



Special Educational Needs and Disabilities Policy

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Special Educational Needs and Disabilities Policy

Aims

Claycots School Partnership is a mainstream primary school. Wherever possible, we aim to:

Work in partnership with parents and carers to ensure that parents are kept informed and are able to play their part in supporting their child's education.

Provide an inclusive environment, where children are able to access a curriculum that meets the needs of all learners with reasonable adjustments.

Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.

This policy should be read alongside the "SEN Report" on our school website. The purpose of this policy is to set out our approach to SEN identification and support for children with Special Educational Needs (SEN) and disabilities so that parents/carers and school staff have a shared understanding of the systems in place to support children.

We acknowledge and adhere to the recommendations and advice of the following documents and legislation:

- SEN Code of Practice 2015
- Working Together to Safeguard Children, 2015
- Equality Act 2010
- Children and Families Act, 2014

Policy development and implementation

This policy was developed by the SENCOs at Claycots School Partnership. The Special Educational Needs Co-ordinators (SENCOs) and Heads of School on each campus have the operational responsibility for the implementation of this policy. The Executive Headteacher has the overall responsibility for reviewing the policy and ensuring that procedures are applied in compliance with the relevant code of practice and legislation. The Governing body has a SEN Governor to oversee the implementation of this policy.

Objectives of the school's SEN policy

- We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- The views of the pupil will be sought and taken into account



- Our parents have a vital role to play in supporting their child's education
- Our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs will be identified early
- Provision and progress for our SEN pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health and Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular reviews of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCOs, Deputy Head teacher for Inclusion, Head of School and Executive Head teacher. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

Roles and Responsibilities

Governing Body

The Governing Body has an identified Governor to have oversight of Special Educational Needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. This is currently Mrs Lin Meade.

Head teacher & Deputy Head teacher for Inclusion

The Head of School, Deputy Headteacher for Inclusion and SENCO on each campus ensures the effective day to day operation of the school's special educational needs policy. The Head teacher, Deputy Head teacher for Inclusion, SENCO and will identify areas for development in Special Educational Needs and contribute to the School's Development Plan.

Special Educational Needs Coordinator

The school's provision for pupils with SEN will be coordinated by the SENCO, this is overseen by a Deputy Headteacher for Inclusion on each campus. At Claycots each campus has their own SENCO, at Britwell Campus Miss Rebecca Austin, and at Town Hall Campus Miss Sarah Squires.



The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals, providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- advising using the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teachers and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Identification of Special Educational Needs

Children's special Educational Needs can be identified in several ways, the most common are:

- Parents are concerned about their child's progress and contact the teacher or SENCO
- Parents notify the school that their child has a disability
- The Teacher is concerned about a child's progress and speaks to the parent and the SENCO
- The child arrives in school with needs already identified by parents, professionals or from a previous setting

If a parent has any concerns about their child's progress, they should speak to the child's class teacher and ask for an appointment with the SENCO. Parents do not have to wait until parent's evening, they can request an appointment at any time.

Class Teacher and SENCO identification

Children who have English as an additional language are not viewed as having SEN. However, these children may be targeted for some additional support.

All class teachers are expected to provide good quality differentiated teaching to support all of the learners in their class. Class teachers regularly assess the progress of their pupils and meet with senior leaders to discuss progress. Any children who may be falling behind or who are learning more slowly will be carefully targeted for teaching input. If the teacher has concerns about a child's progress and attainment, then this should be discussed with parents at the first opportunity.

The identification of SEN is built into the school's overall approach to monitoring the progress and development of all pupils. The SENCO will view the attainment data of all of the children in school regularly. If there is a child more than one year behind their age-related expectations, the SENCO will contact the class teacher for further information to investigate whether the child has possible SEN.

If the SENCO and class teacher have identified that the child has possible SEN then they will inform parents that the child will be targeted for interventions and focussed teaching to support them. If the child continues to have difficulties, or the gap between the child and their age-related expectations is very large, then the SENCO may refer the child to another professional for advice. This would only be done with the permission and support of the parents. The advice would usually be in the form of a report, which would be shared with parents and class teacher.

At all stages in the process, the child's and parent's views are considered and the child should be given an opportunity to talk about their learning with their teacher, and say what sort of help they would like.

Provision for children with SEN and Disabilities

SEN Funding

The school's SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register, it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. In exceptional cases, the school can apply to the LA for top up funding. Pupils who have an Education Health and Care Plan will have agreed additional funding from the Local Authority.

Action by class teacher (prior to involvement of the SENCO). Class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SENCO is consulted, as to whether the pupil should be placed on the school's SEN register.

