

[Type text]



Special Educational Needs and Disabilities Policy

Owner:	SENCOs
Date Ratified:	July 16 th 2025
Ratified by:	FGB
Consultation:	Summer 2026
Date of Review	September 2026

Contents	Page
<u>Aims</u>	
• Policy development and implementation	3
• Objectives of the school's SEND policy	4
• How the policy will contribute to meeting the objectives	4
<u>Roles and Responsibilities</u>	
• Governing Body	4
• Head teacher & Deputy Head teacher for Inclusion	5
• Special Educational Needs Coordinator	5
• The key responsibilities of the SENCO	5
• Identification of Special Educational Needs	7
• Class Teacher and SENCO identification	7
<u>Provision for children with SEN and Disabilities</u>	
• SEN Funding	8
• Action by class teacher	8
• Special Educational Needs register	9
• The Graduated Response	10
• Assess, Plan, Do, Review	11
• The termly review meeting	12
• Education Health Care Plans (EHCP)	13
• Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled	14
Admissions and transitions	14
Staff Training	14
The role played by the parents of pupils with Special Educational Needs	15
Pupils	15
Local Offer	15
Equality Act 2010	15
Monitoring this policy	16



Special Educational Needs and Disabilities Policy

Aims

The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. The Special Educational Needs and Disability Policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

Claycots School is a mainstream primary school with two campuses. 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 and Disabilities (SEND) 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:

- SEND Code of Practice 2015
- Working Together to Safeguard Children, 2018
- Equality Act 2010
- Children and Families Act, 2014

Policy development and implementation

The SENCOs and Deputy Headteachers for Inclusion have developed this policy and have the operational responsibility for its implementation. The 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 SEND 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 SEND 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 considered.
- Our parents/ carers have a vital role to play in supporting their child's education.
- Our pupils with SEND 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 SEND 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 SEND 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 Headteachers for Inclusion and Headteacher. 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 Gill Godbold.

Headteacher & Deputy Headteachers for Inclusion:



The Headteacher, Deputy Headteachers for Inclusion and SENCO on each campus ensures the effective day to day operation of the school's special educational needs policy. The Headteacher and Deputy Headteachers for Inclusion 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 the Deputy Headteachers for Inclusion on each campus. At Claycots each campus has their own SENCO.

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, 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 SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising using the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/ carers of pupils with SEND
- 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 Headteacher, Deputy Headteachers 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 SEND up to date

In line with the SEND Code of Practice (2015), class teachers are responsible for all pupils with SEND in their class.

The key responsibilities of the class teacher for pupils with SEND are:

- Day to day planning and delivery of provision for pupils with SEND to support their academic and social progress and development.
- Monitoring and reviewing individual pupil targets to ensure that they reflect current needs.
- Supporting the monitoring and gathering of evidence for pupils with additional needs to ensure that they are receiving appropriate support.
- Collaborating with parents/ carers to meet the individual needs of the child.
- Setting termly targets for pupils with Individual Education Plans (IEPs) and reviewing these regularly to inform the setting of purposeful future targets.
- Contributing to Annual Reviews for those pupils with an Education Health Care Plan (EHCP) through reviewing previous steps toward the outcomes and setting next steps for the next 12 months.
- Ensuring that outcomes from IEPs, EHCPs and interventions (such as SALT, social skills group) are evident in the classroom so that pupils have regular, meaningful opportunities to practise their individual targets.
- Keeping up to date with any reports/ programmes of support written for the individual pupil (e.g. EP, OT or SALT reports) to be aware of what additional support the pupil requires and to implement the recommended strategies.
- Regularly reviewing the support documents in place for individual pupils with SEND (such as Personal Emergency Evacuation Plans) to ensure they are accurate and purposeful.
- Providing all learners with an accessible learning environment including a visual timetable on display that is referred to throughout the day, promoting and accepting a range of methods of communication including PECS, communication boards and Makaton, organising seating arrangements to encourage and support engagement and focus from all learners.
- Year Leaders oversee the day-to-day deployment and Line Management of Inclusion Teaching Assistants (ITAs). Class teachers are responsible for their day to day timetable/deployment. If re-deployment is required to another year group, this should be done in consultation with the DHT for Inclusion/SENCO.

Identification of Special Educational Needs

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



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

If a parent/ carer 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 SEND. However, these children may be targeted for some additional support.

All class teachers are expected to provide good quality, adapted 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 SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The Deputy Headteachers 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 SEND.

If the class teacher has concerns about a child's learning and development, they will inform parents/ carers that the child will be targeted for interventions and focused 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, the class teacher may put through an Inclusion Referral Form to alert the Inclusion Team to their concerns.

