



Special Educational Needs and Disability Policy

1.0 Objectives

Each pupil has individual and unique needs, however some pupils require more support than others and some require special educational provision to be made. Naphill and Walters Ash School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- Recognise that each pupil has individual and unique needs but that some pupils require more support than others
- Enable every pupil to experience success
- Ensure pupils have clear outcomes
- Promote individual confidence and a positive attitude
- Develop and foster independence and avoid an over-reliance on support
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of school life
- Identify, assess, record, and regularly review pupils' progress and needs
- Involve parents/carers/carers in planning and supporting at all stages of their child's development
- Work collaboratively with parents/carers, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

2.0 Roles and Responsibilities

2.1 The **pupil with SEND** has a responsibility to:

- Ensure they attend the intervention provided
- Engage with the additional support provided
- Show **Resilience, Resourcefulness and Responsibility** in their learning
- Question when they do not understand
- Ask for further help when they need it
- Show independence and not over-rely on support

2.2 The **parents/carers/carers of the pupil with SEND** have a responsibility to:

- Engage with the school via regular liaison with the teachers, SENDCo and Head teacher
- Attend parents/carers' meetings on a regular basis
- Read and sign SEN Support Plans, EHCP outcomes and other paperwork where necessary
- Attend appointments with outside professionals that have been made by the school on their child's behalf
- Share relevant paperwork with the school submitted from outside professionals / external agencies that may be in the interests of their child
- Raise any concerns they have in an appropriate and timely manner
- Support their children's learning, both at school and at home
- Have joint accountability for their child's academic and pastoral welfare

2.3 The **governing body** in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. Specific responsibilities are to:

- Appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body
- Develop the school's SEND policy in line with the Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015) and make this available to parents/carers

- Ensure that necessary provision is made for any pupil with SEND, so that they may take part in all school activities where possible and practical.
- Ensure that all staff are aware of the need to identify and provide for pupils with SEND
- Ensure a meaningful dialogue with parents/carers occurs if the school decides to make SEND provision for their pupil
- Be fully informed about SEND issues
- Set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- Ensure SEND provision is an integral part of the School Development Plan

2.4 The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Working closely with the SENDCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to the governors, different SEND issues and the effects of inclusion policies on the school as whole

2.5 The **Special Educational Needs and Disability Co-ordinator** (SENDCo) is a qualified teacher and member of the senior leadership team. The SENDCo is responsible for:

- Overseeing the day to day operation of the school's SEND policy and co-ordinating the provision for pupils with SEND
- Ensuring that an agreed, consistent approach is adopted
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting all staff by advising on appropriate targets and strategies, interventions, resources and materials for use with pupils with SEND and on the effective use of materials and personnel
- Supporting staff in writing and updating SEN Support Plans
- Liaising closely with parents/carers of pupils with SEND
- Achieving the National SENDCo Award within 3 years of appointment
- Maintaining all SEND paperwork and records in a timely and organised manner
- Arranging handover of relevant SEN information (Yellow SEN files) to the Class Teacher at the beginning of the academic year (or as and when new teaching staff join)
- Arranging handover of relevant SEN information to the TAs/TAs working with a pupil with an EHCP at the beginning of the academic year (or as and when new TAs join)
- Arranging, organising and conducting Annual Reviews
- Liaising with the school's named Educational Health Care Co-ordinator (EHCCo) in the Local Authority
- Establishing effective links with outside professionals and Multi-Agency Partners
- Assisting in the monitoring and evaluation of progress of pupils with SEND
- Contributing to the in-service training of teaching staff and TAs
- Liaising with SENDCos in other primary schools to help provide a smooth transition to the next setting
- Networking with other SENDCos on developing best practise via SENDCo Liaison Meetings

2.6 Provision for pupils with SEND is a matter for everyone. The main stakeholders include the child, the parents/carers /carers, class teacher, SENDCo, Head teacher, Governors, outside professionals and health agencies. As emphasised in the SEND Code of Practice (Jan 2015), ultimate responsibility lies with the class teacher as he/she has ultimate responsibility for ALL children in his/her care. Children with SEND are not to be seen as separate to the class. All staff need to be fully aware of the school's SEND policy.

