



# Eton Porny C. of E. First School

## Policy Document

### SEND POLICY & INFORMATION REPORT

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| <b>Category:</b> Statutory            | <b>Approved by Head Teacher:</b> |
| <b>For Review By:</b> Marie Bergin    | <i>K E Russell</i>               |
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*We are all created unique and special.  
He made us all perfect having our own uniqueness.  
1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts.  
Use them well to serve one another."*

## SEND Policy and Information Report

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how Eton Porny will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### Rationale:

- At Eton Porny we have a consistent whole school approach to meeting the educational needs of our children.
- The principles of this policy are based on equal access of opportunity to the National Curricula, including the Early Years Foundation Stage (EYFS) Statutory Framework, the Code of Practice and all other aspects of school life for all our children. This is irrespective of race, gender or special need.
- The emphasis at Eton Porny is on meeting the individual needs of all children, recognising that some of our children will need special provision during their time in school. The type of provision will vary greatly from child to child and may be of a temporary nature or a more permanent need.
- At Eton Porny we follow a policy of early identification and early intervention of any special needs, following the Code of Practice and working through the different stages of support as appropriate.
- At Eton Porny, we recognise the importance of identifying a child's strengths and building on these, often using their strengths to support development in their areas of need.
- We work in close partnership with parents and carers of children with special educational needs who are fully involved in the identification of the needs of their child and encouraged to play an active part in supporting their child's development and progress.
- We work in close partnership with other professional agencies that can support both the school and the family in the work with the individual child.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Mrs. Marie Bergin.

She will:

- Work with the head teacher 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 co-ordination of specific provision 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 graduated approach to providing SEND support
- 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 head teacher 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

### **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The head teacher**

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Eton Porny currently is able to provide for additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Education, Health and Care Plans:**

In a very limited number of cases the conclusion may be reached that despite the interventions taken within the previous stage to meet the learning needs of a child, that child's needs remain substantial and cannot be met effectively within the resources normally available to the school. It is at this point that the SENDCO will submit a request for an Education, Health and Care Plan.

This continues to be managed by the Special Needs Department in the Authority. The school submits a full package of paperwork which includes:

- The child's and parent's input, which includes family history, circle of support and the child's views.
- An individual provision map which highlights how much of the school's budget is already being allocated to meet the needs of the individual child.
- Strengths and skills overview and outcomes desired with the additional provision in place.

An Education Health Care Plan is attached to an individual child and goes with the child throughout their educational career. There are annual reviews to judge whether the level of support is appropriate. It may be increased or decreased.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant (e.g. Educational Psychologist, SALT, OT)

The assessment will be reviewed at half termly pupil progress meetings held between the Head Teacher, class teacher and SENDCO.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases**

We will share information with the school or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Smooth transition is essential for all children but especially those with a Special Educational Need or Disability.

For children transferring to Eton Porny:

- The Foundation Stage Leader works closely with settings and families to support transition to Eton Porny.
- The SENDCO will visit the current setting and the child's home to discuss individual needs
- The partnership and involvement with external agencies already working with the family is valued and developed
- Information gained during Home Visits is also vital to ascertain the parents'/carers' views of any potential difficulties that the child may have in their learning or other aspect of their school life.

For children transferring from Eton Porny (usually at the end of Year 4):

- The Windsor Cluster has a 'Transfer of information Day' during the Summer term when relevant information is shared between the SENCO/Year 4 class teacher of Eton Porny and key staff from the Middle Schools
- The SENDCO/Inclusion Lead of the relevant Middle School plus key staff are invited to annual reviews during the Summer term of any child with a Statement/EHC plan

- A series of transition sessions are organised with the receiving Middle School for key children in addition to the regular 'Transfer Day' for all children transferring.

### **5.6 Our approach to teaching pupils with SEND**

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language interventions
- Occupational Therapy sessions
- ELSA emotional support
- Time to talk/EAL groups sessions
- 'Wave 3' small group math's and literacy groups

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as learn pads, visual timetables, larger lines in books, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, displaying key words, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have two teaching assistants who are trained to deliver interventions such as ELSA, Elklan, Speech and Language and EAL.

