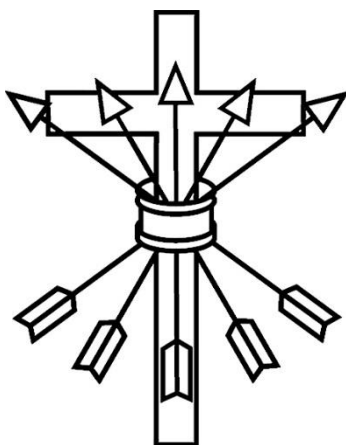


WADDESDON CHURCH OF ENGLAND SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

STATUS OF POLICY:	Statutory Policy
BASED ON LA PROCEDURE DATED:	-
COMMITTEE RESPONSIBLE:	Curriculum & Student Wellbeing
GOVERNING BODY APPROVAL:	CSWB 09.05.18
REVIEW DATE:	January 2021

Special Educational Needs Policy

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1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice* (2014)

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

At Waddesdon we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Waddesdon adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the *SEND Co and Curriculum Deputy* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means *providing regular one to one meetings with parents and teachers* and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but

also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

2. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

4. Responsibility for the coordination of SEND provision

SENDCo: James Sturla

Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Informing the Governing body.

SENDCo:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Student Plans and Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the Enrichment Policy.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCos, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the Enrichment report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from department capitation.
- Raising awareness, of school responsibilities towards SEND issues through a representative. (Student Achievement Manager)

Teaching Staff**“All teachers are teachers of special needs”**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Enrichment Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Student Plans and Passports are considered in lessons.

- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENDCo

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Student Plans and Passports
- Assist with drawing up individual plans for students and supporting Plan and Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

5. Arrangements for coordinating SEND provision

The *SENDCo* will hold details of all *SEND Support*, *EHCP* and *Statemented pupil's records* as well as *Student Plans and Passports* for individuals.

All staff can access:

- The school's SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with EHC Plans/statements);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Student Plan and Passport.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision on staffroom notice boards

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

6. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC Plans/statements of SEND and those without.

All SEND paperwork should be passed to the SENDCo by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information

relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone/email to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

7. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- Enrichment Area
- Literacy Pod with Interactive Smart board
- Numeracy Pod with Interactive Smart board
- Lifts to Thorpe and Rothschild building
- Ramps and access to all areas of the school
- Disabled toilets in Thorpe and Rothschild building

8. Allocation of resources for pupils with SEND

At the present time the Headteacher controls the SEND Budget for all staffing needs. We are allocated a department Budget to support Teaching and Learning.

9. Identification of pupils needs

Identification

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Enrichment Support [Provision] is achieved by:

- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account

- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.
- Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
- Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- Teaching Assistants and teachers collaborate effectively.

The school uses the graduated response as outlined in "The Code of Practice (2014). To help with this process a variety of screening procedures are used which are then disseminated to teaching staff.

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Waddesdon School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support (K)

The Code of Practice indicates that once a potential special educational need has been identified then an action cycle of assessment and intervention should be put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review 'actions' – revisited, refined and revised on a cyclical basis by those working with a particular pupil. This would include the teacher(s), the SENDCo, learning support assistants, other contributing professionals, parents and the pupil. The overall aim of the SEND Support action cycle should be to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning.

Referral for Education Health Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur when the [LA] believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

A request for a local authority in England to secure an EHC needs assessment for a child or young person may be made to the authority by the child's parent, the young person or a person acting on behalf of a school or post-16 institutions. (Section 36 (1), Children and Families Act 2014). Where, despite the school or setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school or setting should consider requesting an Education, Health and Care needs assessment. (SEND Code of Practice 2015)

The legal test for an EHC needs assessment is:

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that -

- (a) the child or young person has or may have special educational needs, and
- (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. (Section 36 (8), Children and Families Act 2014)

The application for an ECHP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Head teacher
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education Health Care Plan (EHCP)

- a. Following Statutory Assessment, an EHCP will be provided by Buckinghamshire Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against an EHCP for their child.
- c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by SENDCo, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Deputy together with the SENDCo to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Curriculum Deputy together with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

There will be a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and SEND governor and information will be gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

13. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Leadership Management team, ensures that training opportunities are matched to school development priorities and those identified through the use of the appraisal system.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo and the child's parents.

16. Working in partnerships with parents

Waddesdon believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. [The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.]

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

17. Links with other agencies and voluntary organisations

Waddesdon invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Services (Family Resilience)
- ASD Team
- Speech and Language Team
- Cognition and Learning Support Service
- Specialist Outreach Services
- Speech Language and Communication Service
- The Downs Syndrome Team
- OT Services
- Virtual Schools
- CAMHs
- Aspire early Intervention team
- Time 2 Talk

- In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *[Parents will be invited to and informed about any meetings held concerning their child.]*

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Mild Dyspraxia Minor speech impairment Mild learning difficulties Social, Emotional and Mental Health	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism Social, Emotional and Mental Health	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Signed

Matthew Abbott (Headteacher)

Date

Signed

James Sturla (SENDCo)

Date

Signed

Suzie Snelson (SEN Governor)

Date

This policy will be reviewed every 3 years.