




Eton Wick C of E First School Policy Document

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Category: Statutory	Approved by Headteacher: 
To be reviewed by: Headteacher/FGB	<i>Date: February 2020</i>
To be reviewed: Annually	Overviewed by FGB:
Next review due by: February 2021	<i>Date:</i>

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

1. Aims

Our SEND policy and information report aims to:

- Set out how Eton Wick First School will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Rationale

- At Eton Wick First School all pupils are equally valued and we ensure they all have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- The principles of this policy are based on equal access of opportunity to the National Curricula, including the Early Years Foundation Stage (EYFS) Statutory Framework, the Code of Practice and all other aspects of school life for all our children. This is irrespective of race, gender or special need.
- The emphasis at Eton Wick First School is on meeting the individual needs of all children, recognising that some of our children will need special provision during their time in school. The type of provision will vary greatly from child to child and may be of a temporary nature or a more permanent need.
- We encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.

Aims and objectives of Eton Wick First School in relation to SEND provision

- To reflect the New Code of Practice (2014) in stating that 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. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO / Inclusion Lead at Eton Wick First School is Miss Judy Parsons

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching



- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO / Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO / Inclusion Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO / Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school is currently able to provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,



- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attachment Disorder, anxiety and depression.
- Sensory and/or physical needs, for example those affecting mobility, sight and hearing,

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Education, Health and Care Plans:

In a very limited number of cases the conclusion may be reached that despite the interventions taken within the previous stage to meet the learning needs of a child, that child's needs remain substantial and cannot be met effectively within the resources normally available to the school. It is at this point that the SENDCO will submit a request for an Education, Health and Care Plan.

This continues to be managed by the Special Needs Department in the Authority. The school submits a full package of paperwork which includes:

- The child's and parent's input, which includes family history, circle of support and the child's views.
- An individual provision map which highlights how much of the school's budget is already being allocated to meet the needs of the individual child.
- Strengths and skills overview and outcomes desired with the additional provision in place.

An Education Health Care Plan is attached to an individual child and goes with the child throughout their educational career. There are annual reviews to judge whether the level of support is appropriate. It may be increased or decreased.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are



- Parents will be signposted to specific support and training as needed
- We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO / Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant such as an Educational Psychologist, Speech and Language Therapy SALT or Occupational therapy OT.

The assessment will be reviewed regularly at half-termly pupil progress meetings held between the headteacher, class teacher and SENDCO / Inclusion Lead.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all learners, whether that involves moving to a new class or to a new school. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For children transferring to Eton Wick First School:

- The nursery Manager / Foundation Stage teacher works closely with settings and families to support transition to Eton Wick First School.
- Visits to the current setting and child's home take place to discuss individual needs
- Information gained during home visits is vital to ascertain the parents' / carers' views of any potential difficulties that the child may have in their learning or other aspect of school life
- We work in partnership with external agencies already working with the family and child

For children transferring from Eton Wick First School to Middle School at the end of Year 4:

- The Windsor Cluster has a 'Transfer of information Day' during the Summer term when relevant information is shared between the SENDCO/Year 4 class teacher of Eton Wick and key staff from the Middle Schools
- The SENDCO/Inclusion Lead of the relevant Middle School plus key staff are invited to annual reviews during the Summer term of any child with a Statement/EHC plan



- A series of transition sessions are organised with the receiving Middle School for key children in addition to the regular 'Transfer Day' for all children transferring.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language interventions
- Occupational Therapy sessions
- ELSA emotional support
- 'Wave 3' small group mathematics and English support
- Social Interaction groups
- Precision teaching

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have one teaching assistant who is trained to deliver ELSA interventions. We also employ a part / time intervention teacher to run English and Mathematics Wave 3 interventions.

Teaching assistants may support pupils on a 1:1 basis when a child needs specific provision.

Teaching assistants may also support pupils in small groups when they are not making expected progress.

