



Special Educational Needs and Disability (SEND) Policy **2023-2024**

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(Chair of Governors/Chair of Responsible Committee)

Special Educational Needs and Disability (SEND) Policy

2023-2024

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 January 2015 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013 updated June 2015)
- SEND Code of Practice 0 – 25 (June 2014 updated April 2020)
- Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2014 updated August 2017)
- Schools SEND Information Report Regulations July 2014
- The National Curriculum in England Key Stage 1 and 2 July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011 (introduction updated June 2013)

This policy was created by the School's SENCO in liaison with the SEND Governor (Laura Charles) and the Headteacher.

This SEND Policy will:

- Set out how Twyford C of E School will support, and make provision for, pupils with Special Educational Needs and Disabilities (SEND) during the year 2022- 2023
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Special Educational Needs and Disability (SEND) Policy

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1. Introduction

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- SENCO began the National Award for SEN Coordination (NASENCo) in January 2022.
- SENCO has many years of experience in Special Education including in special schools, Specialist teaching services and SEN departments,
- SENCO is not a member of the Senior Leadership Team (SLT). The SEND advocate on the SLT is the Headteacher Judith Bloomfield headteacher@twyford.bucks.sch.uk

Aims of this policy

To...

- ensure that each child achieves his/her potential both socially and academically
- promote individual confidence and a positive attitude
- enable all children to participate in lessons fully and effectively by providing appropriate provision and broad and balanced curriculum that is relevant and adapted.
- value and encourage the contribution of all children to the life of the school.
- provide opportunities for close cooperation and collaboration between child, parents, staff, and outside agencies
- encourage each child to be independent, have good self-esteem and show respect for others.
- ensure that the responsibilities held by all staff and governors for SEND is implemented, maintained, and continuously reviewed.

Objectives of this policy

To...

- achieve early identification of a child's special needs through thoughtful, negotiated, sympathetic assessment, combined with discussion with parents.
- operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
- involving parents/carers at every step of the process of provision.
- ensuring parents/carers awareness of any additional support available.
- operating an open-door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child
- ensuring that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates coherence and progression in learning.
- teach through a variety of methods matched to individual needs regardless of age, gender, race, creed, or disability
- promote a happy, sensitive, and secure environment to facilitate the most effective learning where the child can overcome his/her barriers to learning.
- recognise and celebrate the notable achievements of all pupils
- support all teachers to plan inclusively to remove barriers to learning and to provide fair and equal access opportunities for all children.
- assess a child's barriers to learning, plan appropriate support, implement that support and review regularly (APDR)
- identify a Special Educational Needs Coordinator (SENCO) to manage and coordinate SEND provision across the school.
- Ensure implementation of this SEND Policy by the whole school community
- offer training, support, and advice to all staff, facilitated and led by the SENCO and where appropriate, by collaborating with partners in education, health and social care to provide support.
- work within the guidance provided by the SEND Code of Practice 2014

2. Definitions

Special Educational Needs and Disability

The 2014 SEND Code of Practice (0-25yrs) 2014 states that:

"A child or young person has Special Educational Needs 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:

- a) **Has a significantly greater difficulty** in learning than the majority of others of the same age
 b) Has a **disability** which prevents or hinders them 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 SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision were not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition,

Schools must have regard to Statutory guidance re supporting pupils with medical conditions (DfE 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.”

Special Education Provision

*“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 adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching. SEND Code of Practice (2014)*

Assessment, Identification, and provision for pupils with SEND

The new Code of Practice (2014) states that:

“Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND 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.”

3. Categories of Special Educational Need and Disability

Special educational provision should be matched to the child’s identified Special Educational Needs. Children’s Special Educational Needs are generally thought of in the following four broad areas of need: (DfE SEND Code of Practice 2015: p97: 6.28-6.35)

- Speech, Language and Communication
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical

However, “In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language, and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular Sensory requirements.” (DfE SEND Code of Practice 2015: p97: 6.27)

It is important to note that the purpose of identification/labelling is to purely to decide what action the school needs to take, not to allocate the child into a specific category. At Twyford school we consider the needs of the whole child, which will incorporate more than just their special educational needs.

