

Special Educational Needs and Disability (SEND) Policy



Governors' Committee Responsible	
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2024
Date of next review	September 2025

(To be read in conjunction with our policies on Disability Discrimination, Inclusion and Teaching and Learning and Medical.)

Introduction

At South Ascot Village Primary School we are a school that truly values each and every individual.

Our school vision *'embraces diversity, supports each other's dreams and ambitions, desires and aspirations'* and *'as individuals and a collective, we plan for success which is necessary to reach our shared goals'*.

This policy recognises that some pupils needs more support to achieve this vision and we work as a team to ensure all pupils, whether they are in the mainstream classes or in the SEN unit, "The Canopy," are part of our inclusive community.

Legislative Background

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- 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 student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above 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 or form of language of their home is different from the language in which they will be taught.

Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice (July 2014) also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Offer

The RBWM local offer https://rbwm.afcinfo.org.uk/local_offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in RBWM that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More details are available from : www.rbwm.org.uk

The SENCo for South Ascot Village School is:
Mrs Carey Kelly (senco@southascotvillageschool.org.uk)

The governor for South Ascot Village School is:
Mrs Eider Goicoechea

1 Aims and objectives

In making provision for pupils with SEND, our aims and objectives are:

- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to identify specific needs through a variety of assessments, after which parents will be informed and led through future interventions and processes at every stage;
- to create a learning environment that meets the special educational needs of each child;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met. This might be through picture cards or visuals, to ensure that even our children who are pre-verbal are able to communicate their thoughts and feelings;
- to ensure that all necessary resources are made available to meet pupils' individual needs;
- to regularly evaluate and reassess each child's progress, monitor and adapt goals where appropriate;
- to regularly update school provision map and share with staff;
- to ensure that parents are informed of their child's special education needs and maintain regular contact with them.

2 Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

- need a range of different teaching approaches and experiences.

The class teacher is responsible for the progress and achievement of all pupils in their class and responds to all pupil's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

3 Identification of need and the 'graduated response'

The SEND Code of Practice 2014 describes a 'graduated response', where decisions and actions are made, revisited, refined and revised in order to secure good progress and good outcomes. Early identification of special educational needs is vital.

A child of compulsory school age 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 them or hinders them from making use of educational facilities of a kind generally provided for others of the same age in school

Most children who join our Foundation Stage 2 have already been in receipt of Foundation Stage 1 educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.

Children with special educational needs will be identified at the earliest possible opportunity, at any point in their school life, and will be placed on the school's SEN register. Progress will be regularly monitored, in accordance with the graduated response format, and shared with the SENCo.

Specific check points

- (a) Baseline assessments (FS2)
- (b) Termly Pupil Progress Meetings
- (c) Termly assessments in Reading, Writing and Maths
- (d) SAT's results at Key Stages 1 and 2 (for children who enter the school in year 6)
- (e) Specific diagnostic tests for those children who cause concern as a result of the class teacher's observation and / or screening tests and / or parental concern.

For children who enter into our SEN unit “The Canopy”, the check points will be varied to meet the needs of each individual child. Termly meetings with parents will take place in addition to the annual review of the EHCP. Other assessments might take place more holistically to reduce anxiety. If a child is able to sit the SAT’s papers at the end of KS2, then they will automatically receive additional time and be able to complete the tests in a familiar environment with adults that they know.

4. Additional Educational Needs

- (a) Class teacher identifies pupil with SEN
- (b) Teacher and SENCo decide on interventions additional to the normal differentiation. They are then recorded onto the school provision map (an 'at a glance' way of documenting and showing the range of **provision**, additional staffing and support that a **school** makes available to its pupils) and placed on the SEN register
- (c) Class teacher / SENCo contacts parents to inform them of the inclusion on the register and shares plans with them, allowing for their input and thoughts.
- (d) Class teacher, alongside the SENCo, is responsible for planning and delivering the interventions (normally using TA’s to deliver the intervention)
- (e) Progress on interventions is monitored regularly (normally delivered as a 8/10-week programme) and either adapted, repeated or signed off. All changes are recorded on the provision map. The SENCo and parents are continuously involved in the monitoring.
- (f) If it is felt that the child’s needs require specialist advice, the following actions will take place:
 - The SENCo and class teacher, in consultation with the parents, ask for help from external services (For example, Educational Psychologist / speech therapist / Shine / dyslexia support / behaviour support / ELSA / CAMHS)
 - Outside specialists provide support and/or advice (parents need to be made aware of the time factors involved - CAMHS has up to a two-year waiting list)
 - Class teacher acts on the advice and writes new or adapted interventions

All interventions used are carefully monitored and baselines and outcome assessments are always used to measure progress made.

There are times when, in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If the class teacher and SENCo feel that the child is continuing to fall behind their peers and is working at a significantly lower level, then it might be appropriate to apply to the local authority for an Educational Health Care Plan. (EHCP) A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether a statement of special educational need needs to be drawn up.

