



## CHARVIL PRIMARY PIGGOTT

'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

<b>Author:</b>	Headteacher
<b>Approver:</b>	Local Governing Committee
<b>Date:</b>	19 <sup>th</sup> November 2024
<b>Next review:</b>	November 2025 or earlier if there are any statutory or guidance changes
<b>Category of policy:</b>	Local Governing Committee Policy

#### Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	November 2024	Headteacher		

## **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 create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive by paying attention to these specific areas:

- 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 self-esteem within the individual
- 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 provision

## 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 a “whole student, whole school” approach to the management 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

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

## 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, 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 students' 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 SEN at the school can be found at:

<http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/>

A register is kept of students with SEND. Where concern is expressed that a student may have a special educational need, the class teacher should liaise with the SENDCO to ensure that appropriate support is provided. Information from pre-schools and nurseries are used, alongside liaison with key workers and staff from these settings or previous settings to determine the level of support needed on transfer to The Piggott School: Charvil Primary.

For students with Education, Health and Care plans an annual review meeting will be held. Early annual reviews can be held in special circumstances. This will involve collaboration between the school, parents, the student and any relevant external professionals. The SEN Provision Map records additional provision for students on the SEND register.

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

At The Piggott School, we adopt a "quality first teaching" approach. The key characteristics of quality first teaching are:

- highly focused lesson design with clear objectives
- high demands of student involvement and engagement with their learning
- high levels of interaction for all students
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups

- an expectation that students will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate children

Teachers are responsible and accountable for the progress and development of the children 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.

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement, through lesson observations, book looks and by looking at children progress in the curriculum. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality 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 an analysis of the pupil's needs. This draws on the teacher's assessment and experience of the child, 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**

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Teachers are responsible for planning for appropriate differentiation and modification to meet individual need. Where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class teacher should remain 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 child. They should 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.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed. 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.

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, SENDCO and senior leadership team
- analysis of assessment data
- monitoring of procedures and practice by the Primary Committee
- 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**

### **Specialist Support**

Where a student continues to make less than expected progress the School may involve specialists at any point to advise them on effective support and interventions or referral to outside agencies. The student's parents will be involved in any decision to involve specialists. Particular care will be needed with students whose first language is not English (EAL). Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Teachers will closely follow students' progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. There are three levels of support for pupils with SEND:

## **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 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. Courses that are provided through CYPIT, Addington, Learning Support Services and the local authority will be shared with the staff. Additionally, in-house training with a SEND focus will regularly take place for all staff.

## **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.

The Local Governing Committee will ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND

- students with SEND join in with school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- 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 they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **SENDCO** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Local Governing Committee 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
- holding 'team around the child' meetings with all relevant stakeholders
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education plans (IEPs), Individual Behaviour plans (IBPs), 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 SENCOs/Inclusion Managers in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other



- Overseeing alternative provision for children from appropriateness of activity, visiting children and ensuring this is safeguarded.
- Together with parents, applying for EHCPs with written evidence to support.

**Class teachers** are responsible for:

- Providing quality first, inclusive teaching for all children
- Planning appropriate adjustments, interventions and support to match the outcomes identified for the student (in liaison with the SENDCO, parents and student)
- 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.
- In-class identification of potential needs
- Directly liaising with parents of children with SEND
- Working alongside the SENDCO to help compile evidence towards an EHCP
- Ensure the needs of section E and F of an EHCP are met and targeted.

**TAs** should:

- be fully aware of the school's SEND policy and the procedures
- work with the class teacher to ensure students receive effective support
- understand the needs of the children they support through dialogue with class teacher SENDCO
- promptly report any concerns or incidents involving students with SEND
- attend agreed training

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 ensuring inclusion of students with SEND within the class.

### **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. Each child that is on the SEND register will also have a digital folder of records. 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**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Procedure and objectives
- Medical Needs policy
- Safeguarding Policy

## **REVIEWING THE POLICY**

This policy will be reviewed on an annual basis.