Referrals are discussed at the school Inclusion Panel. The Inclusion Panel includes representatives from SEND, Safeguarding, Behaviour, the Headteacher and the Business Manager. Appropriate next steps may include an Individual Education Plan (IEP) being developed, a SENCO observation or input from school professionals such as an Education Psychologist, SAL Therapist or the SEND Teacher. On some occasions, the SENCO may refer the child to another professional for advice. This would only be done with the permission and support of the parents/ carers. The advice would usually be in the form of a report, which would be shared with parents and class teacher. (See Appendix A for Referral Process).

At all stages in the process, the child's and parent's/ carers' 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.



If the decision is made by the panel (or the SENCO) to place a child on the SEND register, a letter will be sent to parents and carers to inform them in writing of this decision. The parents and carers will also be informed in person by the school.

Provision for children with SEN and Disabilities

SEND Funding

The school's SEND 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 this-through Notional SEND funding. 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 for the school to allocate as appropriate.

School can also apply for Early Years Inclusion Funding for those children who are nursery age. The nursery manager and the SENCO will complete these applications when children are accessing provision above and beyond normal classroom practice. This funding is used to support the provision in nursery.

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 assessments and the school's Quality First Teaching document to identify what the child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve Year Leader
- Involve parents/ carers
- Involve child
- Will not have assumed that difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Adapted curriculum – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties
- Offer inclusive Quality First Teaching (QFT).

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 SEND register. This will be started as part of the Inclusion Team referral process.

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 may involve 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, QFT and adaptations to learning and interventions have not made a significant improvement
- Pupils placed on the SEN register will be informed in writing by the school

The Graduated Response

This will be led by the Class teacher in partnership with Year Leader, the SENCO and Deputy Headteacher for Inclusion.

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 required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/ carers.

In line with the 2015 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEND:

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
Adapt 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

Inclusion Team Referral Form

Specific Intervention/High Level Support (Some Pupils)

Personalise and individualise learning –
including timetable, 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/ carers, a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. A Graduated Response approach 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.
- A pupil is added to the SEND register when appropriate.

Assess:

All children are taught the National Curriculum, adapted to ensure that each child can effectively access their learning and 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 adapted and assessed by the class teacher to ensure that children make appropriate progress.

Plan:

Children with SEND are set targets within their IEPs (Individual Education Plan) by their class teacher, which are planned for accordingly. IEPs also outline the Assess, Plan, Do, Review process for the individual child. Individual provision is put in place to support the children to reach their targets. This provision is tracked through whole school provision mapping. 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
- 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 in reaching their personal 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. The class teacher is responsible for ensuring that this support happens. If a parent/ carer is not sure what provision their child is receiving, they should contact the class teacher in the first instance. SENCOs can be contacted if further advice is needed.



Some children have complex needs and require further support and adaptations, particularly if the child has an Education Health and Care Plan. The provision for those pupils who require this additional support is informed by targets specified in their Education Health and Care Plan. This additional support is not always 1:1 support and may be in the form of adapted lesson planning in line with developmental expectations and needs based curriculum, access to class or year group-based interventions, personalised resources such as visual prompts/ timetables, specific equipment dependent on pupil needs such as a wobble cushion, sensory support or specialist intervention such as a Social Skills group.

Review:

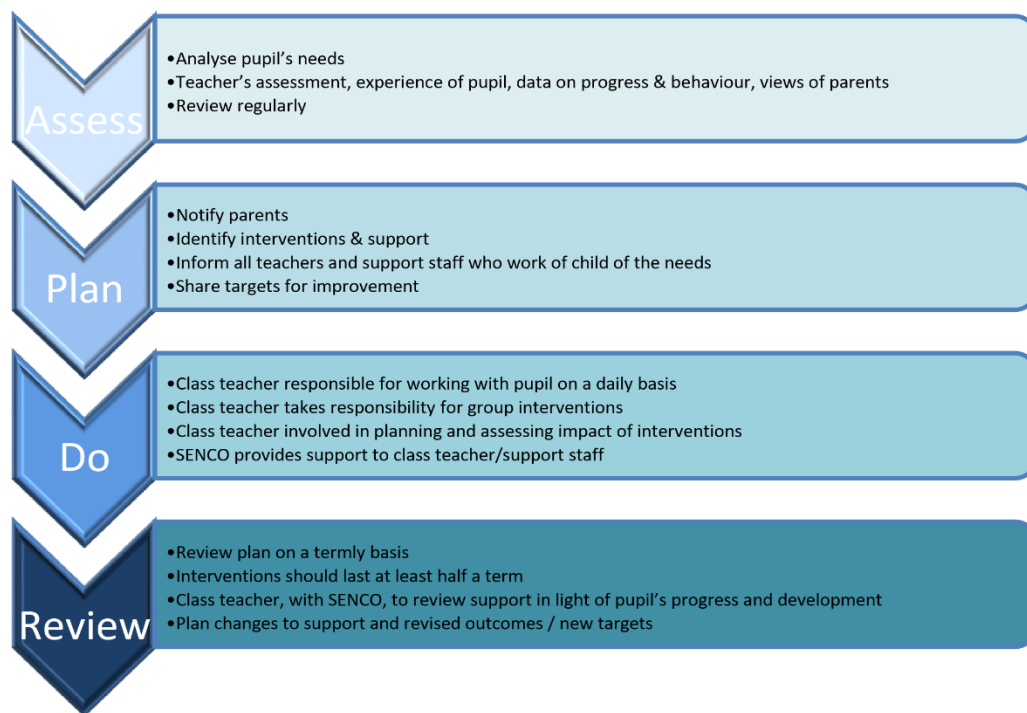
Termly Individual Education Plan (IEP) review:

The progress of the child will be reviewed during and after any interventions and feedback will be given where adjustments need to be made in line with the termly IEP review. The parent/carer and child will be invited to review IEP targets at least termly at a mutually agreed time. These meetings will inform future IEP targets and will gather parent/ carer views so that they can contribute to the setting of these targets. Termly review meetings will provide an opportunity for the parent/ carer to share their views and, together with the teacher, agree their aspirations for the child. These discussions will be enabled to allow sufficient time to explore the parents'/ carers' views and to plan effectively.

Annual Review of Education Health Care Plan (EHCP) outcomes:

Those children with an 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 ongoing SEND support, interventions and targeted teaching, then the SENCO will invite the parents/ carers, child and any relevant professionals to a review meeting to discuss the next steps, which may involve an application for an Education Health Care Needs Assessment.



SEND Assessment

Please see appendix B for our SEND assessment guidance. Parents will be communicated with regularly about their child's progress from their starting point, which will assess their progress in a range of areas including SEMH, cognition and learning, communication and interaction and physical and sensory needs. Progress will be tracked for EHCP children in all areas of their development and steps will be taken to adapt provision where progress is not in line with their peers.

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 SEND 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 SEND 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.
- Evacuation chairs located on upper floors.
- 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 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 via the consultation process.

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 SEND 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 SENCO provides advice and support to Inclusion TAs and TAs.

The role played by the parents/ carers of pupils with Special Educational Needs and Disabilities

All parents and carers of pupils with Special Educational Needs and Disabilities 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/ carers and play an active and valued role in their child's education
- ✦ have knowledge of their child's entitlement within the SEND framework
- ✦ make their views known about how their child's education
- ✦ have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communication effective, staff at Claycots School will:

- acknowledge and draw on parental/ carer knowledge and expertise in relation to their child.
- focus on the pupil's strengths as well as areas of additional need.
- provide termly feedback on the progress of the child's learning.
- recognise the personal and emotional investment of parents/ carers and be aware of their feelings to ensure support and discussion is delivered in a sensitive, positive manner.
- ensure that parents/ carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed in a timely manner ahead of meetings.
- seek constructive feedback to collaborate effectively whilst respecting different viewpoints.
- respect the differing needs which parents/ carers 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 and respected.

