



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY (SEND)

ARDLEIGH GREEN INFANT & JUNIOR SCHOOLS
January 2024

1. Aims

All our children have the right to an education which is appropriate to them as individuals. It is our aim to provide learning experiences that are adapted to take account of the needs and attainment of each pupil. In doing this, we minimise the difficulties that pupils will experience. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by:

1. **Setting suitable learning challenges** - we aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
2. **Responding to children's diverse learning needs** - we take into account the different backgrounds, experiences, interests and strengths which influence the way in which children learn when we plan our approaches to teaching and learning.
3. **Overcoming potential barriers to learning and assessment for individuals and groups of children** - we recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for children with special educational needs our objectives are:

- To ensure that our duties are fully met to enable children with special educational needs and disabilities (SEND) to be included in the life of the school and activities along with children who do not have special educational needs.
- To ensure that the school has an Accessibility Plan.
- To ensure that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate and adapted to their needs.
- To identify and assess children with special educational needs as early as possible.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our children.
- To provide Quality First Teaching in order to match educational provision to children's needs.
- To develop a partnership with parents/carers so that we can work together.
- To take into account the wishes and views of the children concerned- Pupil Voice.
- To make reasonable adjustments to enable children with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning.
- To ensure effective collaboration with Local Authority services, health services and social care in order to take effective action on behalf of children with special educational needs.
- To ensure that all staff are aware of their responsibilities towards children with special educational needs and are able to exercise them.

2. Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCo) and the SEND information report

3. Admissions

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes children with disabilities who we anticipate might attend. The Local Authority's agreed admissions policy makes no distinction with regard to children who have SEND. No child can be refused admission solely on the grounds that s/he has SEND except where the child is the subject of an 'Education Health Care Plan' (EHCP) and the Local Authority has indicated (in section 3 of the EHCP) that the provision required is incompatible with that available at our school.

Where a child due for admission is known to have special educational needs the SENCo will gather appropriate information from any school or setting the child has been attending and from other agencies known to have been involved. The donating school is responsible for providing information. Where possible the SENCo will visit the setting or school to observe the child and talk with staff about the child's needs. In the case of YR admissions the SENCo and the Foundation Stage Leader will visit the pre-school setting.

4. Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps, within the limit of the resources available, to fulfil the requirements outlined in this policy document.

Governors will monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the School Improvement Plan. All governors, with the SEND Governor taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality and effectiveness of SEND provision.

The Special Educational Needs Co-ordinator, has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. The SENCo will keep the governing body fully informed about the working of this policy. The SENCo will encourage all members of staff to participate in training to help them meet the objectives of this policy.

The Special Educational Needs Co-ordinator (SENCO) will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date in line with GDPR Regulations.

Each class teacher is responsible for:

- The progress and development of every pupil in their class by providing Quality First Teaching and adapting their teaching and resources to meet individual needs.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. Identification

The school recognises the importance of early identification, as well as the assessment and provision for any child with SEND.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Ardleigh Green Schools a child is considered to have special educational needs if he/she has significant difficulty following the National Curriculum at his/her level while functioning in a class appropriate to his/her age.

In judging whether a child has Special Educational Needs initial information required would include:

1. Assessments and observations
2. Individual Records
3. Reading Test results
4. Class Teacher assessment and experience and Parental Observations
5. Consultation with previous Class Teacher/SENCO
6. Information from outside agencies (if appropriate)
7. Liaison with, and information from, our feeder schools or pre schools

SEND Support

1. The triggers for intervention at SEND Support could be:
 - the child makes little or no progress even when teaching approaches are directed at an identified area of weakness.
 - the child shows signs of difficulty in developing literacy and/or numeracy skills, which results in poor attainment.
 - persistent emotional or behavioural difficulties which do not respond to the behaviour management techniques used by the school.

