



Special Educational Needs and Disability (SEND) Policy

Approved by the Governing Body: 05/07/15

Review Date: 02/06/18

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014, updated January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SEN Statement

Twyford Church of England School is an inclusive school. We strive to ensure that all our children feel happy and safe. Everyone is valued, respected as an individual and encouraged to persevere, striving to achieve their full potential.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

Having a Special Educational Need is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We focus on individual progress as the main indicator of success.

Enquiries about an individual child's progress should be addressed at first to the child's class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Foster, the Headteacher and to Mrs O'Brien, the Assistant Headteacher and SENDCo.

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years



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Our aims and objectives are:

- To identify and provide for pupils who have special educational needs and additional needs;
- To ensure that every child experiences success in their learning and secure high levels of achievement for all;
- To enable all children to participate in lessons fully and effectively; receiving appropriate provision through a broad and balanced curriculum that is relevant and differentiated;
- To value and encourage the contribution of all children to the life of the school;
- To identify, assess, record, and regularly review pupils' progress and needs;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Assessment, Identification and provision for pupils with SEND

The new Code of Practice (2014) states that *'where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.'*

*Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching" SEND Code Of Practice (2014)*

Twyford Church of England School follows the guidance of the SEND Code of Practice (2014).



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Categories of Special Educational Need and Disability:

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical.

Please take note, these are not SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Levels of Provision

All children will have access to differentiated quality first teaching. This is the first step in responding to pupils who may have SEN.

At Twyford Church of England School, the categories used to identify children receiving extra provision are as follows:-

- Initial School Concerns - These are children who are not on the SEND list but whose progress is being monitored by the class teacher/SENDCo as they are working below expectations for their age/year and who may require some extra small group and/ or individual support to accelerate their learning and narrow the gap between the child and their peers. These children will have a provision map to monitor their support. This is shared and reviewed with the child and parents. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.
- SEN Support - This replaces the former categories of Early Years Action/ School Action and Early Years Action Plus/ School Action Plus. All children on SEN Support will have a support plan drawn up in school, again with contributions from parents and children, following the guidance from the Bucks SEN team.
- EHCP (Education, Health and Care Plan) - This replaces the previous Statements of SEN. Conversion to EHC plans will take place over the next four years in line with Bucks SEN guidance. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.



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Reviews

Reviews of outcomes for all children with SEND take place 3 times a year, usually termly. Pupils are expected to be involved where possible/ appropriate. Review meetings are arranged by class teachers with parents and where possible the SENDCo also attends.

Annual Reviews

For pupils with EHC plans/ statements, an Annual Review Meeting has to be held in addition to the termly reviews. At this meeting, consideration is given to whether the EHC plan/ statement should continue, and whether provision/ strategies should be maintained or amended. It should review and set long-term outcomes for the end of a key stage. Annual Reviews are normally held during the school day. All relevant professionals are invited to attend or submit a written report.

Implementation of the Code of Practice within Twyford Church of England School:

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, spelling ages, reading ages, other whole-school pupil progress data;
- Classroom planning, action and review;
- Following up parental concerns;
- Tracking individual children's progress over time;
- Liaison with feeder nurseries and playgroups on transfer;
- Information from previous schools;
- Information from other services;
- Maintaining a provision map for children who are a concern;
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.
- Discussion of specific child's needs with SENDCo/Class Teacher/LSA - considering means of support, resources, materials, timing/timetabling.



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- Arrangement of initial parents' meeting to discuss the child's specific needs.
- Putting in place on-going monitoring observation and reassessment of needs by class teacher, SENDCo or LSA.

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- It may be decided that a very small number, **but not** all of the pupils on the SEND list will require additional High Needs Block Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our school will comply with all local arrangements and procedures when applying for:

High Needs Block Funding
An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for all vulnerable learners is carried out in the following ways:

- classroom observation by the Headteacher, SENDCo and subject leaders
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning



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- teacher discussions with the Headteacher/SENDCo
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring provision map outcomes, evaluating the impact of provisions on pupils' progress and monitoring progress of those receiving additional SEN Support from the school's devolved budget or in receipt of High Needs Block Funding;
- monitor how special needs requirements are specifically suitably met under EHC plan/ statement and SEN support plan
- attendance records
- regular meetings about pupils' progress between the teachers /SENDCo and the head teacher
- SENDCo reports to governors
- headteacher's report to governors

Management of SEN within our school

All staff in school have a responsibility for maximising achievement and opportunity of all learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND meets with the SENDCo each term to discuss actions taken by the school.