Children with speech, language, and communication needs (SLCN).

These children may have difficulty:

- saying what they want to [expressive language]
- understanding what is being said [receptive language]
- not understanding or using social cues of communication

Children with ASD [Autistic Spectrum Disorder] are likely to have difficulties with:

- social understanding and communication
- anxiety
- flexibility, information processing and understanding
- sensory processing and integration

Cognition and Learning

This refers to children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs but some of the broader categories are:

- SpLD: Specific Learning Difficulties
- MLD: moderate learning difficulties
- SLD: severe learning difficulties – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication
- PMLD: profound and multiple learning difficulties – severe and complex learning difficulties as well as physical or sensory impairment

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties:

- Being withdrawn or isolated
- Displaying challenging, disruptive, or disturbing behaviour
- Anxiety or depression, self-harming, or substance misuse
- Eating disorders, physical symptoms that are not medically explained
- Disorders in attention deficit, attention deficit hyperactivity or attachment

Sensory and/or Physical Needs

Children may require special education provision because they have a physical disability. These difficulties can be age related and may fluctuate over time:

- Vision impairment [VI]
- Hearing impairment [HI]
- Multi-Sensory impairment [MSI] (could be vision and/or hearing)
- Physical disability [PD]

Additional considerations:

- Behaviour

Behaviour is no longer considered a category of SEND. However, any concerns relating to a child's behaviour will be recognised as an attempt to communicate an unmet need which will have to be further investigated (refer to the [School Discipline and Pupil Behaviour Policy](#) on the website).

- Disability: The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability & Equality legislation (Equality Act 2010)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

4. Levels of Provision

Twyford C of E School considers the complete needs of the child over the entire time they are in our setting and will adapt provision to give a comprehensive and, where necessary, variable level of support, depending on their individual requirements at any given time.

A – High Quality Teaching

"High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered." (Code of Practice 0-25years 2014)

- All staff in our school have a responsibility for maximising achievement and opportunity of all learners.
- All teachers are teachers of pupils with special educational needs.
- Staff are aware of their responsibilities towards vulnerable learners and a positive, sensitive attitude is always shown towards all pupils
- All class teachers provide adapted learning opportunities when required.
- Staff are supported and where appropriate, offered training to ensure High Quality Teaching is maintained.

- Staff have had training to enable them to deliver provision such as is outline in the BUCKS Ordinarily Available Provision (OAP) document
- Teachers may need to set up extra, small group and/or individual support to accelerate a child's learning (This is an adaptation of the usual school curriculum – not a specific intervention.) Such provision will be recorded their class provision map.
- Parents meetings take place in Autumn and Spring Term and a written report is provided in the summer term
- Headteacher will meet with CT termly to discuss pupil progress. Any new concerns will be passed on to the SENCO.
- SENCO meets, formally, with teachers on a termly basis.
- Impromptu communication between SENCO and teachers take place on a weekly/daily basis.

B - Concern

If a teacher has concerns about a pupil's progress, behaviour, or wellbeing, they will discuss these with the SENCO, child and child's parents. If everyone agrees, the teacher will complete a Concern form outlining:

- child's area/s of need
- child's level of attainment and rate of progress
- description of the action the teacher has already taken to meet those needs
- child's response to those actions
- outline of the action the teacher plans to take towards addressing the child's needs.
- Parental views
- Child's view (if appropriate)
- A review date (bi-annually: January & June)

Provision

- being taught using High Quality Teaching methods
- being closely monitored by the class teacher
- provided with additional support as outlines in the [Bucks Ordinarily Available Provision](#) document.

This provision will be reviewed bi-annually in close consultation with parents and child.

C - SEND Support (SSP)

Child must have been raised as a 'concern' previously, unless new to the school or some significant event causes them to need to step straight onto SSP.

Once the parent and child have been consulted, at a Concern review, and agree that the pupil does have SEND, the child's name will be added to the school's SEND register.

SEND Register Entry criteria: Pupils are identified as having SEND if they make 'less than expected' progress despite good High-Quality Teaching, appropriate intervention and adjustments to their curriculum. The 2014 SEND Code of Practice characterises 'less than expected progress', given a child's age and individual circumstances, as progress which:

- 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.