Special Educational Needs register

The decision to place pupils on the school's SEN register will be considered based on the following:

- Pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- There is evidence of little progress over time, child is working below age related expectations and not making progress and/or there are serious cognition/social & emotional



/physical/sensory/communication/ interaction difficulties. Class teacher provides evidence that in class support and differentiation and interventions have not made a significant improvement

The Graduated Response

This will be led by the Class teacher in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates, this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

In line with the 2014 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN:

Inclusive Quality First Teaching (All pupils)

The effective inclusion of all pupils in high -quality everyday personalised teaching.
Clear objectives that are shared with the children and returned to at the end of the lesson.

Careful explanation of new vocabulary.

Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory / verbal learning.

High order questioning

Effective Inclusive Classrooms (All pupils)

Teacher notices some difficulty .

Analyse data .

Consider and adapt current provision .

Discuss with SENCO .

Discuss with pupil and parents/carers .

Differentiate tasks as appropriate .

Specific Intervention/Low Level Support (Some pupils)

How to remove barriers to learning .

Discussion in Pupil Progress Meetings .

Pre-teaching as appropriate .

Regular group work .

Regular teacher support .

Specific Intervention/High Level Support (Some Pupils)

Personalise and individualise learning – including time table, PECS where appropriate and resources .

IEP to focus on specific targets .

Consider referral to external agency .

Gather Evidence for EHCP

Data

Reports

Assess, Plan,

Do Review

Costed

Provision Map

Individualised

planning

EHCP

In consultation with the pupil and parents, a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/class teacher will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets.
- Progress towards these outcomes will be tracked and reviewed termly through the Assess, Plan, Do, Review model, and will be repeated as many times as is necessary.

Assess:

All children are taught the National Curriculum, differentiated to ensure that each child receives the support they need. Claycots uses ongoing assessments to monitor children's progress. Most children are taught within their mainstream peer group, and are taught the age related National Curriculum. This is differentiated and assessed by the class teacher to ensure that children make appropriate progress.

Plan:

Children with SEN are set targets by their class teacher, which are planned for accordingly. Individual and small group support and provision is put in place to support the children to reach their targets. Children with disabilities have additional support put in place in consultation with relevant professionals, the SENCO and the class teacher.

Do:

Examples of individual support are:

- Teacher focus groups three times per week
- Teaching assistant led small group or individual interventions
- Speech and language therapy programme delivery.
- Equipment provided by a specialist teacher of the Visually Impaired to support the child to access learning

As each child is uniquely individual, support and provision for each child is personalised to support the child reach the targets.

If the SENCO has referred the child to another professional (for instance, an Educational Psychologist or a Speech and Language Therapist) then they may either have a report or a programme to work from to support their learning. Usually, the class teacher is responsible for ensuring that this support happens. If a parent is not sure what provision their child is receiving, they should contact the class teacher in the first instance, or the SENCO.

Some children have complex needs and require further support and differentiation, particularly if the child has an Education Health and Care Plan. Those children who require this are taught from the relevant age-related expectations and curriculum, using the support and targets specified in their