- the child has sensory and/or physical difficulties and continues to make little or no progress despite the provision of specialist equipment.
 - the child has communication and/or relationship difficulties, and continues to have problems despite the provision of an adapted curriculum.
2. Class teachers will use the graduated approach to discuss their concerns with the child's parents. Where appropriate the views of the child will be sought.
 3. The class teacher will discuss the child's progress with the SENCo. At this point all information about the child's progress in school, together with further information from the parents and from the child, will be considered.
 4. The class teacher and/or SENCo will carry out any further assessments needed to identify the child's particular strengths and weaknesses.
 5. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering individualised, targeted support.
 6. Appropriate targets and strategies employed to enable the child to progress will be recorded within an Individual Educational Plan (IEP). The IEP will be discussed with the child and the parents on a termly basis.
 7. Where a child is identified as being at risk of disaffection or exclusion the LA's Behaviour Team will be called upon as early as possible.
 8. Adult support will be provided for the child to enable him or her to access the curriculum.
 9. The class teacher will review progress with the parents. Ideally this will be termly, or possibly more frequently for some children.
 10. Where appropriate the child will take part in the review process and be involved in setting further targets. If not directly involved, the child's views will be ascertained and considered in any discussion.
 11. Information collected about the child and details of extra provision will be incorporated in the child's individual plan. The plan will include previous knowledge of the child made as part of the assessment and record keeping systems in place for all children.

Many children with SEND will have their needs met at SEND Support by their class teacher. Some children will need further assessment, provision and a request for additional advice from external agencies and professionals. It is anticipated that the decision to seek further advice will be taken by the SENCo in consultation with the child's parents and class teacher. The child's class teacher will remain responsible for working with the child in the classroom.

School Request for Statutory Assessment (Education Healthcare Plan)

If the child:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised targets and support
- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- then a statutory assessment may be sought from the Local Authority.

The SENCo will take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- Individual Educational Plans (IEP) for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or Educational Psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education Health Care Plan

If an EHCP is agreed then the school's role is as follows:

1. The SENCo will implement the recommendations stated in the EHCP.
2. Short - term targets will be set and reviewed at least twice yearly. The strategies to meet those targets will be set out in the IEP and should record only that which is additional to or different from the adapted curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The SENCo will:
 - seek written advice from parents and professionals
 - ascertain the views of the child
 - convene the review meeting
 - prepare a report for the LA
5. Those to be invited at least two weeks before the meeting are:
 - the child's parent or carer
 - relevant teacher
 - representative from the LA
 - the child, where appropriate
 - where appropriate representatives from health and social services, other professionals closely involved; and in Y2, the SENCo or representative from the Junior school.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

6. Inclusion

We are fully committed to the principle for inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable children with SEND to be an integral part of our School community. Regardless of the stage children have reached, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved

through careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them. Children will only be withdrawn from normal activities when:

- The child will benefit from some intensive individual work on a cross-curricular skill or other suitable interventions.
- It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.

Involving Parents/Carers and Children

The views of parents/carers will be sought at all stages of assessment and provision. Whenever and wherever possible the views of the child will be ascertained and the child will be directly involved in the process. All communication involving decisions about a child will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of children with SEND and will encourage them to work with us in helping their child. Parents and teachers can, by working together, build a more complete picture of a child and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each child. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the child. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating the sensitivities that may arise.

Parent Partnership Services

The LA has made arrangements to provide independent information and advice on SEND matters to the parents/carers of children with special educational needs. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents will be informed of the availability of this service, which includes access to an Independent Parent Supporter. In Havering this is done through SENDIASS. Details of the service and contact information is available from Parents in Partnership Service.

Changing Schools

When a child leaves us to transfer to another school, the SENCo will forward relevant information about the child's needs. Where a child is moving to a local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with schools who receive our children and this is particularly so in respect of children with SEND.

7. Monitoring Arrangements

The Governors will ensure that SEND provision is an integral part of the School Improvement Plan and will evaluate the effectiveness and success of this policy.

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The Accessibility Plan will be reviewed annually and the three year Action Plan updated.