ensure that individual targets are being met and the needs of all children are being appropriately catered for.
- that in some cases the school will need the support of outside agencies, or the provision of additional support in school, when a child's needs cannot be met from the provision or resources normally available. That such provision will need to be funded by parents, and that parents need to support such recommendation in order for the school to be able to continue to meet the needs of their child at Annan.
- that outside agencies, therapists, and those providing assessment are those recommended or approved by the school. That parents will be advised of approved outside agencies and those offering assessment that the school (and the local authority in case of referral) is able to work with.
- that children are actively involved in their education and the child voice is valued and closely reflected in each child's learning journey.

Responsibility for co-ordinating SEND provision

Overall responsibility for SEND lies with the Principal.

The Learning and Development Coordinator manages SEND provision, supports staff, liaises with external agencies and maintains SEND records.

The LDC ensures all staff have access to:

- The Annan School SEND Policy
- The Annan School full SEND register
- Guidance and advice on identification of SEN in the Code of Practice

- Information on individual children's special educational needs and reports from specialists.
- Individual School Based Plans ('passports') and their reviews.
- Practical teaching strategies and advice and information about particular special educational needs and disabilities.
- East Sussex local SEND offer.

Identification of Special Educational Needs

Special Educational Needs are identified at Annan through:

- concerns raised by parents/carers, outside agencies, teachers, the child's previous school or by the child themselves asking for help;
- screening on entry where this is considered appropriate (such as Dyslexia Screening) where a gap in skills and knowledge is identified. This includes new children who have joined Annan from another school;
- the process of whole school tracking of attainment outcomes indicating lack of expected levels of progress.

Careful observation is made of a child's additional needs with regard to one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Admissions

Annan considers applications from children with SEND where it can reasonably meet their needs and ensure access to the full range of school activities. On application for a place at Annan, parents complete a SEND questionnaire so that the school can identify known SEND prior to the child being considered for a place at the school. Parents are asked to complete this as fully as possible in order that the school can make a fair assessment of its ability to meet the needs of the child.

We accept children with SEND where we can ensure that they can engage in all the regular activities of the school, so far as is reasonably practicable and their attendance is compatible with:

- the school being able to provide the special educational provision which the learning difficulty calls for
- the provision of efficient education for the children with whom he or she will be educated
- the efficient use of resources and any additional staffing needs can be met
- the child's potential to work independently, their ability to self-regulate, make progress and have a positive attitude to learning.

The school is not on the Secretary of State Approved List of Independent Special Schools and is not subject to the statutory requirements of the ***SEND Code of Practice 0-25 (January 2015)***. The school is therefore not obligated to admit children with SEND. Additionally, the school is not required to accept children whose parents request to name the school on an EHC Plan.

Quality First Teaching

Overall, quality first teaching and a graduated approach are embedded throughout the school. Any children who are falling outside the range expected in academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

The class teachers will put in place appropriately differentiated learning opportunities to aid academic progress. The LDC will be consulted for support and advice and will make observations in class. Additional assessment may be considered necessary, and parents will be advised of the reason for any additional assessments and if these will be chargeable to parents.

This process will determine the appropriate level of provision. All concerns will be discussed fully with parents who are encouraged to share their information and knowledge with the school.

A Graduated Approach

SEND support follows the Assess, Plan, Do and Review cycle.

Assess This involves analysing the child's needs using class teacher's assessment, experience of working with the child, previous progress and attainment, comparison with peers and national data as well as the views of the parents. The child's views are taken into account as is additional information from external agencies where appropriate with consent of the parents. This process will require regular review to ensure that support and intervention matches individual needs.

Plan This involves teacher and LDC agreeing on a plan of intervention and support to be provided. Everyone working with the particular child will be informed of the child's individual needs and also of any particular teaching strategies that should be put in place together with a clear plan of the outcomes. Parents will be informed of the plan.

Do On a daily basis the class teacher is responsible for working with the child on a day to day basis. They will manage additional and small group interventions that may be put in place. They will work closely with the teaching assistant/ individual needs assistant to plan and assess the impact of intervention put in place together with the links with classroom teaching. The LDC will provide further assessment of the child's strengths and weaknesses and advice on effective support as required.

Review Regular reviews will be carried out at least termly to evaluate the impact and quality of support and interventions. Both parents and child's views will be considered in this process. The class teacher and the LDC will amend the support plan based on the child's progress and development in conjunction with the child and their parents.

SEN Support is recorded through School-Based Plans (Pupil Passports), shared and agreed with the child, school staff, parents, and/or outside agencies as appropriate. and reviewed at least termly. Intervention aims to overcome barriers to learning and ensure all children have full access to the curriculum. SEN Support is co-ordinated by the Learning Development coordinator (LDC).

In class support

In addition to the class teacher, teaching assistants provide support to ensure that the curriculum is differentiated where necessary. Additional small intervention groups are sometimes provided if it is felt that children would benefit from this support.

Specialist SEN Provision

Where specialist support, additional staffing or additional resources are required beyond normal provision, parents will be required to fund this support.

If there is a need to increase staffing, or provide additional resources to support a child, this will be discussed with parents, who will be required to fund any additional provision necessary.

In addition, 1:1 specialist support (such as intensive dyslexia support sessions) can be offered by the school and is chargeable to parents.

Staff Training

Annan is committed to ongoing professional development for staff in relation to SEND.

Education, Health and Care Plans (EHCPs)

An EHCP assessment may be considered if a child does not make expected progress despite appropriate SEND support. Both parents and school can request an assessment, but consultation between them is required first.

Key Points:

- Annan is not a registered independent special school; EHCP funding is unlikely for provision at the school.
- Applications involve input from parents, teachers, and the LDC, and may require assessments (e.g., Educational Psychologist).
- Costs for preparing evidence and professional reports are payable by parents.

Assessment and Decision:

- The local authority decides eligibility for an EHC assessment.
- Assessment does **not** guarantee an EHC plan.
- Parents can appeal if the local authority refuses an assessment.

Developing the Plan:

- The local authority considers if needs can be met at a maintained or approved independent special school. A maintained school is given a notional budget for children with SEND. This budget is not available to independent schools.
- Draft plans involve parents and the school, but the local authority finalises the content.
- Parents can appeal the content of the plan.

Independent Schools:

- Parents may request an independent school, but the local authority is not obliged to approve it.
- Annan may decline to be named if it cannot meet the plan's requirements.

Attending the Named School:

- To benefit from the plan, the child must attend the named school.
- If Annan is not named, normal notice periods apply.
- If parents remain at Annan without the plan, they would be liable for the cost of meeting the child's needs as if the plan were in place.
- Plan reviews may adjust support levels or determine if needs can continue to be met at the school.
- Parents may appeal against the school named on the plan if it differs from their preferred choice. Parents cannot appeal against a decision by an independent school not to admit a child, as independent schools fall outside the statutory requirements of the **SEND Code of Practice**.

Links with other Agencies

Advice is sought as appropriate from external agencies in the identification and assessment of SEND and also for provision of services and expertise. These include:

- Independent Educational Psychologists
- East Sussex Psychology Service
- East Sussex Children's Integrated Therapy Service (Speech and Language, occupational Therapy and Physiotherapists).
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors.
- The Language and Learning Support Service
- Social Services
- East Sussex specialist outreach services (autism, visual, hearing and physical impairment).

Parents should be aware that some services are provided on a 'paid-for' basis and that any costs incurred will be payable by parents. The school will inform parents of any services it recommends that may incur a charge.

Parents should be aware that before engaging with the services of any of the above, unless this is being done through the school, they should discuss this with the LDC, in order to establish if the agency, therapist or anyone involved in carrying out an assessment is approved by the school.

Keeping Parents Informed

Parents are kept informed from an early stage if a child may need additional support due to a special educational need or disability (SEND).

- Initial discussions usually take place with the class teacher.
- The teacher may invite parents to meet with the Learning and Development Coordinator (LDC) to discuss necessary support or interventions.
- At the meeting, the LDC will:
 - Outline a plan of appropriate intervention
 - Advise on any outside agency support or assessments required
 - Clarify whether support should be sought by parents (eg via GP) or by the school (eg CITS, where available)
 - Explain any potential charges for private assessments or services
- A written summary of the meeting will be sent to parents.
- A schedule for follow-up meetings will be agreed, with at least one meeting with the LDC per term.

Evaluating the success of provision

SEND provision is monitored through reviews, meetings and pupil progress tracking. Parents receive updated School-Based Plans at least three times per academic year.

Transferring to another school

Where possible, the school liaises with receiving schools to ensure a smooth transition for pupils with SEND.

Supporting pupils with medical conditions

The school supports pupils with medical conditions in line with its Medicines and Medical Conditions Policy.

Other policies relevant to the SEND Policy

This policy should be read alongside the school's policies

- Admissions Policy
- Behaviour Policy
- Medicines and Medical Conditions Policy
- Equality, Disability and Accessibility Statements
- Safeguarding Policy

Complaints Procedure

Concerns should initially be raised with the class teacher, followed by the Learning and Development Coordinator and then the Principal, in line with the school's Complaints Procedure.

Policy Review

This policy is reviewed annually by the Learning and Development Coordinator and the proprietors of the school.