



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

POLICY DOCUMENT SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

THIS POLICY **MUST** BE READ IN CONJUNCTION WITH OUR
CHILD PROTECTION COVID-19 ADDENDUM

AIM

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

DEFINITION

The Code of Practice 2015 states that:

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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
- 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.

The school will at all times have due regard for the special educational needs and disability code of practice: 0 to 25 years.

PRINCIPLES

The following principles underpin our policy for special educational needs (SEN) and disability:

- To provide an inclusive education for all that ensures that every child has the opportunity to develop fully their academic abilities, physical skills and social and emotional capabilities so that they are able to achieve to their full potential.
- To maintain high expectations for all children and ensure that the needs of all children are met. This will be achieved by recognising that appropriate teaching styles, classroom organisation and the learning environment play a crucial part in the success of each child's educational development and progress and can have an influence on preventing or reducing a child's special educational needs.
- The realisation that teaching should build on children's strengths and give them a positive self-image. All children should experience success, a sense of achievement and feel valued.
- The recognition of the importance of good communication and liaison within the school, with parents and with outside agencies, so that a close partnership develops between all concerned parties.

- To facilitate the development of the child by including the child and their parents in decision making.

AIMS AND OBJECTIVES

All children with SEND will be identified and assessed as early as possible. The needs of all pupils with SEND will be addressed. All children will be offered the greatest possible access to a broad and balanced curriculum including the requirements of the National Curriculum.

- To help each child reach their maximum potential in a stimulating and caring environment by recognising and catering for the individual needs and abilities of all children with SEND.
- To deliver inclusive practice and remove barriers to learning.
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND, including differentiating the curriculum by using appropriate teaching styles and classroom organisation.
- To ensure that children with SEND experience a sense of achievement and success, and that they have positive attitudes to their work which will develop and maintain their good self-image.
- To involve children with SEND fully into the life of the school so far as is reasonably practical.
- To involve parents in the partnership and ensure they are well informed at each stage.
- To include the child and their parents in decision making.
- To ensure there is close collaboration with outside agencies as appropriate.
- To follow a graduated approach whereby SEND support takes the form of a four part cycle (Assess, Plan, Do, Review) to match intervention to the SEND of the child.
- To provide high quality provision, a pool of resources and use support assistants and resources flexibly throughout the school to best meet the needs of all children with SEND thus ensuring effective value for money.
- To take the performance of children with special educational needs into account in target setting for the school.
- To organise appropriate training for staff (if available) according to the needs of the children they are working with.
- To provide a narrative which best prepares the child for the rest of their school career.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Co-ordinator (SENCo) in conjunction with the SEND representative from the Governing Board using the criteria listed below. The use of resources, identification, programme planning, individual target effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

CRITERIA FOR EVALUATING THE EFFECTIVENESS OF THE SCHOOL'S SPECIAL EDUCATIONAL & NEEDS & DISABILITY POLICY

The extent to which:

- Each child with SEND has access to all aspects of the school's curriculum and is fully integrated into the life of the school.
- The needs of children have been accurately identified and individual targets and individual education plans have been effective in meeting those individual needs and helping children to achieve their targets.
- Children can demonstrate their achievements by a variety of means, e.g. by showing pride and pleasure in their work and in discussion of their work.
- Parents feel involved in the partnership and feel well informed.
- Children and parents are included in decision making.
- Outside agencies contribute to advising and supporting children and staff.
- Support assistants and resources have been used and shared throughout the school to best meet the needs of all SEND children.
- Teachers are able to differentiate work and adopt different styles and methods of organisation according to the children's needs.

- Target setting has taken into account the performance of SEND children.
- Staff have adequate training to undertake the tasks they have been given.
- SEND resources are available for use by all the staff.

The effectiveness of the Special Educational Needs & Disability Policy will be evaluated at least annually by the Head Teacher in consultation with the Staffing and Curriculum sub-committee, with information also being sought from parents, staff and outside agencies where appropriate.

THE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

All additional provision, including meetings with parents, will be recorded electronically using the School's Data Management System (Target Tracker).

Children who have been identified as having special educational needs will have an Individual Education Plan (IEP) written by the class teacher in consultation with the child, parents and SENCo. These IEPs will identify learning targets for the children with SEN and specify the additional or different provision from the differentiated curriculum offered to all pupils. The IEPs will be reviewed three times a year, with new targets and provision being agreed as appropriate.

