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Policy Documents Annual Review Record

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Person responsible	Headteacher
Comments to	Headteacher
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Person reviewing/updating	Amanda Douglas
Source/author	SENCo Victoria Taylor
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Governor's Review	April 2023

Special Educational Needs and Disability (SEND) Policy

1. Introduction

Scope: This policy refers to children with Special Educational Needs and Disabilities (SEND.) The guiding principles informing this policy is ensuring that children with SEND at Windrush Valley School are given equal opportunities of demonstrating academic and personal potential, without being hampered by the skills that they find more difficult and are enabled and encouraged to feel worthy and fulfilled. This policy applies equally to all pupils including those with EYFS.

2. Aims of the Policy

This Policy aims to:

- 2.1. Set out how our school supports and makes provision for pupils with SEND;
- 2.2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- 2.3. Ensure Windrush Valley School complies with the requirements of, and with due regard to;
 - Part 3 of the Children and Families Act (2014)
 - Equality Act (2010)
 - The Early Years Foundation Stage Regulatory Framework (2014)
 - SEN and Disability Code of Practice, 0-25 years (2015)
 - The General Data Protection Regulation (GDPR) (2018)

3. Definition

- 3.1. 'A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them...' (*SEND CoP 2015, p. 15 xiii.*)
- 3.2. Special educational provision is underpinned by high quality teaching, in the form of a four-part cycle, the Graduated Approach.

4. Roles and Responsibilities

Detailed on the RASCI Matrix in Appendix 1

5. SEN Information Report

5.1 Areas of Special Educational Needs the school provides for:

- Communication and Interaction, eg. Autism Spectrum Disorder, Asperger's Syndrome, Speech & Language difficulties
- Cognition and Learning eg. Dyslexia, Dyspraxia, Dyscalculia
- Social, Emotional and Mental Health Difficulties eg. ADHD, Attentional Regulation, Self-Regulation and Emotional Control

- Sensory and/or Physical Needs eg. visual and hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs:

Early identification and assessment of SEN is important in ensuring positive long-term outcomes for pupils. Identification is assessed in the following ways:

- The class teacher identifies pupils that are making less than expected progress against their peers, developmental and curriculum targets;
- Pupils attainment and current skills are assessed on entry through observation, checklist, previous school reports, external agency reports, parental information and expected milestones;
- Dyslexia and SpLD screening is completed for all pupils who don't pass the Phonic Screening Assessments by the end of Year 2;
- Concerns raised by parents/carers of pupils;
- Concerns expressed by pupils themselves.

Dependent on the level of concern and degree of support offered, the pupil is placed on the SEN Register, which is regularly updated and circulated to staff.

Identification of particular needs of pupils is a collaborative process between school staff, SENCo, pupil and parents, with additional expertise provided as and when appropriate from (but not exhaustive), Educational Psychologists, CAMHS team, Oxfordshire SALT team, independent SALT, Oxfordshire Occupational and Physiotherapy teams, Oxfordshire LEA and Gloucestershire LEA.

5.3 Planning:

The SENCo takes lead responsibility for co-ordinating special educational provision, working with the class teacher, to ensure the consistent implementation of the GASP (Graduated Approach Support Plan.)

The SENCo will liaise with the pupil's teachers and parents. The parents may be asked to co-operate with the plan by following defined activities at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The pupil's views are an integral factor of the process and accordingly pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, considering their age, ability and past experiences.

5.4 The Graduated Approach (assessing and reviewing progress towards outcomes):

The school follows the Graduated Approach and the four-part cycle of **assess, plan, do, review**. The SEND Code of Practice states that, *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'*. In Windrush Valley School, class teachers remain responsible for the individual progress of pupils, irrespective of the level of support offered/provided; they provide the first and continuous point of contact for parents.

The school's graduated approach is in 3 broad phases to meet individual need:

Phase 1: **Universal Provision** through High Quality Teaching, ensuring 'Inclusion Strategies' for all pupils, including those with SEND.

