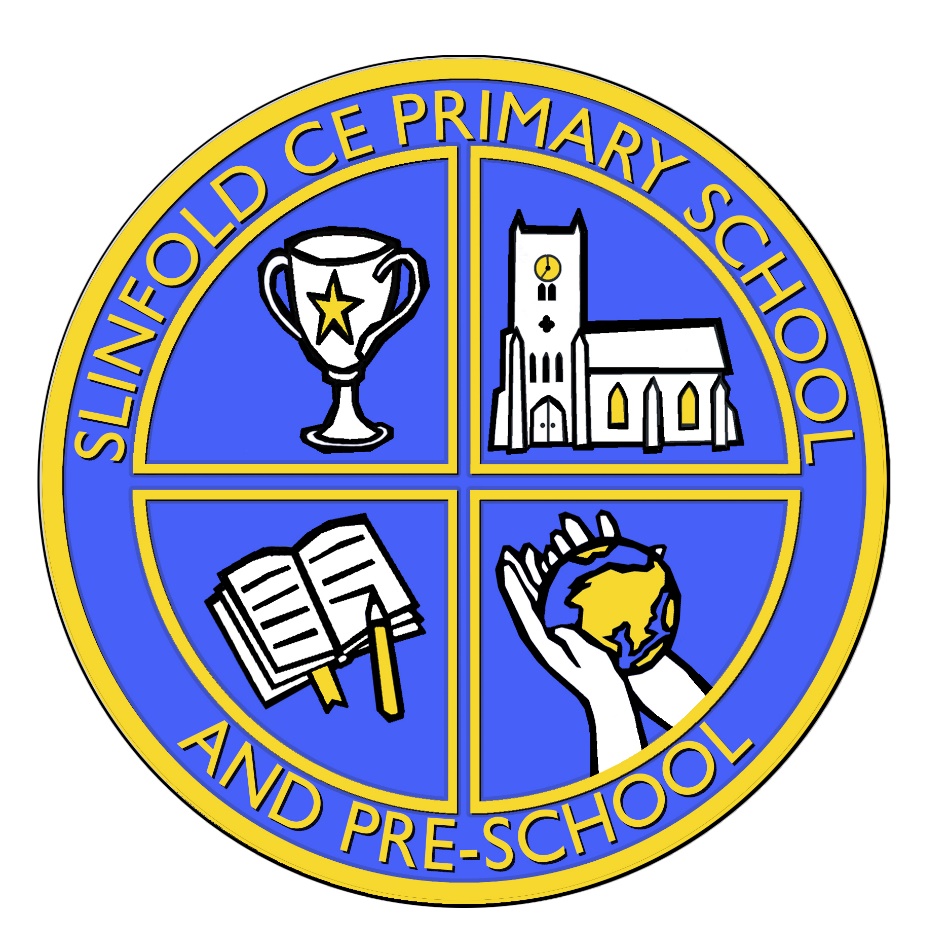
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**Special Educational Needs and Disability (SEND) Policy**

***Slinfold is a small, inclusive school with strong links to St Peter's Church at the heart of our rural village community. We strive to develop confident, resilient, and compassionate learners by providing an inspiring curriculum. Our supportive and respectful culture, based on our Christian values, enables all to flourish. Through consistently high expectations, challenge and a love of learning we aspire for excellence.***

**Caring for each other, learning from each other, achieving with each other… guided by God.**

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| --- | --- |
| Policy Agreed with Staff: | September 2024 |
| Agreed with Governors: | September 2024 |
| Review: | September 2025 |

**Special Educational Needs and Disability (SEND) Policy**

Inclusion Leader – Claire Collins

SEND Governor – Mrs Sally Westwood

**This Special Educational Needs and Disability Policy has been written with regard to the Special Educational Needs and Disability Code of Practice (2014) which draws on the relevant legislation of the Children and Families Act (2014) and the Equality Act (2010).**

**This Special Educational Needs and Disability Policy should be read in conjunction with the school’s Inclusion Policy, Teaching and Learning Policy and Supporting Children with Medical Conditions Policy.**

**INTRODUCTION**

Slinfold CE Primary is an inclusive school. This policy outlines how the school meets the needs of children with special educational needs or disability.

**AIMS**

At Slinfold CE Primary School, we believe that all children are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential. In line with the SEND Code of Practice (2014) we aim to provide all children with the opportunity to:

* achieve their best
* become confident individuals and live fulfilling lives
* make a successful transition into adulthood by providing them with the foundations to support their transition into secondary education

**OBJECTIVES**

At Slinfold CE Primary School staff work closely with children, parents and carers, governors and outside agencies to ensure that children with SEND get the support they need. As a school we:

