



Special Educational Needs and Disability Policy

Reviewed by: Catherine Bull and Laura Street
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1. Aims and Objectives

The Special Educational Needs and Disability (SEND) Policy reflects the school's aims to:

- provide a broad and balanced curriculum for all children
- support every child to reach their full potential
- be fully inclusive and encourage participation alongside their peers
- develop children's confidence and understanding of their unique qualities
- value every individual equally
- work in partnership with parents/ carers to ensure the best possible outcomes and progress for each child
- develop independence and prepare children for life beyond school

All teachers are teachers of pupils with Special Educational Needs.

2. Vision and Values

Our aim is to provide a broad and balanced curriculum, in line with the National Curriculum 2014, that will encourage all children to reach their full potential. Our curriculum reflects the school's local context. Children begin their educational journey at Parsons Down from a range of backgrounds and life experiences and our curriculum is designed to broaden their understanding of the world they live in.

At Parsons Down, we share a Core Framework: a vision, partnership rules and a set of learning behaviours, which we believe will enable us to achieve our goals and aspirations for the future.







Our Partnership Rules

Be kind. Be safe. Be respectful.

Our Vision

Learn together. Grow together. Succeed together.

Learning behaviours

Ruby 	Ruby learners are kind.
Topaz 	Topaz learners value themselves and other.
Emerald 	Emerald learners attempt new challenges.
Sapphire 	Sapphire learners manage their distractions.
Amethyst 	Amethyst learners work together as a team.
Diamond 	Diamond learners solve problems.

3. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

A child or young person may be identified as having Special Educational Needs (SEN) or a Disability if he/she meets the criteria specified in the Code of Practice (2014).

'A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

*'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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers'.*

The Code of Practice for Special Educational Needs or Disability (2014) defines a child of compulsory school age as having a learning difficulty or disability 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 or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Equality Act 2010 states that a disability is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. Children and young people with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

A child is not regarded as having Special Educational Needs solely because they have English as a second language.

6. Areas of Need:

There are four broad areas of need:

- **communication and interaction**, which may include difficulties speaking, understanding or communicating as well as autism spectrum conditions
- **cognition and learning**, which may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- **social, emotional, and mental health**, which may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **sensory and or physical needs**, which may include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

It is important to remember that whilst these are some of the identified needs within the four broad areas of need, they are not the only needs or the only areas of support a child may require.

7. Roles and Responsibilities

Inclusion Manager

The Inclusion Manager (SENCO) at our school is **Ms Laura Street** and she can be contacted via the school office on 01635 866700 or Office@pdp.w-berks.sch.uk

Our Inclusion Manager will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Mrs Rosemary Lilley and she can be contacted via the school office.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the Inclusion Manager and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Manager and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Manager has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Manager, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Inclusion Manager, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Manager and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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
- Ensuring they follow this SEND policy and the SEN information report including:
 - Sharing the needs of children with the Inclusion Manager/ SLT
 - Writing and reviewing Pupil Passports, and sharing these with parents and ESAs.
 - Adding provision to Edukey and ensuring provision is reviewed
 - Writing and reviewing pupils' SAPs, and sharing these with parents and ESAs, at least once each term
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

They will also be invited to participate in discussions and decisions about the support their child receives. They will be:

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Invited to termly reviews (email, meeting, phonecall) to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given an annual report on the pupil's progress
- The school will take into account the views of the parents or carers in decisions made about the pupil.

8. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

Parsons Down Partnership uses a whole school approach to identify children with SEND. Early identification is important to ensure the child receives prompt intervention. In line with the SEND Code of Practice 2014, SEND is supported through a Graduated Approach of 'Plan, Do, Assess, Review'. Class teachers continually monitor the needs, attainment and progress of all of the children in their class.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will formally assess children in their class termly. They use the day to day information they gather (formative assessment) along with standardised tests (summative assessment) to make a judgement about how well the pupils in their class are performing. These are recorded on the school database. They use this information and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. All pupils are discussed with the Senior leadership Team (SLT) at the beginning of each long term in Pupil Progress Meetings (PPMs)