Nationally, only an extremely small proportion of pupils with SEND will require an EHC plan. A statement of SEND is a statutory document which outlines the nature of the child’s special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school

which can best meet the needs of the child. If our school is named in a child's EHC plan, then we will take every step possible to provide the provision required by the statement. All pupils with EHC plans will be reviewed regularly by the SENCO through an annual review of their EHC plan conducted in accordance with the Code of Practice, and in which parents (and pupils where it is deemed appropriate) are involved. Having an EHC plan does not mean that the child will be in the Canopy. This is determined by panel B at Windsor and Maidenhead and considered on each individual child's need.

Types of Special Education Need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times. Children and young people with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (6.28, 2014 DfE)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (6.30, 2014 DfE)

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in school. (6.32, 2014 DfE)

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (6.34, 2014 DfE)

Sometimes a pupil may exhibit needs from more than one group above.

Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEN, their provision is planned and carried out in a co-ordinated way with the healthcare plan. The school has regard to statutory guidance in 'Supporting pupils at school with medical conditions' See also health and safety policy for administering of medication.

5. Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs. The views, wishes and feelings of the child will be valued and targets will always be shared with the child.

The school web page contains a copy of this SEND Policy, and the arrangements made for children with additional needs in our school. Mrs Kelly and / or the school SEN governor, Mrs Eider Goicoechea, are always willing to talk to parents and carers of pupils receiving additional support.

If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we implement an intervention programme to support them, designed to meet their specific needs. Wherever possible, we do not withdraw children from the classroom for interventions.

Records are kept in the provision map and the child's personal file of any interventions a child may have. These children will be included on our register of SEN, and the class teacher will make parents aware of this decision, the outcomes of our assessments and the provision being made and will draw upon them for additional information to help plan that provision.

The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means.

If a review, or other assessment of a pupil's progress, identifies that, over a period of time, (usually around two term's) progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that

support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, often including an Educational Psychologist. External support services will provide information to set new targets. The new strategies will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing the additional support will be invited to attend subsequent review meetings.

Through review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

Monitoring of Provision

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- Classroom observation by the SLT
- Ongoing assessment of progress made by intervention groups
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with EWO
- Head teacher's report to governors

6 The role of the SENCO

In our school, the special educational needs coordinator (SENCO):

- manages the day-to-day operation of our SEND Policy and maintains the SEND register;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school,
- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEND;
- arranges and attends all review meetings, many of which they will chair.
- maintains records of all children with SEND;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.
- Will manage the day-to-day running of the Canopy, including meetings, organising therapists and all matters concerning individual EHCP's.

7 The role of the governing body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan are aware of the requirements of the plan.

The SEND governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

8 Role of the SEND Governor

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

9 Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

Children are involved in an appropriate way in agreeing targets. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

With the Canopy, parents will meet termly to discuss their child's targets, with child involvement as and when they feel it is appropriate.

10 Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training. The school accesses training programmes through LA conferences, LA training events, cluster training events, and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, and parents. The SENCo attends relevant SEND courses, network SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

11 Admission Arrangements and Transition

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (See Admission Policy)

Transition planning is in place for children with SEND, tailored to the individual needs of each child, who will be moving year group or key stage. This will be done by:

- Assessment of need by current teacher
- Review meetings (held in the summer term) involving the next class teacher
- Familiarisation visits are planned in as appropriate
- Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

12 Accessibility (See Single Equality Policy and Disability Policy and Disability Accessibility Plan)

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less favourably in any procedures and practices. The school has toilets suitable for disabled/wheelchair access located in the reception area. The school building is not all on one level but a lift has been fitted to allow access to both levels. Provision is also made with ramps outside school to give access around the school. Other aspects of access will be in line with the Disability Discrimination Act and Disability Access Plan.

13 Extra-Curricular Activities

Extra-curricular activities and educational visits are provided for all pupils in school. All pupils are encouraged to be part of school life and take on roles and responsibilities. Pupils views are sought throughout the school and pupil voice is acted upon.

For the children in the Canopy, risk assessments will be in place for each individual child, to ensure that they can fully participate along with their peers.

14 Effectiveness/Success of Policy – SEND Info Report – code of practice

In order to make consistent, continuous progress in relation to SEND provision; the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process. The Governing Body will report annually to parents on the success of the policy. Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.

- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

15 Publishing information

The school's governing body publishes an annual information report on the school website about the implementation of the SEND policy in accordance with section 69 of the Children and Families Act 2014. It is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher and SENCo.

16 Complaints Procedure

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. We would hope that most complaints would be resolved through consultation with the class teacher. However, there may be occasions when concern is expressed over how the special need is not being fully addressed. In these cases, parents might want to go directly to the SENCo, who can arrange meetings with external professionals involved with the child. At all stages, the headteacher will be informed. Any complaints that need to be taken further will be made to the governing body. For more information on the complaints procedure, please see the school website on www.southascotvillageschool.org.uk

17 Links to Other Policies

This policy should be viewed in light of the Local Offer, Safeguarding Policy, Behaviour Policy and Health and Safety Policy and Attendance which will give details of support for administering of medicine in school, personal care needs, unwanted behaviour, avoiding exclusions and increasing attendance. A separate SEN information report will be on the school website for the Canopy.

Date of policy: September 2024

Date for review: September 2025