



Special Educational Needs & Disability Policy

Ratified

Signed:.....

Chair of Governors



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The Special Educational Needs and Disability (SEND) policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2014): advice for schools DfE updated May 2015
- Schools SEN Information Report Regulations (2014)
- Special Educational Needs & Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.



Aims and Objectives

Aim: To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEND. To enable, through ‘Quality First Teaching’ and targeted and focused support, for all pupils to meet their full potential.

Objectives

Our objectives are:

- To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Special Educational Needs and Disability

There are four broad categories of SEND as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.



Pupils with SEND are identified as part of the overall approach to monitoring all pupil's progress in the school.

The progress of every child is monitored regularly. If a teacher observes that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances. This may be where progress:

- a. is significantly slower than that of their peers starting from the same baseline
- b. fails to match or better the child's previous rate of progress
- c. fails to close the attainment gap between the child and their peers

The teacher will gather all the information from within school about the pupil's progress, comparing this with national expectations of progress seeking to find a cause.

A programme of work will be put in place to seek to arrest the lack of progress.

Where progress continues to remain an issue the teacher will discuss their concerns with the school's SENDCO. An IEP will be put in place and the child may be placed SEND Support on our SEND register.

All children on the SEND register are discussed at the termly meetings between the SENDCO, the classteacher and other staff that support the child.

The parents receive an Individual Education Plan from the outcome of these meetings and are welcome to discuss their child's progress with the classteacher or the SENDCO at any point.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or through parental support where issues persist the school may place the child on the SEND register at SEND support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.



The School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEND but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

A Graduated approach to SEND Support

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Phase 1: Quality First Teaching.

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.

High quality teaching, differentiated 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 good quality teaching.

Phase 2: SEND Support

If a child is not making adequate progress highlighted from our assessment processes then the child may be added to the SEND register at the SEND Support level. At this point



they will receive individual or small-group interventions. The school may also seek the advice of professionals external to the school such as LBSS, the Educational Psychologist as well as support for staff in leading the intervention programme

Phase 3: Statutory Assessment / Statements / EHC Plans

If a student fails to make adequate progress in spite of high quality, targeted support and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting

Managing pupils needs on the SEND register

Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes. They meet termly with the SENDCO and support staff to assess progress and discuss provision for the next stage of learning.

All IEPs will become outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness.

Criteria for exiting the SEND register

Pupils will exit the SEND register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.



Supporting pupils and families

The School aims to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will arrange an initial meeting with parents where the SENDCO may also be in attendance

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents and pupils are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

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 pupils 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 pupils also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care



needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

The school wishes to ensure that pupils with medical conditions receive appropriate care and support at school.

Training and resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs and Education Health and Care plans.

All of our teachers are trained to work with pupils with SEND and have access to advice, information, resources and training to enable them to teach all pupils effectively.

Roles and Responsibilities

SEND Governor

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

SENDCO

The SENDCO oversees all the SEND provision within the school. Their responsibilities include:

- Disseminating information and raising awareness of SEND issues
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND.
- Liaising with and advising teachers.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.



- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

Teachers

- Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Raising individual concerns to SENDCO.
- Monitoring progress of pupils with SEND.
- Be fully aware of the school's procedures for SEND.

Teaching Assistants

Teaching Assistants are line managed by the classteacher and the SENDCO

Their roles and responsibilities are:

- Support pupils with SEN and the wider school population.
- Deliver individualised programmes where appropriate.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Work 1:1 with pupils on fulfilling their IEP



Glossary

CAF – Common Assessment Framework - The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

Child and Family Care Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHS) – part of the Health Service that looks after pupils with emotional, behavioural and social difficulties.

DDA – Disability Discrimination Act.

EAL – English as an Additional Language.

EP – Educational Psychologist.

Education Healthcare Plans (EHCP) – a report, written by Waltham Forest Education Service and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHCPs can last until a young person is 25 years old. EHCPs support young people so that they can get the most out of their life at school and beyond school.

ICT – Information and Communication Technology.

IEP – Individual Education Plan

LAs – Local Authorities.

SEND – Special Educational Needs and disabilities

SENS – SEN Support.

SLCN – Speech, Language and Communication Needs.

SLT – Senior Leadership Team.



Statement of Special Educational Needs – A report, written by Waltham Forest Education Service, which sets out your child’s difficulties and the support that must be provided to help them learn. Statements are being replaced by Education Healthcare Plan.