



# Special Educational Needs and/or Disability

## Document Control

<b>Document name:</b>	Special Educational Needs and/or Disabilities (SEND) Policy
<b>Review basis:</b>	Annual
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## Change History

<b>Date</b>	<b>Description of change</b>	<b>Change ID</b>
21.05.2022	Annual review – NQTs updated to ECTs	KCA
10.07.2023	Annual review – inserted links to Equality Act 2010 relating to 'reasonable adjustments'	KCA
02.07.2024	Annual review – Headteacher name updated. Links added to additional information.	GT

# Burghfield St Mary's C of E (Controlled) Primary School



HEADTEACHER: Mrs K Carmichael  
SENDCo: Mrs K Carmichael  
SEND Governor: Mrs Gemma Toms

This policy supports information that is clearly explained in the ["SEND Code of Practice 0-25"](#) (Jan 2015)

Additional information is also available from the [West Berkshire SEND Information Advice and Support Service](#)

## 1. INTRODUCTION:

- 1.1 This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Burghfield St. Mary's School.
- 1.2 LEA guidelines and SEND Code of practice have been taken into consideration in the formulation of this policy:  
*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of 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 (SEND code of practice p15).*
- 1.3 Children may have special educational needs either throughout or at any time during their schooling. This policy ensures that curriculum planning and assessment for children with special educational needs and/or disabilities takes account of the type and extent of the difficulty experienced by the child, and makes reasonable adjustments to meet those needs.
- 1.4 This policy is written for the benefit of all members of the school community to ensure that the potential of every child is fulfilled, irrespective of ability, disability, race, gender and social origin, and to enable equality of access to the curriculum in an environment where every child is valued and respected.
- 1.5 Whilst Burghfield St Mary's recognises that individual intervention and specific support may be required for individual children's needs, wherever possible, support within the classroom environment is preferred. This means each child has the best possible teaching and support that can be offered through appropriately qualified staff. Children are therefore also supported socially within their class group in order to promote inclusion and emotional wellbeing.



## 2. AIMS:

### 2.1 The school aims to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- involve parents and children in developing a partnership of support, enabling full confidence in the strategy adopted by the school;
- clearly identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities;
- make reasonable adjustments to enable all children to have full access to all elements of the school curriculum, whilst also ensuring inclusive access to all pupils across the school;
- work in partnership with a wide cross section of organisations and agencies to provide the relevant specialised support for the child.

## 3. EDUCATIONAL INCLUSION:

### 3.1 Through appropriate curricular provision, the school respects the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of teaching approaches and experiences.

### 3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities, where reasonable and practical;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.



## 4. ROLES AND RESPONSIBILITIES:

**4.1** All members of the school community share a responsibility to work towards the school's aims by:

- adhering to school procedures to identify, assess and make provision for children with special educational needs and/or disabilities where reasonable adjustments are needed;
- sharing a commitment to inclusion and a partnership approach to provision where reasonable and practical;
- involving parents/carers by discussing concerns, provision and ways that they can support their child;
- ensuring that parents and children are involved in all stages of the review process.

**4.2** Class teachers have the day-to-day responsibility of meeting the needs of individual children by:

- planning, teaching and monitoring the attainment and progress of all children and reporting their observations to the SENDCo;
- using a cycle of 'Assess, Plan, Do, Review' (*The Graduated Approach*) for all children to enable the early identification of children with SEND and to monitor the progress of those already identified as having SEND;
- monitoring the impact of class teaching, differentiation and other provision, including intervention and discussing any adaptations with the SENDCo.

**4.3** Specific SEND roles are held by The Special Educational Needs Co-ordinator (SENDCo) and a nominated SEND Governor as follows:

### **SENDCo:**

- oversees the management of SEND provision, including supporting staff in the early identification of SEND, planning provision and monitoring the impact of this provision;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs and/or disabilities;
- manages school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the first point of contact for parents regarding SEND concerns, external agencies and other support agencies;
- meets regularly with nominated SEND Governor, Headteacher, leadership team, class teachers, teaching assistants and parents to discuss SEND issues;
- monitors and evaluates the special educational needs provision and reports regularly to the Governing Body.



## Governing Body:

- a nominated SEND Governor supports the SENDCo and meets regularly to review the SEND provision within the school;
- provides support to secure the necessary provision for any child identified as having special educational needs and/or disabilities;
- ensures that all teachers are aware of the importance of providing for these children, consulting with the LEA and other schools when appropriate.

## 5. ALLOCATION OF RESOURCES:

- 5.1** The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. Whilst specific funds are allocated to some children with Educational Health Care Plans (EHCP), the SENDCo and Headteacher are responsible for the identification of additional funding requirements, which may be met from the Main School Budget Allocation.

## 6. IDENTIFICATION:

- 6.1** The SEND Code of Practice does not assume that there are hard and fast categories of SEND but recognises four broad areas:
- Communication & Interaction (Speech Language & Communication needs, ASD)
  - Cognition & Learning (Moderate, Severe, Profound & specific Learning Difficulties)
  - Physical and Sensory
  - Social, Emotional and Mental Health Difficulties
- 6.2** In the case of all categories, early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

## 7. ASSESSMENT, MONITORING AND EVALUATION:

- 7.1** The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.2** The SENDCo oversees the assessment, monitoring and evaluation of the provision for SEND children within the school by:



- monitoring the movement of children within the SEND system within school;
- providing staff and governors with regular summaries of the impact of the policy on the practice within the school;
- supporting teachers in drawing up Support and Achievement Plans (SAPs) for children;
- meeting regularly with the Headteacher to review the provision within this area;
- meeting regularly with the nominated SEND Governor.

### 7.3 The effectiveness of SEND provision is evaluated through:

- early identification through preschool information, liaising with parents and external professionals, ongoing assessments and observations by class teachers and staff;
- analysis of pupil tracking data and test results for individual children and for cohorts;
- value-added data for children on the SEND register;
- monitoring the impact of SEND intervention and support strategies;
- review of procedures and practice;
- the school's development plan and SEND action plan, which is used for monitoring provision across the school;
- visits from the LEA personnel and Ofsted inspection arrangements;
- feedback from parents and staff, both formal and informal, following meetings to produce Support and Achievement Plans (SAPs) and targets, revise provision and celebrate success;
- feedback from parents, staff and the community on the access arrangements and the provision for children with disabilities.

## 8. ACCESS TO THE CURRICULUM:

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to access learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement, in as far as is reasonable, practical and safe.
- 8.2** Teachers use a range of strategies to meet children's special educational needs and/or disabilities, where possible: lessons have clear learning objectives; work is differentiated appropriately; and assessment is used to inform the next stage of learning.
- 8.3** Support and Achievement Plans (SAPs), which employ a small-steps approach, support the provision that staff make within the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4** Staff support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, staff do not withdraw children from the classroom situation. There are times when, to maximise

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learning, they may ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **9. PARTNERSHIP WITH PARENTS:**

- 9.1** At all stages of the SEND process, the school keeps parents fully informed and involved. The wishes, feelings and knowledge of parents/carers are taken into account at all stages, and parents/carers are encouraged to make an active contribution to their child's education.
- 9.2** The school holds regular parent/carers meetings each term to share the progress of their child/ren towards their SEND related goals. These may be held as part of the Termly Parent Teacher Interviews. Staff have a duty to inform the parents of any outside intervention and the process of decision-making by providing clear information relating to the education of children with special educational needs and/or disabilities.

### **10. STAFF DEVELOPMENT:**

- 10.1** The SENDCo, teachers and LSAs will attend SEND courses, which are of interest and have a particular bearing on children they are supporting.
- 10.2** Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Training may be provided by outside agencies such as Cognition and Learning Team (CALT), ASD Team, Educational Psychologists, Speech & Language. Governors will be informed of school-based training and are invited to attend. Staff will use this training both within their own day-to-day classroom practice, but will also contribute to the development of whole school SEND provision. ECTs (Early Career Teachers) will access specific training and induction programmes as part of their initial teacher training.

### **11. THE VOICE OF THE CHILD:**

- 11.1** The school encourages children to participate in their learning by respecting their views and incorporating them where possible and where practical.

### **12. COMPLAINTS:**

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- 12.1 Should children and/or parents/carers be unhappy with any aspect of provision, they should discuss the concern with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.
- 12.2 For a problem that might need time to explore fully, parents/carers should make an appointment with the SENDCo, as the issue may require advance preparation. This should result in a more satisfactory conclusion for the parent/carer.
- 12.3 In the event of a formal complaint, parents/carers are advised to contact the Headteacher directly. West Berkshire SEND Information Advice and Support Service is also available to parents/carers.

## Management of Policy

**Governing Body:** The Governing Body reviews this policy annually but may do so earlier in the light of new Government regulations, receipt of recommendations on how it might be improved, or to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

**Approval:** Approved by the Governing Body on 15<sup>th</sup> July 2024.

**Next review due:** July 2025.

## Signed

Headteacher..... Date.....

Chair of Full Governing Body..... Date.....

Copies of all relevant Regulations are available in the School Office.