



# **The Colleton Primary School**

## **Special Educational Needs and Disability**

### **(SEND) Policy**

This document should be read in conjunction with The Colleton Primary School's Local Offer.

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=2kzoCj4TNaw&familieschannel=311>

#### **Purpose of this document**

At The Colleton we provide inclusive education offering excellence and choice that incorporates the views of parents, children and staff, meanwhile safeguarding the interests of all pupils. We endeavour to remove barriers to learning and participation. All children have access to a high-quality education that affords them the opportunity to explore their personal potential. We pride ourselves on being able to provide a flexible working arrangement to suit a variety of educational needs.

This document describes the national requirements introduced by The Children and Families Act 2014 and how The Colleton Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Children and Families Act 2014

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

## **What are schools required to do?**

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At The Colleton Primary School we follow the advice of the Code Of Practice (COP) to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND,
- identify pupils with SEND, ensure families are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with families, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (see SEN Regulations 2014),
- maintain a current record of number of pupils with SEND,
- ensure appropriate SEND provision is integrated into the school improvement plan,
- monitor progress of SEND pupils and ensure provisions specified in EHC plans (Education, health care plan) are in place,
- review EHCP's at least annually,
- ensure all policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit pupils who meet admissions criteria, whether or not they have SEND.

## **The link between special educational needs and disability**

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

'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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in **paragraph xiv** when they reach compulsory school age, or would do if special educational provision was not made for them.' The Code of Practice (2014) See above.

The Code of Practice defines special educational provision in paragraph xiv as:

*'Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'*

## **1. Meeting the educational needs in our school**

How The Colleton meets the special educational needs of our children can be found in our Local Offer (link on front page).

The Code of Practice uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At The Colleton we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

## **2. How we identify pupils who are having difficulties with learning and/or special educational needs**

It is the responsibility of all schools to provide quality first teaching and holistic support for all pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

*'In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'*

Code of Practice 6.38

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the schools SENCO's
- the analysis includes data on progress, attainment and approaches to learning the views of the pupil and their families and advice from any other support staff
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group

- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their family
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with families and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly

SENCO's – Vanessa Neale (Deputy Headteacher) and Jane Phipps (teacher)

Contact – [admin@colleton.wokingham.sch.uk](mailto:admin@colleton.wokingham.sch.uk)

### **3. Involving parents in their child's education**

Families are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

*'Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.'*

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly overrepresented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children at least termly
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including any social worker and LAC Virtual Headteacher
- ensure children access rich cultural capital and normalise life experience wherever possible
- ensure our looked after children, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

#### **4. Arrangements for consulting children and young people with SEND and involving them in their education**

Where pupils have special educational needs or disabilities we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing etc.
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed, outcomes reflect what is important to, and for, the pupil

#### **5. How we assess and review progress**

- Teacher observations
- On-going Teacher Assessments
- Standardised tests that give standardised scores and comparative ages
- IEP (individual education plan) Meetings and parents evenings – a chance to give input from home experiences
- Reports

IEPs and targets are regularly reviewed and updated based on everyday observations from all staff including teachers, teaching assistants, welfare assistants, teacher assessments, as well as from advice from outside agencies and parents. Families will be invited to school to discuss and review IEPs and also to discuss new targets set by outside agencies.

#### **6. Preparing for transitions**

When a pupil's learning is to take place in a new setting or phase, planning and preparation for this is crucial.

Additional preparation time is given to all pupils whom the school perceives to have any additional need to ensure smooth transitions.

##### **Transition into school**

- We encourage early communication with our staff to allow us time to gain a full picture of each child's needs and also to allow us time for training should that be needed.
- Home visits with school staff including one of our SENCO's if appropriate.

- Liaison with current pre-school or setting and visits to meet your child in that familiar setting
- Planned transition includes visits into school for the family
- Photos
- Booklets with team information
- Meetings with the family and specialist services involved with them
- SENCO's to attend TAFs (team around the family), annual reviews etc. if appropriate

In addition to the preparation listed above, we encourage parents to think about **transition to secondary school** from year 5. Some children may have additional visits to their new school during the summer term of year 6 and may sometimes be accompanied by a TA that they are familiar with. Children can then share their experience with the rest of their team. Maps and key information about the school is often provided to them.

## **7. Approach to teaching children and young people with SEND**

We follow a graduated approach to support our children. This starts with quality first teaching through our universal provision. Early identification and intervention is key followed by targeted additional support as needed.

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on

<http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

The Colleton Primary School's local offer can be found through our website or through this link

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=2kzoCj4TNaw&familieschannel=311-1>

## **8. The expertise and training of staff to support children with SEND**

Staff have access to comprehensive training as and when required to enable them to deliver interventions and support specific learning difficulties.

We have specific posts in school that have been created to support our SEND children, all of these staff have had additional training.

Our SENCO's are qualified teachers who work in our school. The SENCO's have responsibility in school for:

- determining the strategic development of SEND policy and provision in the school alongside the Headteacher and the governing body
- providing professional guidance to colleagues and working closely with staff, families and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching.
- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with families of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their families are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND

In order to carry out these duties effectively, as a school we ensure that the SENCOs have sufficient time and resources to carry out these functions. This includes providing the SENCOs with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

## **9. Evaluating the effectiveness of our provision**

Most children and young people who have SEND respond to quality first teaching and universal provision. Where individual or targeted interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective by measuring impact. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its



impact by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

The key evaluations used are:

- on-going teacher assessment
- IEP feedback
- use of standardised scores
- use of scaling systems i.e. Boxall scale
- use of SEMH assessment tools
- feedback from outside agencies
- consultations with pupils and families

### **10. Inclusive practice**

We ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

### **11. The social, emotional and mental health of our pupils**

As well as the pastoral care given by the staff in our teams we also have trained nurture assistants who offer support for all our children including those children with SEND.

### **12. Working with other professionals**

At The Colleton Primary School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners.

See local offer for more details.

### **13. Arrangements for handling complaints about SEND provision**

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where families have a concern about the provision being made initially they should contact one of the school's SENCO's. If this does not resolve the situation the Headteacher should be contacted. Complaints regarding the assessment of SEND including EHCP's can be made direct to Wokingham's SEND department.

Responsibility: FGB  
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