



Silkmore Primary Academy



SENd POLICY

Procedures & Guidance

Date Completed: December 2025

Review Date: December 2027

Silkmore Primary Academy prides itself on being an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Silkmore Primary Academy is part of the Reach2 Multi Academy Trust (MAT) which is a partnership of primary schools, working together to improve provision for children with SENd. Our policy is available from our website www.silkmoreprimaryacademy.co.uk The website also includes a link to Staffordshire's Local Offer for parents and children with SEN and disabilities. This can be found under the All About Us page titled 'SEND Information' and also later on in this policy.

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

The SEND team at Silkmore Primary Academy

Inquiries or concerns about an individual child's progress should be addressed at first to the class teacher. Enquiries can also be made to Mrs Fiona Gill as Special Needs Co-ordinator (SENCo) or Mrs Sally Exton (Assistant SENCo) Please book any appointments through the school office.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND 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.

Headlines from the Code of Practice

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

There are four broad categories of SEN:

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

We always work closely with parents and children to ensure we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Meetings are held termly with parents to discuss the provision their child receives. Parents are also invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement focused interventions to target particular skills. We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

SEND at Silkmore Primary Academy

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- 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 Governing Body 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

Identifying children at SENS (SEN Support)

Children with SEND are identified by one of three assessment 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 rapid progress in spite of Quality First Teaching, they are discussed with the SENCo and a plan of action is agreed.

Class teachers are continually aware of children's learning. Any concerns teachers may have are recorded on Early Cause for Concerns sheets which are recorded with the SENCo.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis's. Parents are advised to contact their GP if they think their child may have ASD or ADHD or any other type of need.

SENd in Early Years

Silkmore aims to identify children with SEND needs as early as possible. This includes in our Early Years setting. To enable our youngest learners to participate in learning to their full potential, staff work closely with parents and other professionals to identify and support any barriers.

Upon registering in our setting, children are offered a child centred settling in process where staff spend time getting to know the children and their families to help the transition. Families are invited into the setting for a pre-visit where 'All About Me' forms are completed by parents. If children are moving from another setting, staff will communicate with them to ensure a smooth transition and gather more information on SEND needs if present. School also run a weekly Stay and Play session in the attached Children's Centre which parents of new starters are encouraged to join before their child starts in our Nursery to help with the transition process.

Baseline assessments are completed within the first 6 weeks of children starting in the setting. This identifies any areas of development needs. Conversations with parents will occur if the need arises.

When children are between 27months and 3 years, staff complete the 2year checks. This identifies levels of progress. If there are areas of little or no progress then this is shared with parents and referrals to outside agencies may be made such as Early Years SENCO or Paediatrician. Health Visitor advice may also be sought.

All staff that work in Early Years are Makaton trained and this is used with all children.

Children's communication and interaction skills are assessed using Stoke Speaks Out assessment. Children who need extra support/intervention are identified through the screening process and interventions are put into place.

Just like in school, staff work closely with outside agencies and make referrals if necessary. This may include – Speech and Language, Paediatrician, CAMHS, Physiotherapy, Early Years Forum and Family Support.

Applications can be made for Special Educational Needs Inclusion Funding to support individual children in the Early Years setting. Children, whose families claim DLA (Disability Living Allowance) can apply through our setting for DAF (Disability Allowance Funding) to further support children in Early Years.

Inline with school procedures, Early Years staff use a Graduated Response (Assess, Plan, Do, Review) towards providing support to children with identified SEND. These are created alongside parents termly.

Pupil Progress meetings regular take place to review and adapt targets and provision where necessary.

Working with Parents and Children

At Silkmore we have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parent-teacher meetings 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 SEN.

Once a child has been identified as having SEND, the class teacher and SENCo will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register (parents will sign acknowledgement paperwork)
- discuss assessments that have been completed
- 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, the child may be invited to attend all or part of the meeting. Thereafter, parents – and children- are invited to regular meetings to review progress made, set targets and agree provision for the next term.

Paperwork for children at SENS (SEND support)

Once a child has been identified as SEND the following paperwork is completed:

- Termly, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher or any professional person working with that child. This is recorded on our online platform of Provision Map.
- Termly, an APDR Document (Assess Plan Do Review/Learning Plan) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their age expectation that we think it likely that the child may at some point benefit from specialised provision in another educational setting.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

Teaching and learning is underpinned by cognitive science. Space retrieval activities are used to build links and review learning from previous lessons.

Teachers model tasks effectively and highlight the importance of starting at pupils current understanding drawing links on prior knowledge and narrating thought processes to make it clear how an expert might think when completing a task. Teachers facilitate learning through an 'I can, we do, you do' process to build small steps of learning and allow for opportunities of assessment.

Teachers use the model of 'Accessing, Independent, Mastery' to ensure teaching is adapted effectively to scaffold learning, build independence and effectively challenge ensuring all pupils can achieve and build confidence in learning. This also allows for no preconceived limitations to be placed on pupils. Teachers understand that pupils learn at different rates and require different levels of support to achieve. Teaching is adapted in a responsive way, including by providing targeted support to pupils identified with specific needs.

Adapted practice occurs by careful and strategic task planning ensuring scaffolds are in place to ensure all children can access the learning. The level of scaffolding is reduced over time so that pupils develop the necessary knowledge and skills to solve problems independently and build confidence in learning. Teachers effectively model learning and incorporate a model of 'I do, we do, you do' within sessions.

Assessment is continuously used throughout units and within each lesson, to inform teachers of how they will adapt practice, this could be through scaffolds, groupings, dialogue, next steps or continuing guided practice.

Dialogue is used effectively within sessions, both between teacher and pupil and between peers, to stimulate pupils' thinking and understanding. Peer dialogue is effectively scaffolded and directed to allow each child to have a voice, discuss learning and respectfully challenge and build on learning. Teachers use this time as an effective tool to assess understanding and use questioning to embed and move learning on.

The environment engages and inspires pupils. Washing lines are used to reflect the learning process and as a scaffolded point of reference for the pupils to support the development of their oracy and writing skills. The environment is language rich and captures tier 2 and tier 3 vocabulary. Each child's final piece is displayed and celebrated for the individual progress made.

A focus for our curriculum is to prepare our pupils to be 'secondary ready' by the time they leave Silkmore and equip them with the knowledge and cultural capital they need to succeed in life. This is achieved by providing contextualized, purposeful learning that develops 'life skills' and focusses on pupils' development in becoming writers, mathematicians, historians and geographers etc.

Silkmore's 'Learning Attitudes Framework' of AIM HIGH will be central in encouraging pupils to be responsible for their learning attitudes. Throughout units of work, pupils are given opportunities to reflect on how their learning attitudes are developing in accordance to the AIM HIGH learning values. Pupils demonstrating these attitudes are recognised and rewarded within the classroom and the whole school celebration assembly. (See behaviour policy).

At Silkmore Primary Academy, we believe the bridge between teaching and learning is assessment. Therefore, our feedback policy is an integral aspect of the curriculum. We believe the most valuable feedback is in the moment and teachers will provide this feedback continuously throughout lessons, using planned for dialogue opportunities to facilitate this. The sequential curriculum ensures prior learning is reflected on and built on, ensuring misconceptions are identified and addressed. Our Knowledge Constructions are an integral part of this process. The feedback policy ensures that learning is addressed and celebrated or moved forward in accordance to the learning objective where the planning has been derived from. Through the use of in the moment feedback, pupils are given time to reflect on the feedback that the teacher gives and the expectation of this reflection is of the highest standard across the school. Feedback at Silkmore is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved.

Individual targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the child and their age expectation. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention, the HLTA – who quality assures the provision delivered in the intervention and the SENCo who monitors overall progress after the intervention.

Adaptations to the Curriculum Teaching and Learning Environment

Silkmore Primary Academy is disability friendly. Corridors are wide and we 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 access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of everyday class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

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.

Staff Expertise

All of our teachers are trained to work with children with SEND. 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, Reach Teach courses, LA courses, provision of books or guidance towards useful websites. All LSAs work with children with SEND and are individually trained within specific areas. The SENCo works closely with staff, sharing resources as well as offering training and advice. If we identify needs that we feel could benefit from more specialist service, the school is able to buy-in additional expertise from Entrust. This includes access to Educational Psychologists, Behaviour Support Team, Speech & Language, and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is no longer classified as an SEN. If a child shows consistent negative 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, attachment) we complete a Family Support Referral with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school can buy in specialist support from the local Behaviour Support Team.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the perpetrator and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

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 the 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 in order to identify where the toilets are, where the cloakroom and toilets are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School Transition reviews for Year 6 pupils are held. This also includes regular visits to the Secondary schools, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo will be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Laura Clemens. She meets with the SENCo regularly to discuss actions taken by the school.

Complaints

The school works, 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.

Staffordshire'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. Staffordshire's Local Offer is available from the website

[Local Offer Staffordshire](#)

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.