1. provide children with access to a broad, balanced and differentiated curriculum
2. enable all children to reach their full potential, giving additional support where needed
3. promote positive attitudes towards those children with special educational needs or disabilities and ensure that they are fully included and valued in the school community
4. provide the appropriate level and type of resources for children with special needs or disabilities, adapting the physical environment as necessary (in line with the Equality Act 2010)
5. enable children with special needs to participate in classroom activities without the learning of other children being disadvantaged
6. designate a teacher (SENCo) to be responsible for SEND provision
7. encourage parents and carers to work in partnership with the school and outside agencies
8. ensure good communication within the school and between schools when children are transferring to or from Slinfold CE Primary

**WHAT IS SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)?**

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice (2014) - Introduction xiii and xiv

**WHO IS RESPONSIBLE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABLITIES?**

At Slinfold CE Primary every teacher is a teacher of SEND. Class teachers are responsible and accountable for the progress and development of the children in their class. However, at Slinfold CE Primary we have a designated teacher, known as the Inclusion Leader, who is responsible for overseeing SEND in the school. Our Inclusion Leader is Mrs Collins.

At Slinfold CE Primary, the key responsibilities of the Inclusion Leader include those outlined in the SEND Code of Practice (2014). These responsibilities are:

* overseeing the day-to-day operation of the school’s SEND policy
* co-ordinating provision for children with SEND
* advising on the graduated approach to providing SEND support
* advising on the deployment of the school’s delegated budget and other resources to meet children’s needs effectively
* liaising with parents of children with SEND
* liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
* being a key point of contact with external agencies
* liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
* working 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
* ensuring that the school keeps the records of all children with SEND up-to-date

**IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

At Slinfold CE Primary we have a clear approach to identifying and responding to SEND. Class teachers, supported by the Senior Leadership Team, make regular assessments of children’s progress. When monitoring children’s progress, class teachers will be looking for children who have made less than expected progress given their age and individual circumstances. They will be looking to see if progress:

* is significantly slower than that of their peers 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

Children who have been identified as having special educational needs or disabilities and who are receiving SEND Support are placed on the school’s SEND register. In line with the SEND Code of Practice (2014), children’s SEND are categorized into the following four Broad Areas of Need:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health Difficulties
* Sensory and/or Physical Needs

At Slinfold CE Primary, we recognise that if a child is not making sufficient progress, it does not automatically mean that the child has SEND. For example the following factors do not necessarily constitute SEND:

* English as an additional language
* Being in receipt of a Pupil Premium Grant

Although a child may not have SEND, the school recognises that many children may need a little extra support at some point in their school life. At Slinfold CE Primary, those children who access a group intervention but are not registered as having SEND are recorded as receiving Additional Support rather than SEND Support. The school’s system for recording children’s level of support as either Additional Support or SEND Support is in keeping with all the schools in The Weald locality.

**A GRADUATED APPROACH TO SEND SUPPORT**

If the school has concerns about the progress of a child, it will take action to remove barriers to learning and put effective special educational provision in place. The school adopts a graduated approach to this support. The child will be supported through different waves of provision. Wave 1 provision includes strategies that are available to all children. Wave 2 provision includes small group interventions whilst Wave 3 provision is individual targeted support. The three waves of provision are discussed in greater detail below.

**Wave 1 Provision**

If a class teacher has concerns about the progress of a child, the school’s first response is to ensure that the child receives high quality teaching, targeted at the area of weakness using the OAIP (Ordinarily Available Inclusive Practice). The class teacher will complete a Wave 1 Monitoring form. This form identifies the child’s current level of attainment, together with the views of the child and parent. The form also outlines which Wave 1 strategies the child is using. Wave 1 provision includes strategies like table top spelling lists and talking tin microphones. Strategies are available to all children. After an agreed length of time, the child’s progress will be reviewed. If the child is making progress, the child may continue to be monitored at Wave 1. However, the decision may be taken to put Wave 2 provision in place.

**Wave 2 Provision**

Wave 2 provision is when a child accesses a small group intervention that is in addition to the class teacher’s standard planning. Examples of Wave 2 interventions include:

* Maths support – such as First Class @ Number
* Literacy support – such as Sound Discovery
* Handwriting programme
* Social Skills group
* Narrative Therapy
* Sensory Circuits
* Play Therapy
* Lego Therapy

If a child accesses a Wave 2 provision then the Inclusion Leader or class teacher/ teaching assistant will complete an assessment that identifies entry and exits data for the child, together with attendance and activities. Children registered at SEND Support will also have an Individual Learning Plan (ILP). An ILP will have approximately three targets which will be reviewed at least termly. An example of an ILP is shown on the next page:

**MY INDIVIDUAL LEARNING PLAN** **– SEND SUPPORT**

**NAME –**

**CLASS –**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSESS**  **DATE –** | **PLAN** | | **DO** | **REVIEW**  **DATE –** |
| **What can I do now?**  **C:\Users\amullineux\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BJQGJYOC\confusedface[1].jpg** | **What is my target?**  **C:\Users\amullineux\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3OMS9FHF\bullseye[1].gif** | **Who will help me**  **and how often?**  **C:\Users\amullineux\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CD3K83WM\guided_reading_color[1].jpg** | **What will I do?**  **C:\Users\amullineux\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CD3K83WM\school_clipart_boy_writting[1].gif** | **How did I get on?**  **C:\Users\amullineux\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DSH2WI83\img[1].jpg** |
|  |  |  |  |  |
| **Child’s Review –** | | | | |
| **Parent’s Review –** | | | | |

In addition to an Individual Learning Plan, children also have a Pupil Profile. The Pupil Profile gives children the opportunity to share their views and key information about themselves.

