



## South Ascot Village School

### Special Educational Needs and Disability (SEND) Policy

(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, support 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 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.

New 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: [www.education.gov.uk/schools/studentssupport/SEND](http://www.education.gov.uk/schools/studentssupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC Plan). These plans are being supported by an Education, Health and Care Plan Pathway.

## Local Offer

The SEND [Local Offer](http://www.rbwm.org.uk) 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](http://www.rbwm.org.uk)

### 1 Aims and objectives

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

- to create a learning environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- 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;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

### 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', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

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.

Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.

Quality First Teaching is essential in removing barriers to learning. The class teacher takes steps to provide differentiated learning opportunities that aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

These pupils are marked as concerns and are monitored closely.

The pupil is then formally recorded on a Learning Passport as being under observation due to concern by parent or teacher. Once a student has been identified as possibly having SEND, they are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.

The SENCO is consulted as needed for support and advice and may wish to observe the student in class.

#### 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, Mental and Emotional Health (SMEH)

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.

A graduated response means that pupil's needs, once identified, are met through an 'assess, plan, do, review, cycle'.



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

Records are kept in the pupil's Learning Passports, of any interventions a child may have. These children will usually be included on our register of SEN, and the class teacher will make parents aware of this designation and the outcomes of our assessments and the provision being made and 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 two terms, 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, 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.

If, after a period of two terms of support, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA). 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 make 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 are involved.

### **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
- Work sampling on a termly basis
- 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
- Head teacher's report to parents

## **4 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.

## **5 The role of the headteacher**

At South Ascot Village School the SENCO is employed for one day a week so the headteacher backfills the SENCO role when the SENCO is not present.

## **6 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 does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

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.

## **7 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

## **8 Allocation of resources**

The SENCO and headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some statements, has been used.

## **9 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 school web page contains a copy of this SEND Policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEND provision is always willing to talk to parents and carers of pupils receiving additional support.

## **10 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.

## **11 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. The SENCO is currently undertaking the mandatory SENCO training.

## **12 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:

- Assessment of need by current teacher

- Review meetings are held in the summer term and the next class teacher will attend
- 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.

**13 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.

**14 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.

**15 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.

**16 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.

**17 Complaints Procedure**

Any concerns can be raised to class teachers, the SENCo, Head Teacher or governors

Date of policy: May 2017

Date for review: \_\_\_\_\_





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.

### **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.