



Special Educational Needs and Disability Policy

Reviewed by: Laura Street

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Approved by Governing Board:

Next revision due: September 2024

Headteacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Aims and Objectives

The Special Educational Needs (SEN) Policy reflects the school's aims to:

- provide a broad and balanced curriculum for all children
- support every child to reach their full potential
- 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

All teachers are teachers of pupils with Special Educational Needs.

Special Educational Needs and Disabilities (SEN, D):

A child or young person may be identified as having Special Educational Needs 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.

Identification of Need:

- **The Graduated Approach**

Parsons Down Partnership uses a whole school approach to identify children with SEN, D. Early identification is important to ensure the child receives prompt intervention. The Inclusion Manager would take into consideration the concerns of parents, pupils, teachers, support staff and professionals working alongside the child. Assessment data and pupil performance may also be used to inform our assessment of need. In line with the SEND Code of Practice 2014, SEN, D is supported through the 'Plan, Do, Assess, Review' process.

Class teachers continually monitor the needs, attainment and progress of all of the children in their class. If they are concerned about a child's progress, the class teacher would discuss this with the Inclusion Manager. It may be decided that the child requires a GAP (Graduated Approach Plan) so that we can monitor the progress of the child more closely. Parents would be informed if this was needed. This approach will take the form of:-

Assessing - Identifying the child's need at the earliest point and gathering information to inform the plan. For example, assessment data, behaviour records, their learning in their books, views of parents/ child/ support staff.

Planning – The support, provision or interventions that will be provided to meet the outcomes identified for the child will be carefully planned.

Doing - The class teacher will remain responsible for ensuring the provision is in place to meet the needs of the child and assessing the impact of the plan. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher will still retain responsibility for the child.

Class teachers will monitor the child's progress and get feedback from other adults who work with the child.

Review - The impact of the support, provision and interventions on the child's progress will be reviewed. This will identify if the outcomes have been achieved and provide next steps to support the child.

The teacher may repeat the graduated approach cycle one or more times if they need to. If the child has made progress and there are no concerns, then they no longer need a GAP.

However, if the child is not making progress despite the interventions that have been put in place, and the child meets the criteria in the Code of Practice 2014 (as outlined above), then the Inclusion Manager will review with the teacher and parents if the child needs to be added to the SEN (Special Educational Needs) register.

- **Special Educational Needs Support**

If they are added to the SEN register, a Support and Achievement Plan (SAP) will be written termly for the child, which outlines clear focused targets and provision that will be implemented to enable the child to make progress and meet their needs. At this stage the Inclusion Manager is available to support the class teacher in planning appropriate provision for the child. The child's needs would be discussed as part of this process, and appropriate action would be taken. This could include:

- Meeting with parents to discuss how school and home can work together to support the child

- The child receiving an intervention
- The Inclusion Manager referring your child to an external professional, who can complete more detailed assessments. E.g. Educational Psychologist, The Cognition and Learning Team, CAMHS, Speech and Language Therapist.

It is the class teacher's responsibility to provide adaptations and ensure that provision meets the needs of the child. They will also ensure that the targets and provision identified in the SAP are put in place, and that appropriate use is made of staff and resources to meet the needs of the child effectively.

- **Education and Health Care Plan (EHCP)**

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 which sets out the amount of support that will be provided for your child. After the request has been made, the Local Authority will decide whether they think your child's needs meet the criteria for an assessment.

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**. Schools 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.

The Local Authority examines the evidence provided. If they do not think your child needs this, 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 in collaboration with school and parents 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.

Monitoring and Reviewing

All children on the Special Educational Needs register will have a SAP. 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 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. 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. 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.

Resources – including Staffing

- One part-time teacher, who is the Inclusion Manager
- Educational Support Assistants
- One part-time admin staff
- One part- time Family Support Worker

Family Support Worker

The Family Support Worker (FSW) works alongside the Inclusion Manager. She works with individual and small groups of children to support them in a variety of ways. The FSW also support parents.

Who can I speak to about my child's Special Educational Needs?

Parents/ carers need to talk to their child's class teacher in the first instance. The class teacher would involve the Inclusion Manager as necessary.

The class teacher is responsible for:

- Identifying special educational needs and discussing these with the Inclusion Manager
- Informing parents of these needs
- Planning, teaching and monitoring the attainment and progress of pupils
- Providing high quality teaching that enables all learners to succeed
- Writing and reviewing GAPs and SAPs, and sharing these with parents at least once each term
- Ensuring that the school's SEN policy is followed in their classroom
- Liaising with the Inclusion Manager
- Deployment of support staff in their classroom to ensure the needs of the children are met

ESAs are responsible for:

- Delivering interventions
- Liaising with teachers, the Inclusion Manager, staff in school and other professionals
- Providing effective support in class, as directed by the class teacher
- Following the plans and procedures in place for individual pupils

The Inclusion Manager is responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (SEND), including supporting staff in early identification of SEN, planning provision and monitoring the impact
- Providing advice and CPD for staff
- Liaising with the Local Authority and outside agencies
- Developing and reviewing the school's SEN policy
- Updating the school's SEN register and Disability register
- Carrying out Annual Reviews for children with an EHCP
- Managing the team of Educational Support Assistants (ESAs) and deploying them to ensure the needs of pupils are met
- Providing specialist support to teachers and support staff, so that they can help children with SEN,D to fulfil their potential
- Regularly meet with the governor responsible for SEN,D, as part of SLT liaising with them.

The Head teacher is responsible for:

- Ensuring high quality teaching is delivered with appropriate adaptation.
- The day-to-day management of all aspects of the school; this includes the support and provision for children with SEN, D.
- The Headteacher will give responsibility to the Inclusion Manager and class teachers, but is still responsible for ensuring that children with SEN, D's needs are met.
- Making sure that the Governing Body is kept up to date about issues relating to SEN,D.
- Provide strategic direction and development of SEN,D
- Support CPD for all staff.
- Provide support for the Inclusion Manager in monitoring the impact of provision

The SEN Governor is responsible for:

- Making sure that the necessary support is given to a child with SEN,D
- Meeting with the Inclusion Manager regularly so they have an overview
- Raise awareness of SEN,D in the Governing Body
- Have knowledge of SEN, D processes in school

Complaints Procedure

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 or Head teacher,
- Talk to the Chair of Governors or SEN Governor.
- Follow the school's complaints policy, which can be found on the school's website.

Local Offer/ SEN, D Information Report

- Links to the school's SEN, D Information report/ Local Offer and the West Berkshire Local Offer directory can be found in the SEN section of the website.

Other related policies:

- You may also find it helpful to refer to the following policies: Admissions Arrangements, Accessibility plan, Child Protection and Safeguarding, Equality Policy, Supporting Children with medical needs in school and Behaviour

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