Phase 2: In addition to Phase 1, Phase 2 incorporates **Targeted Support** for some learners, including those with SEND.

Phase 3: In addition to Phase 1 and Phase 2, Phase 3 provides **Specialist Support** for a few learners, including those with SEND. Phase 3 pupils are recorded on the school SEND register.

The school uses a range of assessment data to support its identification of SEND and in devising appropriate teaching and support strategies:

- Standardised tests (eg. GL Assessments, CAT4, not exhaustive);
- Educational Psychologists (EP) or Specialist Teacher reports;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and

Class teacher implements strategies in response to identified need and then reviews outcomes within a reasonable time frame, usually half termly. Termly review cycles include communication and/or meetings with parents in order that any necessary adjustments to the support programme has their full support.

Where necessary, the level of support may increase to include liaison with outside agencies such as:

- Educational or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- EHCP request;
- GP review;
- Speech & Language Assessment.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs and will be reviewed regularly. This will draw on:

- Teacher's assessment and experience of the pupil;
- Previous progress, attainment and behaviour;
- Pupil's development in comparison to their peers and national data;
- Pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 School's approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.6 Access to the Curriculum:

The school endeavours to ensure that every child's entitlement to full access of the curriculum at the appropriate level is met. We make the following adaptations to ensure all pupils' needs are met where ever possible:

- Differentiating our curriculum to ensure all pupils are able to access it, eg. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, eg. laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, eg. giving longer processing times, reading instructions aloud, single instructions, scaffolding and modelling etc.

5.7 Evaluating the effectiveness of SEN provision:

Class teachers and SENCo monitor and evaluate the effectiveness of provision for SEN pupils by:

- Reviewing pupils' individual progress towards their goals and targets (termly);
- Reviewing the impact of small group interventions in class (half termly);
- Holding annual reviews for pupils with an EHCP;
- Holding termly meetings with parents and pupils, evaluating progress.

5.8 Enabling SEN pupils to engage in activities available to pupils who do not have SEN:

All of our extra-curricular activities and school visits are available to all our pupils, including before-and-after-school clubs and extended day activities.

All pupils are encouraged to go on our UK and abroad residential trips, however, this is at the discretion of parents.

All pupils are encouraged to take part in our whole school sports day, swimming gala, KS2 performing arts play and Christmas Nativity.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.9 Pupils on the SEND Register:

With reference to the Special Educational Needs Code of Practice (2015), and best practice, the school maintains a register of all pupils, including those receiving additional support both in and out of the classroom and any disabilities. Children requiring additional out-of-class support benefit from a tailored Graduated Approach Support Plan (GASP), which is circulated to appropriate staff for information and implementation, this also serves as a continuous record of progress. Where a pupil no longer requires the additional provision or support, their entry is deleted from the SEND Register.

5.10 Exam concessions including extra time:

Exam Boards, including SATs, set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Headteacher will apply these concessions

according to need and adherence to DfE regulations. If a laptop and/or an scribe is part of a normal way of working in lessons, then it may be used in examinations.

5.11 Partnership with parents:

The school values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to any information retained by the school including the right to be involved in decision-making.

The school will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These discussions ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- The school considers the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these discussions will be added to the child's record.

The school formally notifies parents when it is decided that a pupil will receive SEN support.

5.12 SEN in-service training:

Training for staff and the SENCo is provided from time-to-time to ensure that staff skill and expertise is maximised in order to meet all identified need extant in the school.

CPD training can take place externally from the school or provided by in-house staff during INSET days.

5.13 Links with other schools, including transfer and transition:

Windrush Valley School accepts pupils aged 3 to 11 years, in accordance with its Admission Policy. When pupils with SEN and Disability are admitted, the previous school is requested to provide details of the pupil's needs and the support programme provided. Where pupils transfer from Windrush Valley to another school, their personal records detailing the support programme offered and the reasons for this, are forwarded prior to transfer. The SENCo will contact the receiving school in order to ensure the smooth transition of information, including a meeting with the receiving school's SENCo, if necessary.