The range of actions/provision

Appropriate arrangements will be determined for each individual pupil but may include one or more of:

- In class support for small groups with Class Teacher or Teaching Assistant
- Small group support outside of the classroom with a Teacher or Teaching Assistant
- Individual in-class support with Teaching Assistant
- Individual support outside of the classroom with a Teacher or Teaching Assistant
- Individual timetables.
- Further differentiation of resources
- Advice from external support services may result in individual support being provided from specialist agencies

The school's SEN Co-ordinator (SENCo) is Stephanie Hallifax

The nominated governor for SEND is Howard Seymour.

ADMISSION ARRANGEMENTS

Clewer Green CE First School is pleased to consider applications for the admission of children with special educational needs or disability. Such applications will be considered, along with all other applications, according to the admissions criteria set down in the school's prospectus and according to current legislation.

The school aims to ensure that the admission of the child with SEND will be compatible with the educational needs of all the children within the school, including the applicant, and the efficient use of the school's resources, as set out in legislation.

ROLE OF THE SENCo

- To implement and maintain the school's provision map and oversee the day to day operation of the school's SEND policy.
- To support the staff in setting up and maintaining special needs procedures.
- To offer help and advice with the identification of SEND and planning to meet the needs of individual children.
- To liaise with outside agencies as appropriate.
- To arrange meetings with parents and staff.
- To keep the SEND Governor and Staffing and Curriculum sub-committee well informed about provision, training and levels of need throughout the school.
- To purchase where appropriate teaching materials to meet the needs of individual pupils and groups.
- To provide and / or arrange appropriate training for teachers and support staff.

- To assist with transition by meeting with schools as appropriate.

ROLE OF THE CLASS TEACHER

- To have the responsibility for the identification of pupils with SEND and the development of provision for those pupils.
- To know which pupils in their class are on the provision map and what provision they are having and have received.
- To keep the SENCO informed and review individual pupil's progress.
- To write individual IEPs, where appropriate.
- To ensure that IEPs are shared with the SENCO and are reviewed with the parents and child at least three times a year.
- To meet termly with the SENCO to discuss individual progress and monitor the needs and provision.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To share support programmes/strategies with the parents. An initial discussion should be at a time convenient to both the parents and class teacher and should be a meeting outside of the normal parents meetings. Subsequent reviews can be held at the convenience of both parents and class teacher.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

ROLE OF THE TEACHING ASSISTANT

Under the guidance of the class teacher:

- To carry out activities and learning programmes planned by the class teacher and the SENCO.
- To keep records of this work as requested.
- To feed back to the class teacher.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

ROLE OF THE SUPPORT ASSISTANT

Clewer Green CE First School has four trained Emotional Literacy Support Assistants and two ELKLAN trained teaching assistants to deliver speech and language support 1:1 and to small groups and a teaching assistant trained to support children in cognition and learning. These support assistants will provide appropriate intervention, in their year group bubble, further to discussions with the child, parents, teaching assistants, class teacher, SENCO and Head teacher, as appropriate.

Each year group in Clewer Green CE First School has a designated TA who will work to specifically implementing phonic, reading and writing support for SEND pupils through our Practice Files.

Due to COVID-19, support staff will work within an allocated year group bubble. Intervention will be carried out for each year group by their allocated TA's.

RESOURCES

It is important that appropriate resources are available for use by all pupils. The school has a bank of resources which will be constantly reviewed and updated. Most resources are kept in classrooms, although some are retained by the SENCO. All teaching staff can use items of equipment as needs arise. Children with special educational needs also benefit from the use of general resources available in the classrooms and from resources, which may be selected, from an earlier Key Stage.

The SENCO discusses the allocation of support assistants and the provision of resources within the school with teaching staff. Support assistants are allocated to relevant year group bubbles according to need.

Funds for special educational needs are provided within the school's budget, which is discussed and reviewed annually by staff and governors. Resources to children with Education Health Care Plans (EHCP) are enhanced by delegated funding from the RBWM (our Local Authority).

FACILITIES

Clewer Green CE First School has three accessible toilets for pupil/adult use and another toilet for intimate care. We have a library for quiet reading and research; two small rooms for one to one and small group interventions. We have a room, 'The Den', which is designated as a safe space for our SEND children to work with a 1:1. In addition we have a separate room, entitled 'The community room' for confidential meetings and consultations, such as ELSA sessions and family link worker sessions.

IDENTIFICATION AND DELIVERY OF PROVISION

The early identification and assessment of a child with special educational needs is paramount. This will be collected through observation (formal and informal), discussion with parents, data, assessments, behaviour and attitude in class and at playtimes.

Children may be deemed to require SEN provision if their 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.

Children who have been identified as having SEN will be recorded by the school as being SEN support. Where a child is identified as having SEN, the school will follow a graduated approach taking the form of a four-part cycle: Assess, Plan, Do, Review.

Assess

The child's teacher, working in conjunction with the SENCo, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child from summative and formative assessments, views and experience of parents, the child's own views, information from their previous educational experience, advice from private assessments, and external agencies.