SEND Support Plan (SSP) provision at Twyford forms a Graduated Approach.

- Assess
- Plan
- Do
- Review (APDR)

This cycle is repeated termly, enabling the refinement and revision of the child's individual provision as his/her needs grow or change. It facilitates the evaluation of interventions in order to deem which are the most effective in supporting the pupil to achieve progress and their specific outcomes. A more detailed explanation of ADPR is given in the next section.

The 'additional to, or different from' provision, along with specific SMART targets for the child, will be recorded on an Individual Provision Map (IPM) which will be reviewed by all involved, and, if necessary, adjusted.

This IPM, along with detailed background information about the child, will be recorded on a SEN Support Plan which will be saved in the child's file on the school's SEND Onedrive folder.

The full SSP will be updated, by all involved, annually (June).

The Graduated Approach

Assess

This involves analysing the pupil's needs using

- class teacher's assessment and experience of working with the pupil,
- details of previous progress and attainment,
- comparisons with peers and national data
- views and experience of the parents.
- pupil's views
- SENCO's advice, observations and/or assessments
- External agencies' advice and/or assessments

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree:

- Appropriate adjustments to the curriculum,
- Interventions
- Additional support
- Expected level of progress and development
- 3/4 SMART targets
- Parental support /contribution
- Review date (termly)

Do

The class teacher is responsible for

- working with the child on a day-to-day basis.
- retain responsibility even where the interventions may involve group or one-to-one.
- working closely with teaching assistants and/or relevant specialist staff to ensure the plan's implementation and resourcing.
- Record interventions and child's response to them

SENCO will

- advise and support whenever required.
- direct staff towards additional resources
- liaise with, and coordinate, outside agencies' input

Review

Reviews will

- be undertaken in line within the agreed time frame.
- be carefully recorded
- assess progress towards SMART targets
- revise intervention methods if necessary
- involve all parties who contributed to setting up the SEND Support plan
- inform next steps

The cycle of Assess, Plan, Do and review then starts again.

A child can stay at this level of support for as long as it remains appropriate and effective.

SEND Register Exit Criteria: If the child makes progress that closes the attainment gap between themselves and their peers, or brings them closer to their expected level of achievement, then it may be decided to reduce the level of support and remove them from the SEND register. This will only be done if all involved parties meet, consult, and agree. In the event of the child experiencing recurring or new difficulties, they will be reassessed and, if appropriate, placed back on the SEND Register with relevant support.

D - High Needs Block Funding (HNBf)

Occasionally a child, or a group of children with similar needs, may require extra support or equipment, the cost of which exceeds the school's notional budget. In this situation, the school makes an application to the Local Authority for temporary additional funds called High Needs Block Funding (HNBf).

Some examples of when this might be appropriate are:

- purchase of specific, additional equipment
- increased provision (adult support, intervention programme, external agency involvement) to meet sudden or temporary additional needs
- increased support during a difficult time in the child's life, transition or a new medical need.
- to cover a high level of required provision while an EHCP request is processed.

Applications are agreed/denied by Buckinghamshire Council, and are time-limited.

E - Education, Health and Care Plan (EHCP)

A small percentage of children, however, will have needs that require more support than that we can provide via a Support Plan, or High Needs Block Funding. These children make insufficient progress despite the targeted support, High Quality Teaching and interventions the school has put in place.

If a child has complex, long lasting and significant needs then the school or parents can decide to apply to Buckinghamshire Council for an Education and Health Care Plan Assessment (EHCPA). The assessment process is lengthy (20 weeks) and involves the child being assessed by external specialists. If it is agreed to issue an EHCP, a legally binding document is produced by County in consultation with parents, stating the levels, frequency, provider, and nature of provision needed, in order to enable the child to begin to make progress. It usually includes additional funding to meet the specified extra provision.

