



Category: Statutory	Approved by Head Teacher:
Reviewed by: Marie Bergin, September 2024	<i>Emma Stanford Smith September 2024</i>
Review Schedule: Annual	Overviewed by LGB:
Next Review Date: September 2025	<i>M Waller A Spires September 2024</i>

*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."*

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. All teachers are teachers of pupils with special educational needs.
- 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 SEN Code of Practice (2015) 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.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Inclusion and Opportunities

At Eton Porny we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. 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.

5. Roles and responsibilities

5.1 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

5.2 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

5.3 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

5.4 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

5.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

5.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Attending review meetings
- Giving feedback on what works best for them in the classroom

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND information report

6.1 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 Condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and anxiety.
- Sensory and/or physical needs, for example, processing difficulties, epilepsy, and cerebral palsy.

6.2 Identifying pupils with SEND and assessing their needs

There are four main areas of SEND, as detailed in the SEN Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical 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 (EHCP).

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

- The child's and parent's input, which includes family history 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. An EHCP can last until the young person is 25 years old, if needed, however, they are for schools and colleges, not universities.

6.3 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

We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 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 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.

6.5 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 Reception class teacher works closely with settings and families to support transition to Eton Porny.
- The SENDCO will visit the current setting and if necessary, the SEND 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 SENDCO/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 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 the children transferring.

6.6 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 adapted 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
- ASC/Social Interaction groups
- In class targeted interventions
- Catch up sessions to go over previous learning
- ABC for Reading & Pet Therapy

6.7 Adaptations to the curriculum and learning environment

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

- Reasonable adjustments/adaptions to our curriculum to ensure all pupils are able to access it, for example, by grouping, individual adult support, 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, ear defenders, writing slopes, pencil grips, fiddle toys, sensory cushions etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, displaying key words, reading instructions aloud, etc.

6.8 Additional support for learning

Our teachers and teaching assistants have regular training and continuous ongoing professional development. We have staff who are trained to deliver interventions such as ELSA (emotional literacy support), Elklan and Speech and Language.

Teachers, teaching assistants or the SENDCO may support pupils on an individual basis when a child needs specific provision.

Teachers and 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 (Child and Adolescent Mental Health Services)
- CYPIT Berkshire Healthcare
- SALT – RBWM speech and language therapists
- 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 ASC
- Parenting Special Children – support for children with SEND
- Parent forums to support SEN children (SEND Voices RBWM)
- Thames Hospice – children affected by bereavement
- Berkshire Sensory Consortium Service – support for children with visual and auditory needs
- OWL – speech and language support
- Pupils Educationally At Risk (PEAR)
- SEMH (social emotional mental health) support
- The school nurse – referrals via Early Help
- The Link (Manor Green outreach service)

6.9 Expertise and training of staff

Our SENDCO is Mrs. M. Bergin who has worked as a class teacher for many years, she has also completed the National Sendco Award.

She is allocated two and a half days a week to manage the SEND/Inclusion provision.

We have a team of six teaching assistants who support in class and are trained to deliver inclusive practice. A variety of training has included: Inclusion/SEN, Speech and Language, Focus and Attention, Working Memory, Autism level 2, EAL, Understanding ADHD, OT/handwriting, Promoting Resilience, Childhood Anxiety, Growth Mind-set, Separation Anxiety and Mental Health, Emotion Coaching, Zones of Regulation. All members of staff are trained in Team Teach.

If a child entering the setting has a known medical condition that requires support/medication/specific procedures to be undertaken, the school will endeavour to ensure that staff are fully aware and whenever possible, trained in the condition.

Staff can identify any required CPD (continued professional development) at regular appraisals.

6.10 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 and SENDCO
- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions at least half termly
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Pupil voice/questionnaires

6.11 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 and after-school clubs.

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

All pupils are encouraged to take part in sports day, class assemblies, music events, church services, creative curriculum events and workshops.

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

6.12 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 may take part in a social group intervention to offer support on how to make friends and interact with peers.
- Pupils with SEND are offered ELSA emotional support in a small group or 1:1 if, and when, needed.

We have a zero tolerance approach to bullying.

6.13 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.

6.14 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 (SALT), Multi Agency Safeguarding Hub (MASH) and Early Help Hub (see 'Additional Support for Learning')

6.15 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

6.16 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: [AfCinfo website - Windsor and Maidenhead :: Local Offer / Information and advice / Social care / Children and Young People's Disability Service \(CYPDS\) / Eligibility criteria for the Children and Young People Disability Service](#)

ISA: The Information, Advice and Support (IAS) Service for Windsor and Maidenhead is a statutory service. The IAS Service provides free, impartial and confidential information, advice and support to children and young people with Special Educational Needs and Disabilities (SEND) up to age 25, and their parents/carers

<https://www.ias-rbwm.info/>

6.17 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 each individual school 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: [AfCinfo website - Windsor and Maidenhead :: SEND Local Offer](#)

7. Monitoring arrangements

This policy and information report will be reviewed by Mrs. M Bergin (SENCO) and Mrs. E. Stanford Smith (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.

8. Links with other policies and documents

This policy links to our policies on:

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

All of which can be found on the Eton Porny website: [Eton Porny Policies](#)