



**THE PIGGOTT SCHOOL:  
Charvil Primary**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**POLICY WITH REGARD TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**Date last reviewed: Spring Term 2023**

**Responsibility: Headteachers (Primary) and Primary Committee**

**Review Period: Annually**

**Approved by the FGB: 9<sup>th</sup> February 2023**

**COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 and early career framework

**AIMS**

Our overarching aim is to celebrate and value all God's children by creating a learning community where all can flourish, an ethos of inclusivity, encouragement, acceptance, respect, love and sensitivity to individual needs, in which all pupils can thrive by:

- identifying, at an early age, individuals who have additional needs
- enabling children to reach their full potential, both curricular and co-curricular
- promoting a culture of acceptance and celebration of difference and diversity
- enabling children to partake in, and contribute fully, to school life in all its fullness
- endeavouring to meet the individual needs of each child and encouraging all children to seek help when needed
- developing a feeling of high self-esteem within the individual by acting with love and compassion
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children

- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual as required
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of inclusive, quality first teaching and ensuring all staff are aware of a child's individual needs and talents
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles and IEPs as appropriate

## **OBJECTIVES**

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate an inclusive approach to the leadership and provision of support for special educational needs
- provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- provide support, resources and advice for all staff

## **TYPES OF SEN**

### **Communication and interaction**

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

### **Cognition and learning**

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

### **Sensory and/or physical needs**

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Each child is an individual. Provision for those with SEND is based upon empathy and a deep understanding of their needs. Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not necessarily SEND.

### **Disability**

Many children and young people who have additional needs may have a disability under the Equality Act 2010 – that 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. There is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school, which values all God's children, we commit to two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives together with the Accessibility Plan can be found on the school website.

### **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated

curriculum and strategies. The local offer which details provision for SEND at the school can be found at [Find special educational needs services - Wokingham Borough Council](#)

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The “Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings” descriptors are used to identify a child or young person’s special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting is held in addition to this. Pupil Profiles are used to record additional provision for pupils on the SEND register.

### **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality first, inclusive teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first, inclusive teaching.

SEND support at the Piggott School: Charvil Primary takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

#### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, carries out a clear analysis of the pupil’s needs. This draws on the teacher’s assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. Any concerns raised by a parent are taken seriously and are followed up. The class teacher liaises with the SENDCo and parents will be informed of any additional action required.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo contacts them, with parental agreement.

#### **Plan**

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENDCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

#### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher,

they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head/SENDCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

### **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND Register have a Pupil Profile, which details important information about the child, including their areas of strengths and need, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals all contribute to the Pupil Profile where appropriate. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Review meetings take place with the class teacher three times a year, where parents and pupils are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil.

It is important to note that the level and combinations of provision may change over time.

## **Specialist Support**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents are always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

## **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents are taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil reaches the age of 25. The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING PUPILS AND FAMILIES**

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a medical needs policy, which can be found under the "Policies" tab on the school website.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It

maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND and they are treated with dignity and respect
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Special educational needs and disability code of practice: 0 to 25 years (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that their expertise can contribute to school self-review enabling all children to flourish
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Deputy Head Teacher / SENDCo** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs) and Individual Education plans (IEPs), setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs as well as the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCDos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEND moderation

**Class teachers** are responsible for:

- Providing quality first, inclusive teaching for all children
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)

- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Effective use of other adults in their classroom
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- Uphold the school's vision enabling all children to fulfil their potential

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

### **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when they leave The Piggott School: Charvil Primary. The school has a data protection policy and privacy notices which applies to all written pupil records.

### **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled students and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school has a Fire Evacuation Policy for students with physical disabilities.

### **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

### **LINKED POLICIES/DOCUMENTS**

- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Medical Needs policy

### **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.