When requesting statutory assessment for an EHCPA, the school must be able to provide evidence of the support it has provided thus far and explain why the child needs additional resources or professional input in order to make progress. To do this we provide information about:

- the school's action through numerous cycles of SEND support (APDR)
- completed historical and current individual provision maps for the pupil
- records of regular reviews and their outcomes
- a summary of the pupil's health including medical history where relevant
- National Curriculum/EYFS attainment including national tests and assessments.
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and child
- involvement of other professionals

The decision over whether to grant an EHCP to a child is made by Buckinghamshire Council upon reviewing this evidence.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or EHCPs

5. Monitoring and Evaluation

Monitoring and evaluation is an integral part of the Twyford Graduated Approach to SEND provision. It allows reflection upon interventions and informs future processes for each child.

We hold

- termly reviews of all children at SEND support and EHCP level of provision. These will be completed by the class teacher in consultation with parents, the child and the SENCO.
- Statutory Annual Reviews for children with EHCP
- Transition Annual Review will be held for EHCP children in Summer term of Year 5 prior to transfer to Secondary School

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

- classroom observation by the class teacher, SENCO, subject leaders and Headteacher
- careful record keeping of timing, frequency and response, to interventions
- learning walks by SENCO
- book looks
- termly monitoring of progress using school's assessment system (Target tracker)
- scrutiny of National Test results (phonics screening, KS1 and KS2 SATs, Multiplication Tests)
- weekly informal feedback from all staff
- actively seeking parental views on provision
- actively seeking child's view on provision
- termly reviews of SMART targets set on IPMS
- termly review of Class provision map to inform future practice
- analysis of attendance records
- feedback to SENCO from Pupil progress meetings
- SENCO's termly report to full governor meetings
- feedback from Inspections
- feedback from EYFS advisory visits
- Annual Self-evaluation processes

6. Supporting Children & Families

The Children and Families Act (2014) stipulates a duty for local authorities to publish a 'Local Offer.' This sets out information about provision and services they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4).

Buckinghamshire Council's support services

- Buckinghamshire's [SEND Local Offer](#)
- Buckinghamshire's [Family Information Service](#) provides an online directory of activities, organisations and services available in Buckinghamshire. Some of those pertinent to SEND are:

[Local family Centres](#)

[Family Support Service](#)

[School Nursing Team](#)

[Speech & Language Therapy Services](#)

[Occupational Therapy](#)

[Physiotherapy](#)

Specialist Teaching services support teachers and SENCOs

They include teams for:

- Autism Spectrum Disorder
- Language Disorder
- Cognition and Learning
- Hearing Impairment
- Vision Impairment
- Physical Disability
- Down Syndrome
- Multi-Sensory Impairment

[Child and Adolescent Mental Health Service \(CAMHS\)](#)

[Child Protection Services](#)

[Pupil referral Unit](#)

[Community Paediatrics](#)

Educational Psychologists support teachers and SENCOs

[SENDIAS](#) (Special Educational Needs and Disability Information, Advice and Support Service)

[Integrated SEND \(iSEND\) service](#)

Twyford School's policies and plans associated to SEND:

(See also under the relevant sections of this SEND Policy)

- [SEND Annual Information Report](#)
- [Admissions Policy](#)
- [Policy for Supporting children with medical conditions](#)
- [Accessibility Plan & Policy](#)
- [Behaviour & Discipline Policy](#)
- [Anti-Bullying Policy](#)

7. Transition

Transfer to Secondary schools

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 can be arranged as appropriate.

For SSP children

- extra support for parents and children during the initial decision-making process (July – October)
- timely discussion about support the child/family need during the transfer phase.
- offer and arrange familiarisation visits.
- appropriate supportive strategies are used to prepare the child for transition (social stories, extra visits)
- SEND Documentation is transferred by the SENCO once the child is on role at the new school

For Education Health and Care Plan children

All the aforementioned plus...