The SENCo and Headteacher visit maintained, independent and specialist schools within the local area when necessary, to gain a full understanding of the provision offered to SEN pupils, and admission criteria.

The SENCo may also attend transitional visits with parents and pupils on request.

5.14 Working with external agencies and support services:

We always work proactively and collaboratively with all external agencies.

5.15 Complaints about SEN provision:

Complaints about SEN provision in our school should be made to SENCo or Headteacher in the first instance. They will then be referred to the school's Complaints Procedure.

5.16 Links with other policies and documents:

This policy links to our policies on:

- Accessibility Policy & Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- 2022/23 Child Protection and Safeguarding Policy
- Curriculum Policy
- Equal Opportunities Policy

Amanda Douglas
Headteacher
April 2023

APPENDIX 1

6. Roles and Responsibilities

R Responsible	A Accountable	S Supporting		C Consulted		I Informed	
		Governor	Head Teacher	Deputy Head	SENCo	Class Teachers	Support Staff
Actions for Governor/s		Roles					
Help raise awareness of SEND issues at proprietor meetings;							
Monitor quality/effectiveness of SEND provision, updating proprietors on this;							

R Responsible	A Accountable	S Supporting		C Consulted		I Informed	
		Governor	Head Teacher	Deputy Head	SENCo	Class Teachers	Support Staff
Actions for Headteacher		Roles					
Work with the SENCo and Governor/s to determine the strategic development of the SEND policy and provision in the school;							
Have overall responsibility for the provision and progress of learners with SEND;							
Overall responsibility for the strategic planning of SEND in school;							
SEND Staff Professional Review: <ul style="list-style-type: none"> Assess how the practice and provision of individual staff has developed since accessing specific CPD training; Assess how changes of practice and provision of individual staff since accessing CPD training, have impacted pupil progress and outcomes. 							
Ensure that appropriate resources are available for pupils with short or long-term special needs;							

R	A	S		C		I	
Responsible	Accountable	Supporting		Consulted		Informed	
Actions for SENCo	Roles						
	Governor	Head Teacher	Deputy Head	SENCo	Class Teachers	Support Staff	
Overseeing the day-to-day operation of the school's SEND policy;							
In relation to each of the registered pupils whom the SENCo considers may have SEND, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;							
Working alongside teaching staff and external agencies, identifying the pupil's SEND;							
Co-ordinating the effecting of SEND provision for SEND pupils;							
Develop and monitoring the effectiveness of any SEND provision and support measures, made for the pupil;							
Securing relevant services for the pupil where necessary;							
Ensuring that records of the pupil's SEND, and the SEND provision made to meet their needs, are maintained and kept up-to-date;							
Liaising with and providing information to a parent/carer of the pupil, on a regular basis, that pupil's SEND and SEND provision is being made;							
Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision, is conveyed to the relevant person/s;							
Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;							
Liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies;							
Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEND;							
SENCo to meet with new staff as part of their induction training;							
Contributing to in-service training and SEND CPD opportunities for teaching staff at the school, to assist them to carry out their tasks.							

R Responsible	A Accountable	S Supporting		C Consulted		I Informed		
		Roles						
Actions for Class Teachers		Governor	Head Teacher	Deputy Head	SENCo	Class Teachers		Support Staff
The progress and development of every pupil in their class;								
Working closely with TAs and specialist staff, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;								
Working with the SENCo, to review each pupil's progress and development, and decide on any changes to provision;								
Positively implement the SEND policy to ensure best outcomes for all pupils, including those with SEND.								
Contribute to the Graduated Approach Support Plan (GASP) for pupils with SEND in their class;								
Working closely with, and to make the SENCo aware, to ensure the necessary resources are available for children in their class;								
Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;								
Where a pupil SEND need is identified, by the SENCo and/or Headteacher, staff will attend essential SEND CPD training;								
Identify early, the special educational needs of children in their class, utilising the 'Pupil Cause for Concern' form.								