This assessment will be reviewed regularly to ensure that support and intervention are matched to need and barriers to learning are identified and overcome.

Plan

The teacher and the SENCo, in consultation with the parent and the pupil, will agree the adjustments, interventions and support to be put in place as well as the expected impact and agree a review date.

This will be recorded on a 'Clewer Green Personal Support Plan', a copy of which will be given to the parents.

Plans will seek parental involvement to reinforce or contribute to progress at home, where appropriate.

Do

The class teacher will remain responsible for the child, retaining responsibility for the child when they are receiving group or 1 to 1 teaching away from the main class. The class teacher will work closely with the adult delivering the support and intervention and where possible will link this to the classroom teaching. The SENCo will continue to provide support as necessary.

Review

The effectiveness of the support and intervention will be reviewed in line with the agreed date. This review will include the views of the parents and the child.

The impact will feed back into the analysis of the child's needs. The class teacher working with the SENCo will revise the support in light of the child's progress and development and will decide on any changes to the support in consultation with the parent and child.

Should a child not make acceptable progress and the gap between themselves and their peers widens, parents and staff will consider whether a request for a needs assessment for an Education, Health Care Plan (EHCP) needs to be made. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within the school. Their progress will be monitored by the school and also through an annual review (every 6 months if the child is in the Foundation Stage), where the outcomes on the EHCP will be considered.

STAFF DEVELOPMENT AND TRAINING

- Teaching staff are given opportunities to attend courses provided by the LA. Ancillary staff may also be given opportunity to attend appropriate courses and benefit from the regular support of the SENCO, Deputy Head and class teachers.
- The SENCO keeps staff informed about available courses and ensures there is feedback on courses which have been attended.
- Additional in-service training may be provided by inviting special needs advisory staff such as Specialist Inclusion Services and the Educational Psychology Service.
- The SENCO has opportunities for network support with SENCOs in other RBWM schools. This training may be virtual due to social distancing measures that are in place.

SUPPORT FROM OUTSIDE AGENCIES

The school works closely with the appropriate outside agencies listed below for support and advice and to meet children's individual needs. Outside agencies are approached following discussions with any of the following, as appropriate: child, parents, class teacher, teaching assistants, SENCO and Head teacher.

- Psychology, Wellbeing and School Support Service
- The Sensory Consortium (specialist advice and support for children with severe hearing, visual or multi-sensory impairment)
- The School's Educational Psychologist
- The child's own doctor
- The school medical service (including the school nurse, Health Visitors, Speech & Language Therapists, Physiotherapists, Occupational Therapists)
- The Specialist Autism Service
- Social Care
- The Education Welfare Officer
- The Child and Family Consultation Service
- The Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)

CONTACTS WITH OTHER SCHOOLS

Clewer Green CE First School has a number of feeder early years settings. In the Summer term prior to pupils joining the school, the SENCO will liaise with the feeder schools to establish which of the pupils who are progressing to the Early Years Foundation Stage have received SEND provision. This information will be collated by the SENCO in order to inform the SEN provision map for the Early Years Foundation Stage classes to enable a smooth transition.

In addition, Clewer Green CE First School has close links with the Windsor middle schools, and before transfer, contact is made with the SENCO/Head of Year 5 to ensure that children have a smooth transition to middle school and that any special needs are understood and planned for. All children have the opportunity to visit the school they are to move on to. Most children follow the standard model for transition, which entails one visit to their middle school in July. Some children will benefit from more visits and hence, following discussions with the child, parents, staff from Clewer Green CE First School, staff from the middle school and additional specialists, as appropriate, an individual transition plan will be prepared.

It is possible to link with the Borough's Special School in order to seek advice and support when appropriate.

PARTNERSHIP WITH PARENTS

- The school operates an open door policy and parents are encouraged to discuss problems.
- Parents' views are sought by the class teacher at an early stage of identification of a child's special educational needs and parents are kept informed through regular meetings and informal discussion at each stage.
- Parents are encouraged to help at home and to be involved with individual education plans, so that they can support the teacher where possible in meeting the child's individual needs.

COMPLAINTS PROCEDURES

Complaints regarding special educational provision within the school should follow the complaints procedure.

MODERATION

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression.

INFORMATION AND COMMUNICATION TECHNOLOGY

Use of the information technology is encouraged when appropriate across the curriculum

HEALTH & SAFETY

Staff undertake to make sure that health and safety procedures are observed.

OTHER RELATED POLICIES

The special educational needs policy should be read in conjunction with other relevant school policies.

Revised September 2021

Review date September 2022

_____ Date _____

Sarah Langley, Chair of Governors