**Wave 3 Provision**

Wave 3 provision is individual targeted support. The Inclusion Leader and class teacher may decide to put Wave 3 provision in place if a child fails to make progress through Wave 2 support. Examples of Wave 3 interventions include:

* Individual Maths or Literacy support
* Precision Teaching – individual targeted work on reading & spelling
* Language skills support
* Learning Mentor support

Regardless of whether a child is accessing Wave 1, Wave 2 or Wave 3 provision, the support will take the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a child’s progress is constantly monitored and ensures that the intervention in place is both relevant and effective.

**Assess** – The Inclusion Leader and class teacher will carry out a clear analysis of the child’s needs. This analysis will draw on the teacher’s assessments, previous progress and attainment of the child, as well as the views of the child and parent.

**Plan** – The Inclusion Leader and class teacher will agree in consultation with the parent and child the adjustments, interventions and support to be put in place, along with a clear date for review.

**Do** – Although the class teacher remains responsible for working with the child on a daily basis, the child may access either Wave 1, Wave 2 or Wave 3 interventions or a combination of these. At Slinfold CE Primary, interventions are delivered by the Inclusion Leader, the Learning Mentor or Teaching Assistants (TAs).

**Review** – The effectiveness of the support and interventions and their impact on the child’s progress are reviewed and evaluated in line with the agreed date. The child and parent’s views will also be incorporated into the review. The Inclusion Leader and class teacher will revise the support in light of the child’s progress and development, deciding on any changes that need to be made to the provision.

**INVOLVING THE SUPPORT OF OUTSIDE AGENCIES**

Where a child continues to make less than expected progress, the school may decide to involve the support of outside agencies. Outside agency support that the school might access includes:

* Educational Psychologists
* Speech and Language Therapists
* Physiotherapists
* Occupational therapists
* Sensory Support Team
* Social Communication Team
* Advisory Teachers
* CAMHS
* School Nurse
* Family Support Workers

The Inclusion Leader will fully involve parents in any decision to access outside agency support. Any advice received will be incorporated into the child’s Individual Learning Plan (ILP).

**REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

At Slinfold CE Primary we constantly monitor the effectiveness of SEND provision. However, if a child continues to make less than expected progress, the school, in collaboration with parents, may decide to request an Education, Health and Care needs assessment. If agreed, an EHC assessment will allow the local authority the chance to assess whether it needs to make provision for a child through an EHC plan. During this assessment the school, child, parents and outside agencies need to submit up-to-date assessments and reports to support the application.

If the local authority decide to grant an EHC Plan, the school, child, parents and outside agencies will continue to work closely together, to monitor the child’s progress following the Assess, Plan, Do and Review cycle. Further information on requesting an EHC needs assessment can be obtained through the school’s Inclusion Leader or through the West Sussex Local Offer or West Sussex Information Advice & Support Service.

**TRAINING AND RESOURCES**

Slinfold CE Primary is a member of The Weald Alliance SEND Hub. The Inclusion Leader meets with other SENCos in the locality each half term. Through these meetings the Inclusion Leader accesses the skills and advice of other SENCos as well as training opportunities from outside agencies. Through membership to The Weald Alliance SEND Hub, the Inclusion Leader, class teachers and TAs can also access training from various outside agencies.

Staff at Slinfold CE Primary have received a range of training on how to support children with a range of needs including speech and language needs, dyslexic difficulties, autism and attachment. Through membership to The Weald Alliance SEND Hub the school is also able to access some locality owned resources to support children with SEND. These resources supplement the school’s own resources which are located in classrooms throughout the school.

**ACCESSIBILITY**

The classrooms, school hall, ICT suite, library and outside grounds are all accessible for wheelchair users. We have a fully accessible sensory room fitted with a hoist.

**THE GOVERNING BODY**

The governing body challenges the school and its members to secure necessary provision for any child identified as having special educational needs or disability. They ask probing questions to guarantee that all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Inclusion Leader liaises regularly with the SEND Governor. The governing body in co-production with the Inclusion Leader produces an annual SEND Information Report. The governing body and Inclusion Leader also update the school’s Local Offer annually. Both of these documents can be found on the school’s website or are available from the school office.

**ADMISSIONS**

Slinfold CE Primary is an inclusive school and children with SEND are admitted to the school in line with the school’s agreed admission policy.

**DEALING WITH COMPLAINTS**

The school aims to work in partnership with parents to ensure a collaborative approach to meeting children’s needs. All complaints are heard through the school’s complaints policy and procedure.

**REVIEWING THE POLICY**

The Special Educational Needs and Disability (SEND) Policy will be reviewed **annually.**