- next phase destinations and transition arrangements discussed at annual review meetings in Year 5.
- SENCO liaises with relevant staff to plan individual transition programmes for children with SEND.
- Information is shared and additional meetings/visits are planned when appropriate.
- receiving SENCO will be invited to attend the last primary school annual review to ensure a smooth transfer
- SEND Documentation is transferred by the SENCO once the child is on role at the new school

Transfer within the school

- involved teachers hold transition meetings during the proceeding summer term – sharing vital information and successful strategies
- current teacher will set any IPM targets before the end of summer term
- SENCO will oversee the sharing of SEND information and documentation
- the receiving teacher will familiarise themselves with this documentation
- SENCO will ensure that new members of staff are briefed on the processes of provision for SEND at Twyford,
- SENCO will ensure new members of staff are briefed on the needs of the children with SEND in their class, prior to them taking up their post.

Transfer to our school Nursery or Reception

We make every endeavour to visit younger children in their home, or previous setting, before they join us at Twyford. During this visit we gather the views of the child, parents and/or setting staff. Any relevant paperwork is sought and read.

8. Supporting children with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have access to a full school life, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEND) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice [2015] is followed.

For full details on how we support children in our school with medical conditions, please refer to the school's policy for [‘Supporting Pupils with Medical Conditions’](#)

9. Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. Specific training for staff is coordinated by the Headteacher in liason with the SENCO.

The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO attends Local Authority SENCO network meetings in order to keep abreast of local or national updates. This information is then disseminated to all staff. In order to maintain and develop the quality of teaching and provision, and in order to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The SENCO, with the Headteacher, ensures that pertinent training opportunities are matched to

- the school self-evaluation,
- the school development priorities,
- the current requirements of the school staff a
- pupils on roll.

All teachers and support staff undertake induction on taking up a post and this includes information on the SEND policy and practice.

Equipment and Resources

The Headteacher, SENCO and the Governors of the school closely monitor the needs of children with SEND. Additional resources are allocated according to identified and specific need. The resources available include teaching assistant and/or teacher time, specialist equipment and supplementary materials. These are funded by the school's notional budget.

Any additional funds are spent according to the terms outlined in the resulting issuing documents.

The school is committed to the purchasing of appropriate resources to meet the needs of all children in its community.

10. Roles

The 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.

Governors will:

- use their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND.
- ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND.
- take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND.
- ensure the school produces and publishes online its SEND Annual information report.
- ensure the school has arrangements in place to support children with medical conditions.
- co-operate with the local authority (LA) in developing the local offer.
- ensure that there is a qualified teacher as the special educational needs co-ordinator (SENCO) for the school.
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and providing appropriate teaching.
- make sure that the Headteacher makes all staff, who are likely to teach a pupil with SEND, are aware of the pupil's needs
- consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area.
- ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as it is compatible with:
 - their receiving the necessary special educational provision.
 - the provision of efficient education for all other pupils.
 - the efficient use of resources.
- admit any child whose SEND statement or education, health and care (EHC) plan names the school.

The SEND Governor will:

- have an oversight of the school's arrangements for SEND
- report to the Teaching & Learning Committee.
- attend training provided by the local authority or Bucks Learning Trust, including termly SEND Governor Forum meetings when appropriate.
- meet with the SENCO termly
- report to the governing body, termly, on SEND management and provision in the school
- help to raise awareness of SEND issues at governing body meetings.
- ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school.
- help to review the school's policy on provision for pupils with SEND.
- assure the governing body that the school website publishes the school's SEND Policy and Annual Information Report in accordance with the Code of Practice (2014)

The Headteacher

The Headteacher, along with the governors and SENCO, plays an important role in the strategic development of SEND policy and provision at Twyford C of E School. The Headteacher ensures that the quality of teaching for pupils with SEND, and the progress made by these pupils, is a core part of the school's appraisal arrangements and it's approach to professional development for all teaching and support staff.

The Headteacher will:

- be the designated person for safeguarding in the school.
- be responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- along with the governing body, will delegate the day-to-day implementation of the SEND policy to the Special Educational Needs and Disabilities Coordinator (SENCO)
- meet regularly with the SENCO
- allocate and monitor the use of the PPG and LAC funding.

The Special Educational Needs Coordinator (SENCO)

The SENCO has a vital role to play, alongside the headteacher and governing body, in determining the strategic development of this SEND policy, its implementation, review and provision in the school.

In line with the recommendations in the SEND Code of Practice 2014 (updated January 2015), the SENCO will oversee the day-to-day operation of the SEND policy.

