

Yattendon School

Special Educational Needs and Disability (SEND) Policy

Date adopted	Spring 2021	Last review date	Spring 2026
Review period	Annually	Next review due	March 2027
Based on Surrey model?	Yes	Policy prepared by	Kirsty Morgan
Status	Statutory	Governor review:	Carolyn Scott

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and / or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Objectives of the Governing Body

This policy is in keeping with Yattendon School’s aims. The Governing Body and staff are committed to providing a broad and balanced education, which meets the needs of all children.

Our SEND Policy should be linked to and read in conjunction with the Safeguarding policy and other policies listed on page 11.

Vision statement

At Yattendon School we recognise and celebrate each other's differences including personal skills, academic achievement and beliefs. We recognise that children's learning needs can be diverse and we aim to meet the needs of all our children through a broad and balanced, inclusive curriculum. We respect the unique contribution that every individual can make to our community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Yattendon School every teacher is a teacher of every child, including those with Special Educational Needs and / or Disabilities (SEND).

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 co-ordinators (SENCOs) and the SEN 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.

At Yattendon we use the definition for SEND from the SEND Code of Practice (2014):

This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to,**

or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘... **a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’

4. Roles and responsibilities

4.1 The SENCO

The SEND Leader (SENCo) is Kirsty Morgan who is a qualified and experienced teacher. Kirsty Morgan has achieved the National Award for SEN Coordination. You can contact her through the school main reception on: 01293 734100.

The 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 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 and Ordinarily Available Provision to provide 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 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

4.2 The SEND Governor

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school
- The SEND Governor is Carolyn Scott.

4.3 The headteacher

The headteacher will:

- Work with the SENCo 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 SEN and/or a disability
- Mr Perkins (Head Teacher) is responsible for managing the school's responsibility for meeting the medical needs of pupils

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support 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. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), 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),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate/severe/profound and multiple learning difficulties
- **Cognition and Learning** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction** – children with speech, language and communication needs (SLCN) have difficulty communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, Emotional and Mental Health** – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and / or Physical** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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. The Ordinarily Available Provision (OAP) is a toolkit of strategies published on the Surrey Local Offer for the class teacher to implement and review approaches to support children who may demonstrate that they need some further support.

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
- Letters will be issued if a child is added or removed from the SEND register

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

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach, use the Ordinarily Available Provision guidance and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEND Leader 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 including SEND screeners
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- For higher levels of need we are able to draw on more specialised assessments from external agencies and professionals, such as the Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, the

Educational Psychology Service, the Community Paediatricians and the Physical and Sensory Support Service and Mindworks.

The assessment will be reviewed regularly.

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 and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. There will be transition support available for pupils to access.

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. Scaffolded support will also be provided to maintain and promote independence.

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 such as precision teaching, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as technology (Chromebooks), coloured overlays, visual timetables, larger font, etc.
- Differentiating and scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

SEND support can take many forms. These will be time bonded - they may last for a certain number of sessions, for a term or possibly longer. They will be kept under regular review and the support may continue, it may change or it may stop. Interventions are tailored to meet the individual needs of pupils and we use a range of programmes to support with this. We provide a wide range of intervention programmes including support with reading, writing, handwriting, maths, speech and language and emotional needs.

SEND support may include:

- Responding to the level of receptive and expressive language appropriately
- a specific learning programme and/or timetable
- extra help in the classroom from a Learning Support Assistant or a teacher
- small group work in or outside the classroom
- providing an individual 'work station' within the classroom
- providing new or different equipment, such as a pencil grip, Maths resources or manipulatives, wobble cushions
- observation of the child in the classroom or on the playground and keeping a monitoring record
- supporting the child to take part in activities in the classroom or on the playground
- ensuring that the child has fully understood things by encouraging them to ask questions and to try something they find difficult to develop learning resilience
- helping other children to work with the child in the classroom or include them in playground activities
- supporting the child with physical or personal care difficulties, such as getting around the school safely or eating their lunch
- small group work or 1:1 work with the Speech and Language Therapist
- small group work or 1:1 with children and their parent/carer