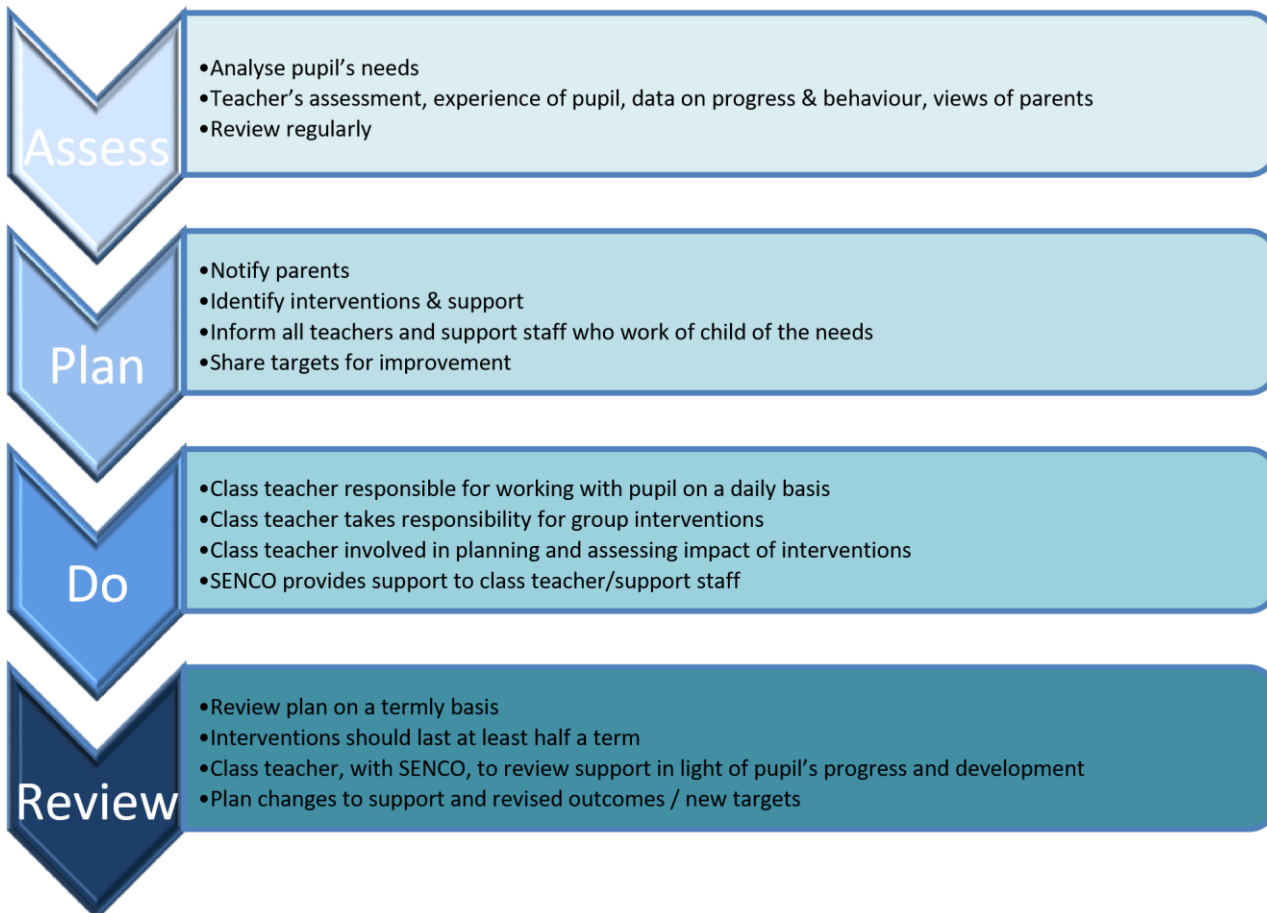
Education Health and Care Plan. Most children who have an Education Health and Care Plan have a significant amount of additional support from a teaching assistant.

Review:

The class teacher and senior leaders will review the progress of the child during and after any interventions. The parent and child should be invited to review targets at least termly – either at parent’s evening or during another mutually agreed time.

Those children with an Education Health Care Plan (EHCP) will receive an annual review in line with statutory timescales.

If a child has made progress and met targets, then they may no longer require additional support. If a child has not made progress despite interventions and targeted teaching, then the SENCO will invite the parents, child and any relevant professionals to a review meeting to discuss the next steps, which may involve an application for a statutory assessment of the child’s needs (EHCP).



The termly review meeting

This meeting will involve the parents, class teacher and SENCO where appropriate. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

Education Health Care Plans (EHCP)

Once a pupil has an EHCP naming Claycots School, the SENCO will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. This will include higher levels of targeted group or individual support, depending upon the child's needs. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

Facilities for pupils with SEN at the school including facilities which increase/assist access to the school by pupils who are disabled

The school seeks to comply with the 2010 Equality Act and makes reasonable adjustments where possible.

Facilities include:

- The installation of a lift to enable access to the first and second floor at Town Hall Campus. Any children are escorted by a member of staff at all times when using this.
- The installation of disabled toilet facilities on all floors at Town Hall Campus.
- Wide corridors to facilitate wheelchair access.
- Clear signage in the school building and grounds
- Accessible parking is always available.
- Provision of dedicated disabled parking space in the main carpark.

Admissions and transitions

Claycots is a mainstream school. Children with SEN and/or disabilities but without an EHCP must be treated in the same way as other children when applying for a school place.

For pupils with statements or an EHCP, the SEN case officer will contact the school. The SENCO, headteacher and other relevant staff will then consider whether Claycots is able to meet the child's needs.



Claycots will work with other settings to facilitate a transition for children with SEN and/or disabilities who are either leaving Claycots for another setting or who are due to start at Claycots.

Staff Training

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- ✦ Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- ✦ Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- ✦ Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCOs.

The role played by the parents of pupils with Special Educational Needs

All parents and carers of pupils with Special Educational Needs at our school are considered to be our partners. They will be supported so as to be able and empowered to:

- ✦ recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- ✦ have knowledge of their pupil's entitlement within the SEN framework
- ✦ make their views known about how their child is educated
- ✦ have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communications effective, staff at Claycots School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained but this may not be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Local Offer

Claycots has contributed to Slough's Local Offer. Our Local Offer and SEN Report can be found on our school website.

Equality Act 2010

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Monitoring this policy

The school will continuously monitor and evaluate the working of the SEN policy, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school

Any complaints from parents of pupils with Special Education Needs concerning the provision made at the school, should be made through the school's complaints procedures as set out on the school's website.

Policy Details

Date Approved	4 th November 2020
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