The SENCO will:

- co-ordinate provision for children with special educational needs
- attend area SENCO network meetings and training as appropriate.
- monitor
 - support plans for pupils with special educational needs
 - those in receipt of SEND support from the schools devolved budget,
 - those in receipt of High Needs funding
 - those with Education Health and Care plans
- report regularly to the head and the governors
- liaise with the school's SEND Governor, keeping them informed of current issues regarding provision for those with Special Educational Needs (nationally, locally and within school).
- liaise with, and advise, teachers
- advise on the graduated approach to providing SEND support.
- meet with each teacher to review and revise learning outcomes for all vulnerable learners in their class
- Regularly evaluate the impact and effectiveness of all additional interventions for all learners (including those with special educational needs).
- liaise with, advise and facilitate training for all classroom staff
- be aware of the provision in the Local Offer
- oversee the records on all children with Special Educational Needs
- liaise with the relevant Designated Teacher where a looked after pupil has SEND
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaise with parents of pupils with SEND
- liaise with other schools, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is deemed that a pupil has a special educational need which will require significant support
- liaise with potential next providers of education to ensure a pupil and their parents are informed about their options
- oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils
- work 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.
- implement a programme of Annual Review for all pupils with an Education Health and Care Plan
- prepare information and documentation for Annual reviews and chair and/or minute the meetings as required.
- review the school's SEND policy annually.

Class teachers

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Class teachers will

- deliver high quality teaching,
- adapted teaching and learning strategies as required
- meet regularly with the SENCO
- through careful record keeping and assessments, identify which pupils who may be facing barriers to learning
- record, review and adjust interventions and additional strategies employed
- seek advice from SENCO on anything SEND related
- be familiar with the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- ensure effective deployment of resources, including teaching assistants - to maximise outcomes for all children in their class.
- write and review class and individual provision maps concerning children in their class.
- liaise closely with parents of children with SEND

Teaching Assistants

Teaching Assistants are a vital and indispensable part of the team that supports and addresses pupils' individual needs.

Teaching assistants will:

- implement interventions and provision as directed by class teacher
- monitor appropriateness, and response to, any extra provision
- contribute to provision map reviews
- help pupils with SEND to access to a broad and balanced curriculum as directed by the class teacher
- keep up to date documentation on the child.
- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Teaching Assistants assigned as 1:1 support for children, work under the guidance of the class teacher and SENCO addressing targets detailed on Support or EHCPs.

11. Admission Arrangements

No child will be refused entry to the school as a result of their SEND. If it is felt that the school is unable to meet the needs of an applicant, this will be made clear to the parents and the local Authority, along with an recommendation that an alternative, more appropriate placement be found. 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](#))

12. Storing and Managing Information

The school follows the procedures set out in its [Data Protection Policy](#) for the storage and management of SEND information. All documentation, data and personal details are stored on the school's systems according to the school's Data Protection and Confidentiality policies.

13. Accessibility

Statutory Responsibilities:

- The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase, over time, the accessibility of schools for disabled children and to implement their plans.
- Schools are required to produce Accessibility Plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Twyford school's Accessibility plans and strategies are detailed within the school's [Accessibility Plan](#) and [Accessibility Policy](#) are available on the school website.

14. Complaints

The following points outline the arrangements for considering complaints about special educational provision within the school:

- Informal complaints or concerns can be discussed with the class teacher and/or SENCO by appointment, then, if not resolved they will be taken to the Headteacher
- Formal complaints can be discussed with the SENCO or Headteacher in the hope that a satisfactory solution can be found. The governor with responsibility for SEND may become involved if deemed necessary.
- The school's general [Complaints Policy and Procedure](#) is available on the school's website.

15. Bullying

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. The school's [Anti-Bullying](#) and [Child Protection Policies](#) are available on the school website.

16. Equal Opportunities

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. [Our Equality Duty Statement](#) and [Equalities Information and Objectives](#) are available on the school's website.

18.Reviewing the Policy

This Policy will be reviewed annually, in October, by the SENCO in consultation with the Full Governing Body, the Staff, the parents, and pupils.