Class teachers are responsible for:

- Including pupils with SEND in the classroom through delivery of quality first teaching as well as targeted and specific support.
- writing Provision Maps to give a clear overview of the interventions happening in class
- Liaising termly with SEND pupils and their parents/carers in order update the SEN Support Plans and to discuss their planned long and short term outcomes and support.
- Liaising termly with children with EHCPs and their parents/carers in order to discuss their long and short term outcomes and support.
- giving feedback to parents/carers of pupils with SEND

Teaching Assistants are responsible for:

- Following lesson plans
- Giving feedback to teachers about pupils' responses to tasks and activities as outlined on the lesson plan
- Supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class
- Playing an important role in implementing interventions and monitoring progress
- Contributing to and/or attending Annual Review meetings
- Contributing to SEN Support Plans
- TAs are **not** responsible for liaising directly with parents/carers

2.7 Midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime, in particular to their behaviour management and other issues for particular pupils with SEND. The expectation is for Midday Supervisors to give any pertinent feedback regarding pupils with SEND back to the Class Teacher or SENDCo.

3 Allocation of Resources

3.1 The school has a continuing commitment to purchase appropriate resources for pupils with SEND. Resources are allocated according to need and include ancillary help, teacher time and materials and ICT support.

All schools in Buckinghamshire receive funding for pupils with SEND

- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- The delegated budget for specific learning difficulties and moderate learning difficulties.
- Other specific funds e.g. Pupil Premium, Special Support Assistant (SSA) funding, High Needs Block Funding

Schools can request additional funding from the Local Authority's 'High Needs' funding block (HNBF).

Pupils with an Educational Health Care Plan (EHCP)

Children with severe and complex difficulties, whose need for support exceeds that which is normally available in a mainstream school's range of provision and for whom multi-agency assessment is required, may be assessed under the 1996 Education Act. Following assessment, an Educational Health Care Plan (EHCP) may be issued outlining a pupil's needs and determining the support, facilities and resources that must be provided.

4 Identification, Assessment and Review

4.2 The SEND Code of Practice (Jan 2015) recognises four areas of need:

Code of Practice Needs	Categories
Communication and interaction	Speech, Language and Communication Needs (SLCN) Autistic spectrum disorder/condition (ASD/ASC)
Cognition and learning	Specific Learning Difficulty (SpLD) Moderate Learning Difficulty (MLD) Severe Learning Difficulty (SLD) Profound and Multiple Learning Difficulty(PMLD)
Social, emotional and mental health	Attachment difficulty, social and emotional difficulty, mental health issues, attention and hyperactivity difficulty (ADD, ADHD) anxiety
Sensory and/or physical	Hearing Impairment (HI), Visual Impairment (VI), Multi-sensory Impairment (MSI), Physical Disability (PD)

It important to note that **behaviour** is not featured as an area of need in the new SEND Code of Practice (Jan 2015). Behaviour often manifests itself as a result of one of the other areas of needs not being adequately met.

4.2 The levels of provision to meet these needs are:

SEN Support

This is where a pupil has been identified as needing some extra support. This may be delivered by a member of staff in school or from a professional outside the school. This may be include agencies, such as the Speech and Language Therapy (SALT) Service or Sensory Service (for pupils with a hearing or visual need) or Occupational Therapy Service (OT). Parental permission is always sought for a formal referral to any external service. The SENDCo supports the class teacher in planning provision and liaises with any outside agencies involved. The provision should reflect any advice given by outside agencies. An SEN Support Plan is usually put in place if the needs of the pupil requires this. Not all pupils receiving support will have an SEN Support Plan, however all interventions a pupil is involved with are detailed on the Class Provision Map.

Where an SEN Support Plan is required, pupils and parents/carers are fully involved from the outset in working with the teacher and encouraged to play a meaningful part in the process. SEN Support Plans are reviewed twice a year. Responsibility for the SEN Support Plans is jointly shared between the pupil, parents/carers/carers, class teacher and SENDCo.