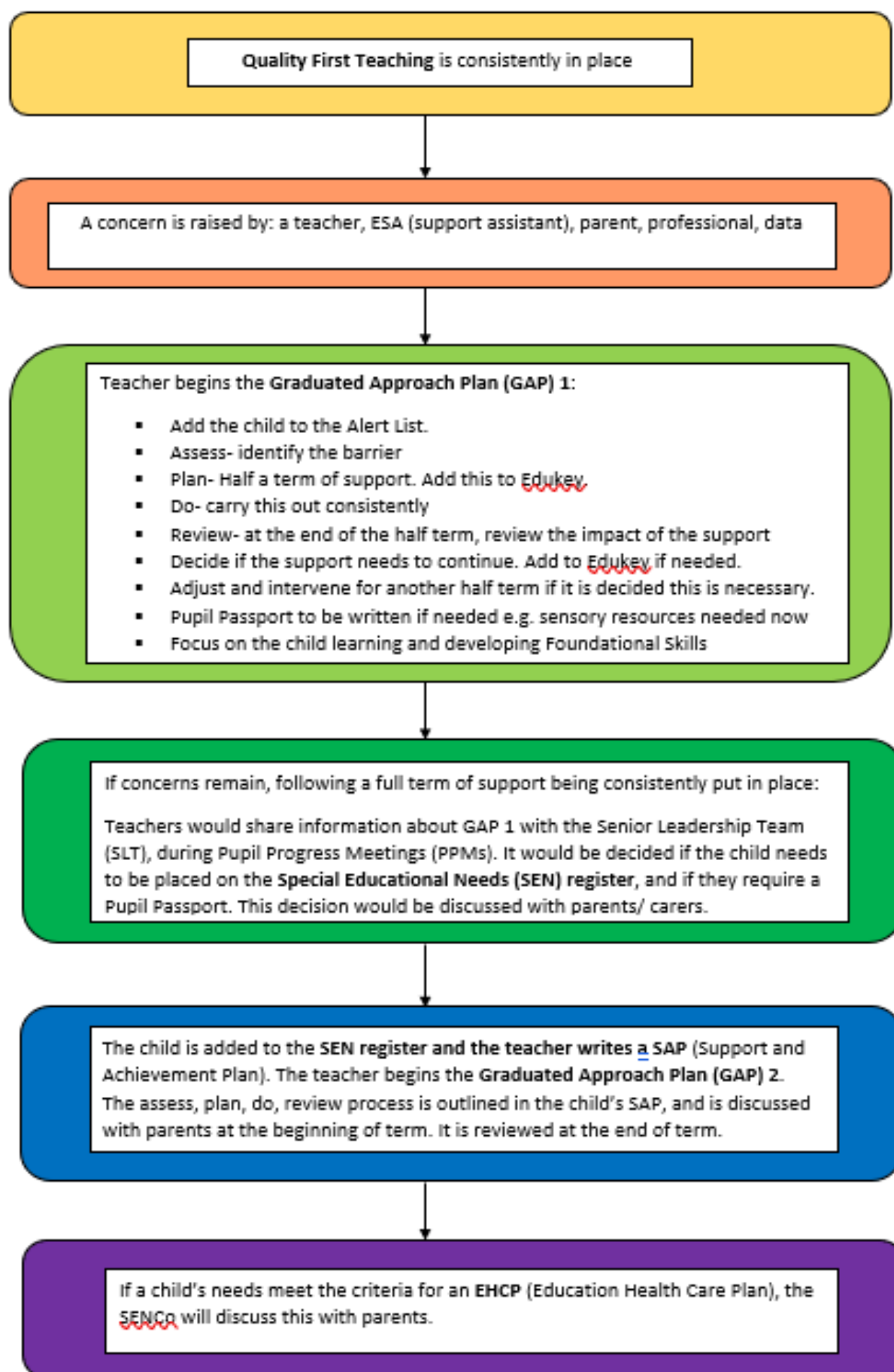
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. This is the start of our graduated approach to SEND.

The graduated approach to SEN support

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The Graduated Approach at Parsons Down Partnership



Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Some children will have special educational needs and disabilities greater than that which can be supported at school level. These children may need an EHC plan. EHC plans provide additional funding and expected outcomes for the child with SEND. A plan would be put in place so that special educational needs and disabilities provision can be made for the child. The provision must be additional to what can reasonably be provided by a mainstream school.

The school (or parents/ carers) can request that the Local Authority carries out a statutory assessment of your child's needs. This is a legal process. The school needs to show that substantial provision has been put in place to support the child for a reasonable period of time. **A child's needs must be deemed to be persistent, complex and severe.** School are required to provide a wide range of evidence to show the high level of need the child has and the provision that has already been put in place to support them. The views of the young person, parents and school will be taken into consideration when an application is made.

After the request has been made, the Local Authority will examine the evidence provided and determine whether they think your child's needs meet the criteria for an assessment. If they do not think your child needs an EHCP, they will ask the school to continue with the current support. If the Local Authority considers that the child meets the criteria for an EHCP, they will write a plan using the evidence provided, which will outline outcomes and the provision required to achieve these.

The Local Authority will decide what level of funding they will provide to support the needs of the child.

On the census these pupils will be marked with the code E.

10. Monitoring and Reviewing

11. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

12.Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

13. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the Inclusion Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

14. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as: Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Specialist teachers or support services such as Cognition and Learning Team (CALT), Language and Literacy (LAL), Autism Advosry service
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education attendance officers
- Social services

14. Complaints about SEND provision

We aim to work closely with parents, however, if they have concerns about the support their child is receiving they should contact the school in the following order:

- Discuss their concerns with the class teacher
- Have a discussion with the Inclusion Manager

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the Inclusion Manager in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring and evaluation arrangements

Evaluating the effectiveness of Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Termly tracking pupils' progress, including by using provision maps
- Carrying out the termly reviews of SAPs
- Using pupil questionnaires/pupil voice
- Monitoring by the Inclusion Manager
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

All children on the Special Educational Needs register will have a SAP (Support and Achievement Plan). This will be written and reviewed termly by class teachers, and shared with parents.

Children who have an Educational Health Care Plan, are required to have an Annual Review each year. The Annual Review is a meeting between the Inclusion Manager, parents, the class teacher, the child (if appropriate) and sometimes other professionals.

Each outcome from the EHCP is discussed to ensure the child is making progress and will reach the long term outcome. This is an opportunity to discuss what is working well for the child and if provision needs to be adapted to ensure the child reaches their potential. Teachers would share evidence from reviewed SAPs, interventions, data and classroom observation.

After each Annual Review the school submits a report to the Local Authority outlining what was discussed at the meeting and the progress the child is making on each EHCP target. This is also shared with parents. If the EHCP is deemed to be no longer necessary it will be ceased, and the pupil will continue to be supported by the school using a SAP, if necessary.

Governors will be updated termly about SEN provision and themes across the school.

Evaluating the effectiveness of Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

Monitoring the policy

This policy will be reviewed by the Inclusion manager every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- Admission arrangements
- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy