


Aldryngton Primary School				
Policy	C6	Special Educational Need and Disability (SEND)		
Approved	July 2024	Signed		
Website	Yes	Chair, Curriculum and Safeguarding Committee		
Review	Annual	Next review	July 2025	

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

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

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

The SEND Leader is Mrs Emma Blakely.

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 (Education Health Care 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-body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SEND Leader to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SEND Leader 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 SEND Leader 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 - see separate annual report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, working memory
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying pupils with SEND and assessing their needs

On entry to school, information is gathered from previous settings, the child's family and any external agencies working with the child / family. Pupils are assessed on a regular basis in order to determine the progress being made towards set targets or expected learning. If a child fails to make expected progress additional support will be considered.

Pupils with SEND will have their provision recorded on an Individual Education Plan (IEP), a document that is drawn up in consultation with parents, pupils and staff. The IEP will set out specific targets for the pupil, the measurable outcomes, the additional support being provided and make clear who will deliver the support.

We assess needs through ongoing teacher observations and assessments, termly progress tracking data scrutinised by the Senior Leadership team, meeting with parents and meeting with outside agencies.

5.3 Consulting and involving pupils and parents

The arrangements for consulting parents of children with SEND and involving them in their child's education are:

- Parents' evenings
- Annual reviews if the child has an EHCP
- Parental and pupil feedback regarding termly IEPs
- Occasional additional meetings if appropriate to do so with class teacher, team leader or SEND leader

Parents/carers are welcome and encouraged to telephone, write or email to communicate with staff about any specific concerns that they may have. In the first instance, this contact should be with the class teacher who will then refer to the most appropriate member of staff to take any action forward.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class teacher will work with the SEND Leader 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

The assessment will be reviewed termly and parents/carers will be informed of progress through their child's IEP.

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

Before a child joins Aldryngton:

- Home visits (or video meetings) for those deemed to be vulnerable of transition
- Transition meeting
- Setting visits
- Buddies
- Individualised meetings
- Photo booklets
- Visits to Aldryngton in advance of joining the school.
- The SENCO will join any SEN meetings or attend transition visits

If a child is moving to another school:

- We will share information with the school or other setting the pupil is moving to.

When moving classes within school:

- Transition booklet
- Additional visits (formal or informal e.g. Sending messages from teacher to new teacher)
- Meet the teacher

Careful consideration is given to the placement of pupils for the start of each academic year. Visits to their new class to meet their new teacher are arranged for the end of the summer term. Staff meet to exchange information on all pupils. Additional visits and support is offered to children who are identified as having additional needs. Transition meetings are set up with staff and parents when required to agree the additional support. Teaching Assistants support children with internal transition in key areas of the school.

In Year 6:

- Pupil visits to the new school
- Discussions with staff from current and new school
- Access to Vulnerable Pupils' programme of support as appropriate and applicable
- Additional visits
- Nurture group work if appropriate
- Staff from both settings meet to exchange information on SEND pupils

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 within the ordinarily available provision in responding to pupils who have SEND. *"...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support."* (SEND code of practice para 6:15).

This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy and numeracy support (one to one and small group)
- Nurture (one to one and small group)
- Social Skills (one to one and small group)
- Fine and gross motor skills development (one to one and small group)
- Precision Monitoring phonics and spelling (one to one)
- 1:1 tuition (one to one)
- Spelling support (one to one and small group)
- Speech and language interventions (one to one or small group)
- Attention development groups

5.7 Adaptations to the curriculum and learning environment are part of our ordinarily available provision

We make the following adaptations to ensure inclusion and a suitable mix of challenge and success

- 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.
- Quiet workspaces both in and outside of the classroom

5.8 Additional support for learning

The school uses a range of SEND support services including access to an Educational Psychologist, teachers for Hearing Impairment and Visual Impairment, ASD Advisory teachers, Behaviour Support advisors and Speech and Language Therapists. Requests for this level of support is accessed through a referral process and allocated in line with need thresholds. The school has experience of working in line with the advice and recommendations of Occupational Therapists, Physiotherapists and Speech and Language Therapists.

5.9 Expertise and training of staff

Our SEND Leader has over 6 years' experience of working as a SENCO. She has the NASENCo qualification. She is allocated three days a week to manage SEND provision. The SENCO regularly attends SENCO Network meetings

We have a number of teaching assistants who are trained to deliver specific interventions such as attention autism.

All teaching assistants are trained to deliver SEND provision, appropriate to their role. This includes members of staff supporting pupils on a 1:1 basis. Our wellbeing lead has undertaken mental health champion leadership, Therapeutic thinking training and nurture training and currently plans and delivers Nurture and supports our parents. Teachers have access to SEND focused training both in staff meetings and during INSET days. All staff are given opportunities each term to access training provided by external agencies such as SALT and OT.

5.10 Securing equipment and facilities

- Ordinarily available provision is made from funding ordinarily available to the setting through the core budget (made up of Element 1 the age-weighted pupil unit funding, and Element 2 the notional SEND funding). If a pupil has a high level of need and requires a higher level of support, the school may apply for an EHCP (Education and Health Care Plan) with top up funding. The school can also apply for additional high needs funds from the Local Authority via Exceptional Needs Funding. Parents can apply for a personal budget when the EHCP is applied for, if the child has high care needs outside of school.
- The type of support, equipment and facilities needed to support pupils with SEND is led by the child's individual need. For pupils with an EHC plan, top up funds must go towards meeting the provision detailed in Section F of their EHCP and may include purchasing specialist equipment, training and providing support staff
- Other pupils will also receive support linked to their needs as indicated on their Individual Education Plan. This support may take various forms:
 - In class support from teaching assistants
 - Small group support
 - Specialist 1:1 support
 - Support from external agencies
 - Provision of specialist resources
- Tracking of progress and analysing individual pupil data highlights pupils who are not making expected progress. Pupils are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured.

- If interventions are not having the expected impact, then the SENCO may refer to external professionals in discussion with parents to enable further support to be provided and after a graduated response, may then apply for an EHCP.

5.11 Evaluating the effectiveness of SEND provision

The SEND Code of Practice describes a graduated response of an Assess, Plan, Do and Review cycle to identify barriers to learning and adjust the curriculum and provision. Additional and differentiated support can be planned for children and young people placed at SEN Support. The impact of that provision is measured alongside individual pupil data to highlight pupils who are not making expected progress, so that next steps can be taken. This may lead to more targeted provision with support from outside professionals and agencies. The school will always consider their graduated response and show evidence of interventions over time, before they consider that it may be necessary for an EHC assessment to take place.

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

- Reviewing pupils' individual progress towards their IEP targets each term
- Reviewing the impact of interventions after approximately 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with professionals e.g. Educational Psychologist and Speech and Language Therapists.

5.12 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 before-and after-school clubs.
- All pupils are encouraged to go on our residential trip to Little Canada in year 6.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- Nurture groups and 1:1 sessions
- Use of bespoke counselling service such as ARC
- Therapeutic services through Foundry college
- Directing parents to mental health literature and useful websites
- Advising parents of useful courses
- Liaising with family support workers through Early help
- Wellbeing lead and SENCO in regular contact with parents

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Pupils who do not respond to interventions in school will have a referral to outside agencies for additional support. Outside agencies such will come into school to observe pupils, work with them

on a 1:1 basis and consult with parents and staff. The SEND Leader or class teacher will inform parents in advance of arranged observations and consultations.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SEND Leader in the first instance and be dealt with in line with the school's complaints policy.

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

The following support services are available to parents in the Wokingham area:

[Parenting Special Children](#)

[Autistic Spectrum Service for Information Support and Training \(ASSIST\)](#)

[Special Educational Needs and Disability Information Advice and Support Service \(SENDIASS\)](#)

<https://www.wokingham.gov.uk/children-and-families/child-protection-and-family-support/social-care/children-with-additional-needs-can-network/>

5.17 Contact details for raising concerns

If you have a SEND concern please contact your child's class teacher in the first instance, a meeting can then be held with the SEND Leader.

5.18 The local authority local offer

Our contribution to the local offer is: [Aldryngton Primary School Local Offer](#)

Our local authority's local offer is published here: [Wokingham Borough Council Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND Leader 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 body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour, Discipline and Exclusion
- General Complaints Procedure
- Supporting Pupils with Medical Conditions
- Public Sector Equality Statement