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

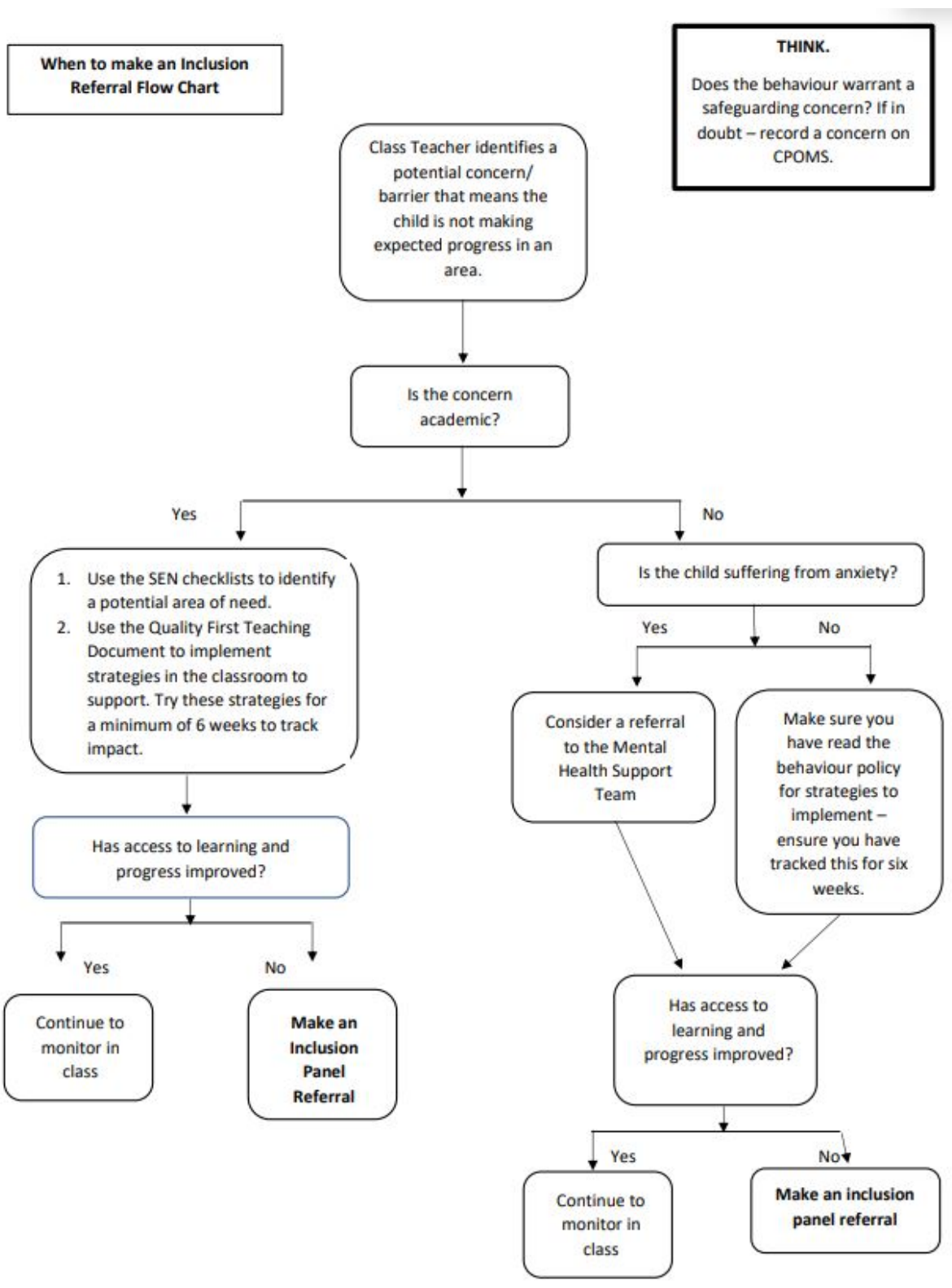
The school will continuously monitor and evaluate the working of the SEND policy, gathering information on the following aspects:



- Number of pupils with SEND, 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 interventions
- 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 and Disabilities concerning the provision made at the school

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





SEND Assessment Guidance

Assessment for Early Years children with SEND

The following documents support ongoing assessments:

- Tapestry SEND statements
- Cherry Garden School branch maps
- IEP

Assessment for Pre-Key Stage and EHCP children (SEND Assessment)

(not all documents will be appropriate for all pupils)

Essential for all children:

- Case study cover sheet
- Boxall Profile
- Phonics Assessment
- IEP
- HFW assessment

Other documents that may be used:

- Engagement Model Assessment – *if they are below the pre-key stage standards document*
- Early Communication Skills Checklist – *if they are below the pre-key stage standards document*
- Reintegration Scale (ready for learning) Nurture – *if they are not accessing mainstream classroom currently.*
- Pre-Key Stage Standards document
- Sandwell Test
- PM Benchmarking document or ALS Reading Assessment
- ~~Testbase~~ Analysis Document *(EHCP children who are not pre key stage)*

Reporting for SEND (EHCP and Pre-key stage)

All Pre-key stage and EHCP children will have a face-to-face meeting with the Assistant SENCO/ SENCO to talk through their termly progress with parents.

Assessment for SEND Support

(Follow usual assessment procedures)

In addition:

- IEP
- ~~Boxall~~ Profile if in ELSA and student support interventions
- Phonics Assessment
- HFW Assessment
- PM Benchmarking document or ALS Reading Assessment

Assessment for GROW

(Follow usual assessment procedures)

In addition:

- IEP
- Boxall Profile
- ~~Re-integration~~ scale (ready for learning)
- Individual Target sheet (based on SEMH EHCP targets)