5.9 Expertise and training of staff

The school ensures that all staff keeps up to date with developments in teaching and provision to meet the needs of pupils with SEND through:

- Audits of need of pupils to identify what staff training may be needed to meet these needs.
- School inset delivered by school staff, SENCo and outside agencies such as Surrey specialist teachers, the ASD Outreach Service and consultants or independent trainers.
- Individual staff (teachers and support staff) have developed specialist areas eg communication, literacy interventions, through attending training or they may have received input at school from specialists eg Physical and Sensory Support for hearing or visually impaired pupils.
- Induction / training led by the SENCo in relation to SEND policy and practice and Safeguarding.
- The SENCo's own professional development eg attendance at SENCo network meetings, courses, conferences and specialist knowledge and experience.

5.10 Storing and managing information

Information is securely managed within the school's own data management system and confidentiality policy:

- Documents relating to pupils with SEND are kept in pupil files in a specific SEND area (on the computer) and in a locked cabinet in the SEND Office.
- Relevant files are passed to the pupil's next school at transition or if they change school at any other time through the year.
- If confidential documents are no longer needed these are shredded.

5.11 Evaluating the effectiveness of SEND provision

The monitoring and evaluation of the provision we offer all of our pupils is kept under constant review and is used to inform future developments and improvements. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through ISP (Individual Support Plan) targets
- Monitoring by the SENCo
- Using provision maps to measure progress and review interventions
- Holding annual reviews for pupils with EHC plans
- SEND is kept under regular review through the various governor committees and Full Governing Body Meetings
- Monitoring and review of SEND funding
- School Self evaluation
- School Development Plan priorities
- Questionnaires and surveys of parents/carers and school staff
- Questionnaires and feedback from pupils
- External audits by Surrey eg SEND Monitoring visits by external providers and OFSTED inspections
- Developing best practice through termly SENCo Network meetings and local partnerships with Greensand Multi Academy Trust.

5.12 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 of our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Appendix 1: Disability, Equality and Accessibility Plan

This includes information on:

- Access to the school curriculum
- Access to the physical environment of the school
- Access to written information

5.13 Supporting pupils at school with medical conditions

Yattendon School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (DfE guidance April 2014).

Some of our children may have individual healthcare plans; staff may require special training from outside agencies for working with some of our children. Some children may require access to spaces including space for occupational therapy or toilet facilities. Please refer to our policy on managing the medical conditions of our pupils, available on our school website, for more detailed information.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (page 5 of the guidance).

5.14 Working with other agencies

For higher levels of need we are able to draw on more specialised assessments from external agencies and professionals, such as the Surrey Speech and Language Therapy Service, Surrey Occupational Therapy, Physiotherapy, the Educational Psychology Service, the Community Paediatricians and the Physical and Sensory Support Service and Mindworks.

5.15 Complaints about SEND provision

Comments, compliments and complaints

- Should the parent of a child with SEND wish to make a complaint, they should refer to our Complaints Policy; this is available on our school website under the 'Parents' Section. A paper copy is available on request from the school office. Complaints will be referred for discussion to the Governing Body.
- Parent questionnaires are sent out to all our parents and we consider very carefully the responses we receive.
- Parents' Coffee Mornings are held termly and this is an opportunity for parents to meet to discuss any issues around school.

- We have an ‘open door’ policy towards parents and we are always happy to meet with parents or talk to them on the phone regarding any concerns they may have.

5.16 The local authority local offer

Our local authority’s local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

6. Monitoring arrangements

Reviewing the SEND Policy

In line with all school policies the SEND Policy will be kept under regular review. The SEND Leader is responsible for reviewing the SEND Policy and it will next be reviewed in Spring 2027. 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:

- Safeguarding statement and policies
- Single Equality Scheme
- Anti-Bullying
- Behaviour
- Child Protection
- Teaching and Learning
- Assessment
- Marking policy

Our policies are available on our school website under ‘Policies’: www.yattendon.org/policies.asp. Paper copies are available on request from the school office.