Teaching assistants or the SENDCO may support pupils on a 1:1 basis when a child needs individual provision.

Teaching assistants may support pupils in small groups when they are not making expected progress.

We work with the following agencies to provide support for pupils with SEN:

- CAMHs
- CYPIT Berkshire Healthcare
- Educational Psychologists - Wellbeing and School Support Service RBWM
- RBWM Multi Agency Safeguarding Hub (MASH) and Early Help Hub
- Slough Multi Agency Safeguarding Hub (MASH) and Early Help Hub
- CYPDS
- SHINE – support for ASD
- Family Friends Windsor
- Childhood Stroke – Stroke Association

### **5.9 Expertise and training of staff**

Our SENDCO is Mrs. M. Bergin who has also worked as a class teacher for many years.

She is allocated two days a week to manage the SEND provision.

We have a team of six teaching assistants who support in class and are trained to deliver inclusive practice.

In the last year, staff have been trained in Speech and Language, Focus and Attention, MAKATON, Autism level 2, EAL, OT/handwriting, Promoting Resilience, Childhood Anxiety and Growth Mind set

### **5.10 Evaluating the effectiveness of SEND provision**

Eton Porny evaluates the effectiveness of provision for pupils with SEND by:

- Half termly pupil progress meetings with the class teacher, Head Teacher, Assistant Head Teacher and SENDCO
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least half termly
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast club, Nurture Club and after-school clubs.

All pupils are encouraged to go on our yearly residential trip (PGL) in Year 3 and Year 4.

All pupils are encouraged to take part in sports day, class assemblies, school plays, creative curriculum events and workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of our 'Nurture club' to promote teamwork/building friendships etc.
- Pupils with SEND are offered ELSA emotional 1:1 support if, and when, needed.

### **We have a zero tolerance approach to bullying.**

### **5.13 Record Keeping**

A record of all children with Special Education Needs and Disability is kept on the school's administrative system (SIMS). They are also kept in the child's school file which is kept in a locked filing cabinet in the office.

Individual teachers have the responsibility to keep detailed records of SEND interventions. The SENDCO will have an overview of interventions that are being run and will be responsible for measuring the impact of these alongside the adults who are responsible for running the intervention groups.

### **5.14 Working with other agencies**

Eton Porny has links with RBWM Educational Psychology Service, Social Services, Child and adolescent mental health services (CAMHS), Speech and Language Services, Multi Agency Safeguarding Hub (MASH) and Early Help Hub.

### **5.15 Complaints and raising concerns about provision including SEND**

Complaints about SEND provision in our school should be made to the class teacher and SENCO in the first instance. They will then be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

CAMHS: <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

CYPIT: <https://www.berkshirehealthcare.nhs.uk/our-services/childrens-healthcare/>

CYPDS: <http://directory.rbwm.gov.uk/kb5/rbwm/directory/service.page?id=n64QefFlzxE>

### **5.17 The local authority local offer**

#### **Local Offer**

From September 2014 every School and Borough has been required to publish a 'Local Offer' which clearly sets out the provision that the Borough and individual schools provide for children with an 'Additional Educational Need'. They are required to provide information on:

- Special Educational Provision
- Health and Social Care Services
- Provision for Training
- Travel Support
- Transition and preparing for Adulthood

This will be available online via the school's website and is regularly updated and on-going. This will provide information for the following purposes:

- To assist process of completing a School Evaluation Form/School Improvement Plan
- Information for OFSTED for inspections of schools
- Transparency for professionals, pupils and parents/carers
- Comparison- across provision in the local area
- More information easily available to parents. Parents will also have the opportunity to feed back to schools on the Local Offer

The Local Offer is reviewed and updated regularly by the school and any changes submitted to the Borough. The Borough publishes every school's Local Offer on their RBWM website.

Our local authority's local offer is published here:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs. M Bergin (SENCO) and Mrs. K Russell (Head Teacher) **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.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Eton Porny's Accessibility plan
- Eton Porny's Behaviour Policy
- Eton Porny's Equality Policy
- Eton Porny's Medical Needs Policy