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this Policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the head and the governors.

Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- the head teacher will be informed of the progress of all vulnerable learners by the class teachers, Maths and English subject leaders. Any issues with regard to the school's provision in this regard through:
- analysis of the whole-school pupil progress tracking system



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- pupil progress meetings with individual teachers
- regular meetings with the SENDCo
- discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014 (updated January 2015), the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- maintain and analyse provision maps for those who are of an initial concern
- monitor support plans for pupils with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with special educational needs
- liaise with and advise teachers
- liaise with and advise classroom staff involved in supporting vulnerable learners
- oversee the records on all children with Special Educational Needs
- liaise with parents of children with SEN, in conjunction with class teachers
- contribute to the in-service training of staff
- implement a programme of Annual Review for all pupils with a Statement of Special Educational Need / Education Health and Care Plan
- carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils
- evaluate regularly the impact and effectiveness of all additional interventions for all learners (including those with special educational needs).
- meet with each teacher to review and revise learning outcomes for all vulnerable learners in their class who are being closely monitored
- liaise sensitively with parents and families of pupils on the concern list and SEN list, keeping them informed of progress and listening to their views of progress.
- attend area SENDCo network meetings and training as appropriate.
- liaise with the school's SEND Governor, keeping them informed of current issues regarding provision for all vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaise closely with a range of outside agencies to support vulnerable learners.

The SENDCo is a member of the SLT.

In accordance with Section 6.85 of the SEN Code of Practice 2014 (Updated January 2015), *'the SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where*



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*they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.'*

Class teachers

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers are responsible for:

- identifying which pupils are underachieving and in the first instance need to have additional interventions monitored on a provision map, but do not have special educational needs.
- identifying which pupils require additional support because of a special educational need and need to go on the school's SEN list.
- providing first quality teaching for all learners, including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- ensuring effective deployment of resources, including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- writing provision maps and support plans for the children with concerns and SEND in their class and reviewing these outcomes termly and sharing this with parents in termly meetings where possible.

Teaching Assistants (TAs) / Learning Support Assistants work as part of a team with the Headteacher, SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing interventions and provision and monitoring progress. They can contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- support the teachers in providing interventions for the children in their class/es.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime.



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Equipment and resources

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these outcomes
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of success criteria.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and ways of learning
- share in individual target setting so that they know what their targets are and why they have them,



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- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the outcomes on their provision maps and support plans.

Links with other schools and transfer arrangements

Transfer and links with other schools:

- SEND action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHC plans/statements for whom the particular school has been named
- representatives from receiving schools visit our school to meet pupils before transfer.

We will ensure timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with statements/EHC plans of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Transfer within the school

- teachers liaise closely when pupils transfer to another class/phase within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- the SENDCo will ensure that new members of staff are briefed fully on SEND at Twyford Church of England School, as well as the children with SEND in their class

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum.

Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.



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Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we encourage parents to seek counselling through their GP or the school nurse. In some cases the School will make a referral to the Family Resilience Service or seek advice and support from the Aylesbury Pathways Pupil Referral Unit.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school)

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENDCo then, if unresolved, by the head teacher. The governor with specific responsibility for SEN or chair of governors may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy). The Buckinghamshire Parent Partnership Service is available to offer advice (01296 383754).

Bucks Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Bucks Local Offer is available from the website: [http://www.learningtrust.net/early-years-improvement-service/special-educational-needsand-disabilities-\(send\)/local-offer/](http://www.learningtrust.net/early-years-improvement-service/special-educational-needsand-disabilities-(send)/local-offer/)

Our local offer can be found on our website under policies.

Equal Opportunities



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The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

This policy will be reviewed annually by the governing body.

Policy Written: June 2015

Policy Reviewed: June 2016

Written by SENDCo:

Sarah O'Brien