Education Health Care Plan

Only a very small proportion of pupils will require an Education Health Care Plan. In the academic year 2020- 2021, the percentage of pupils in state-funded primary schools was 2.1% (Source: SEN in England, 2021, DfE). This is increasing year by year. Based on a full school cohort at Naphill and Walters Ash School, this would equate to approximately 8 pupils in total. These pupils are likely to have severe or complex and lifelong difficulties, whose need for support exceeds that which is normally available in a mainstream school's range of provision and for whom multi-agency assessment is required. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. For pupils with an EHCP, an Annual Review Meeting is held. At the Annual Review, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives and outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, are invited to attend and/or submit a written report.

5 Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- SEND Self evaluation
- a yearly update of the SEND policy
- a SEND Action Plan which informs the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- where appropriate, regular termly scheduled meetings between parents/carers and staff to plan provision and targets, revise provision and celebrate success
- SEND Information Report (published on website)
- Parent Questionnaires
- Pupil Questionnaires
- Learning Walks
- Planning Scrutiny
- Lesson Observations
- TA Observations

6 Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should follow the complaints procedure as detailed on the school website.

7 Partnership with Parents/Carers

- Parents/carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise.
- Parents/carers are always encouraged to take part in the process of reviewing and monitoring provision and progress.
- Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities
- Home/school communication books are provided where appropriate for pupils with an EHCP or significant SEN need where day-to-day communication is required. Communication on either the part of the school or home should not be onerous
- Parents/carers are consulted before outside agencies are involved and are included as far as possible in strategies instigated
- Parents/carers have the right to access any records of their child's progress and are encouraged to contribute to these records
- Parent consultation meetings are held each term, but parents/carers are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo
- Questionnaires are distributed to gain an insight into the provision of SEND for parents/carers of pupils with SEND

8 The Voice of the Child

At Naphill and Walters Ash School we encourage pupils to participate in their learning by:

- Contributing to Annual Reviews and outcomes
- Talking to parents/carers, teachers, TAs about their learning
- Achieving within class and individual reward systems
- Questionnaires are distributed to gain an insight into the provision of SEND for pupils with SEND

9 Links with Other Agencies, Organisations and Support Services

The school is committed to working closely with a wide range of education, health and social services professionals available in Buckinghamshire. The relationship is seen as a two-way process and the aim to engage in meaningful dialogue to best support the child. It is important to emphasise that Naphill and Walters Ash School is a mainstream setting. We endeavour to support pupils with SEN with the available resources provided. We are not a specialist setting and consequently do not have on-site specialists available. We do have access to NHS specialists via link services provided by Buckinghamshire Council e.g. Link Occupational Therapy Service, Link Speech and Language Therapy Service, Physiotherapy service and we are able to liaise with these teams as appropriate.

Where specialist advice is sought by parents/carers externally, reports will be read and the school will implement recommendations where feasible and appropriate. Any recommendations requested by parents/carers to be implemented in school such as installation or use of personal equipment, administration of all medications (allopathic or homeopathic), and non-evidence based treatments must be approved by our Link NHS Practitioners.

10 Links with Other Schools and Transfer Arrangements

- SEND records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHCP, the pupil's EHCP is amended at the beginning of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents/carers' views and preferences and the response to consultation by the LEA with the schools concerned
- The SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named
- Representatives from receiving schools visit our school to meet parents/carers and pupils before transfer.
- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- Additional Year 6 Transition sessions are carried out for SEND pupils on a needs basis

11 Staff Development and Appraisal

- The school is committed to gaining expertise in different areas of SEND
- There are regular training sessions within school for teachers and TAs in response to particular needs within the school
- The SENDCo will attend the Wycombe SENDCo Liaison Group meetings, which is also attended by the County SEND Advisor, (usually) an EHCCo and representatives from Local Outside Agencies.
- Reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENDCo and other staff attend County meetings and INSET if deemed relevant.
- Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures and approach in the school.
- The SENDCo will be part of the Buckinghamshire SEN Advisory Panel and will attend Panel Reviews

12.0 Other Related Policies and Sources of Information

12.1 The following policies give further detail on other aspects of support for pupils with SEND. They are all available, unless noted) from the School Office or on the school website.

- Accessibility Plan
- Curriculum Policy
- Admissions Policy (available on Buckinghamshire Council website)
- Equalities and Cohesion Policy
- Behaviour Policy