We work with the following agencies to provide support for pupils with SEN:

- CAMHS
- CYPIT Berkshire Healthcare
- Educational Psychologists - Wellbeing and School Support Service RBWM
- RBWM Multi Agency Safeguarding Hub (MASH) and Early Help Hub
- Slough Multi Agency Safeguarding Hub (MASH) and Early Help Hub
- CYPDS
- SHINE – support for ASD
- Family Friends Windsor – anxiety support
- Childhood Stroke – Stroke Association
- Parenting Special Children – support for children with SEND
- Pacip – a parent forum to support SEND children



5.9 Expertise and training of staff

Our SENDCO / Inclusion Lead at Eton Wick First School is Miss Parsons who has worked as a class teacher for over 20 years. She is allocated one day a week to manage SEND provision.

We have a team of 7 support staff including one nursery nurse and one higher level teaching assistant.

We have a team of 1 nursery nurse, 6 teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. Staff are directed to training as and when it becomes available and linked to individual pupil need.

We use specialist staff for Wave 3 English and Mathematics interventions and also for ELSA support.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Half termly pupil progress meetings with the class teacher, Head Teacher and SENDCO
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least half termly
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast club and after-school clubs.

All pupils are encouraged to go on our yearly residential trip (PGL) in Year 3 and Year 4.

All pupils are encouraged to take part in sports day, class assemblies, school plays, creative curriculum events and workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are offered ELSA emotional 1:1 support if, and when, needed.
- We are also working closely with the local authority to promote Wellbeing Champions within our school. We have a pupil Wellbeing Council who organise termly wellbeing days for the whole school.
- We have a zero tolerance approach to bullying.

5.13 Record Keeping

A record of all children with Special Education Needs and Disability is kept on the school's administrative system (SIMS). They are also kept in the child's school file which is kept in a locked filing cabinet in the office.

Individual teachers have the responsibility to keep detailed records of SEND interventions. The headteacher and Inclusion Lead will have an overview of interventions that are being run and will be responsible for measuring the impact of these alongside the adults who are responsible for running the intervention groups.

5.14 Working with other agencies



Eton Wick has links with RBWM Educational Psychology Service, Social Services, Child and adolescent mental health services (CAMHS), Speech and Language Services (SALT), Multi Agency Safeguarding Hub (MASH) and the Early Help Hub.

5.15 Complaints and raising concerns about provision including SEND

Complaints about SEND provision in our school should be made to the class teacher and SENDCO in the first instance. They will then be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

CAMHS: <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

CYPIT: <https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/>

CYPDS: <http://directory.rbwm.gov.uk/kb5/rbwm/directory/service.page?id=n64QefFlzxE>

5.17 The local authority local offer

Local Offer

From September 2014 every School and Borough has been required to publish a 'Local Offer' which clearly sets out the provision that the Borough and individual schools provide for children with an 'Additional Educational Need'.

They are required to provide information on:

- Special Educational Provision
- Health and Social Care Services
- Provision for Training
- Travel Support
- Transition and preparing for Adulthood

This will be available online via the school's website and is regularly updated and on-going. This will provide information for the following purposes:

- To assist process of completing a School Evaluation Form/School Improvement Plan
- Information for OFSTED for inspections of schools
- Transparency for professionals, pupils and parents/carers
- Comparison- across provision in the local area
- More information easily available to parents. Parents will also have the opportunity to feed back to schools on the Local Offer

The Local Offer is reviewed and updated regularly by the school and any changes submitted to the Borough. The Borough publishes every school's Local Offer on their RBWM website.

Our local authority's local offer is published here: <http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>



6. Monitoring arrangements

This policy and information report will be reviewed by Miss Parsons (Inclusion Lead) and Miss Karen Waller (Headteacher) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Eton Wick's Accessibility plan
- Eton Wick's Behaviour Policy
- Eton Wick's Equality Policy and objectives
- Eton Wick's Supporting pupils with medical conditions Policy
- Eton Wick's Local Offer

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