



Learning Together, Learning for Life

Viggo
17/10/2024

C. J. G.
17/10/2024

Special Educational Needs and Disabilities Policy 2024

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Reed First School. It sets out our schools' aims, principles and strategies for the delivery of SEND support and will be the basis for our developments. **This policy should be read alongside our SEND Information Report**: The school sets out its SEND information in the SEND Information Report developed by the SENCO and staff of the school. This report is accessible on the school's website and is intended to provide parents with the information that they require to make informed decisions about their child's education.

Vision

We want all our pupils to feel welcomed, valued and included in the school community. We have high aspirations for our pupils with SEND and will provide them with high quality learning opportunities to ensure that they achieve their best. We also want to help our pupils with SEND to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEND in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't. The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

Aims

- To provide a clear identification path for pupils with special educational needs and disabilities
- To develop a clear, graduated approach to supporting pupils with additional educational needs
- To adopt a 'person centred approach' to supporting pupils with SEND, ensuring that pupils and their parents are fully involved in decisions which affect them
- To ensure that the needs of all pupils are met through a focus on outcomes
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum and to ensure all pupils are included in every aspect of school life
- To create an environment that meets the special educational needs and disabilities of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To include parents in the planning and assessment for pupils with SEND and/or disabilities through effective communication
- To promote effective partnership working both within school and with external agencies- working in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

- To provide support and advice for all staff working with pupils with special educational needs and disabilities, through well targeted continuing professional development
- To identify roles and responsibilities of all staff in providing for children's special educational needs and disabilities

What are special educational needs?

The SEND Code of Practice 0-25 years (2014) provides the following definition:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

'Every Teacher is a Teacher of SEND'

At Reed First School we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the Early Years Foundation Stage and the National Curriculum.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Headteacher, subject leaders and teaching staff, including the SENCo, are all involved in identifying any patterns in the identification of SEND and use these to reflect on and reinforce the quality of teaching.

There are four areas of need identified in the SEND Code of Practice (2014):

Communication and Interaction

Children and young people (CYP) with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every CYP with SLCN is different and their needs may change over time. 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 an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

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, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment difficulties.

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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. 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.

At Reed First School we acknowledge that whilst a child may have a clear primary need they may have additional areas for development in more than one area identified in the Code of Practice. We always take into consideration the whole child. As part of the identification process we take into account other factors which may be impacting upon a child's progress and attainment.

Behavioural difficulties or EAL do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEN.

There are many other reasons why a child may be showing signs of concern in their progress and attainment, but these are not classed as SEND:

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

EAL

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Reed First School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Disabled children and young people

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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. If a child has a disability or medical condition which does not affect their learning or day-to-day activities, then they are not defined as SEND and will have their own care plan through the legal document 'Supporting Children with Medical Conditions' (DFE 2014) and the schools' medical policy.

Pupils with medical needs

This will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and in line with our Medication Policy. Medicine should be brought into school with the child's name, the dosage and times of the dosage clearly marked on, medicine is signed into the office. When medicine is administered, a member of staff must check, sign, time and date its administration.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. Through appropriate curricular provision, we respect the fact that children have different educational and behavioural needs and aspirations and require different strategies for learning and need a range of different teaching approaches and experiences. Teachers respond to children's needs by providing support for children who need help with communication and language, by planning for children's full participation in learning, physical and practical activities and by helping children to manage and own their behaviour and to take part in learning effectively and safely.

SEND Procedures: Identification, Assessment and Provision

Identification of Concern / Identification of pupils needs:

A graduated approach

Quality First Teaching: If a child has been identified as making less than expected progress or having gaps in learning, the first response is high quality teaching targeted at their areas of weakness. They may be provided with reasonable adjustments to overcome any disadvantage experienced and increase their access to the taught curriculum.

Class teachers are responsible and accountable for the development and progress of the pupils in their class. At Reed First School we have systems in place to ensure that special educational needs are identified as early as possible. We start by providing teaching that is of a high quality and by regularly assessing our pupils' progress and targeting areas of difficulty, adjusting work for pupils who need this.

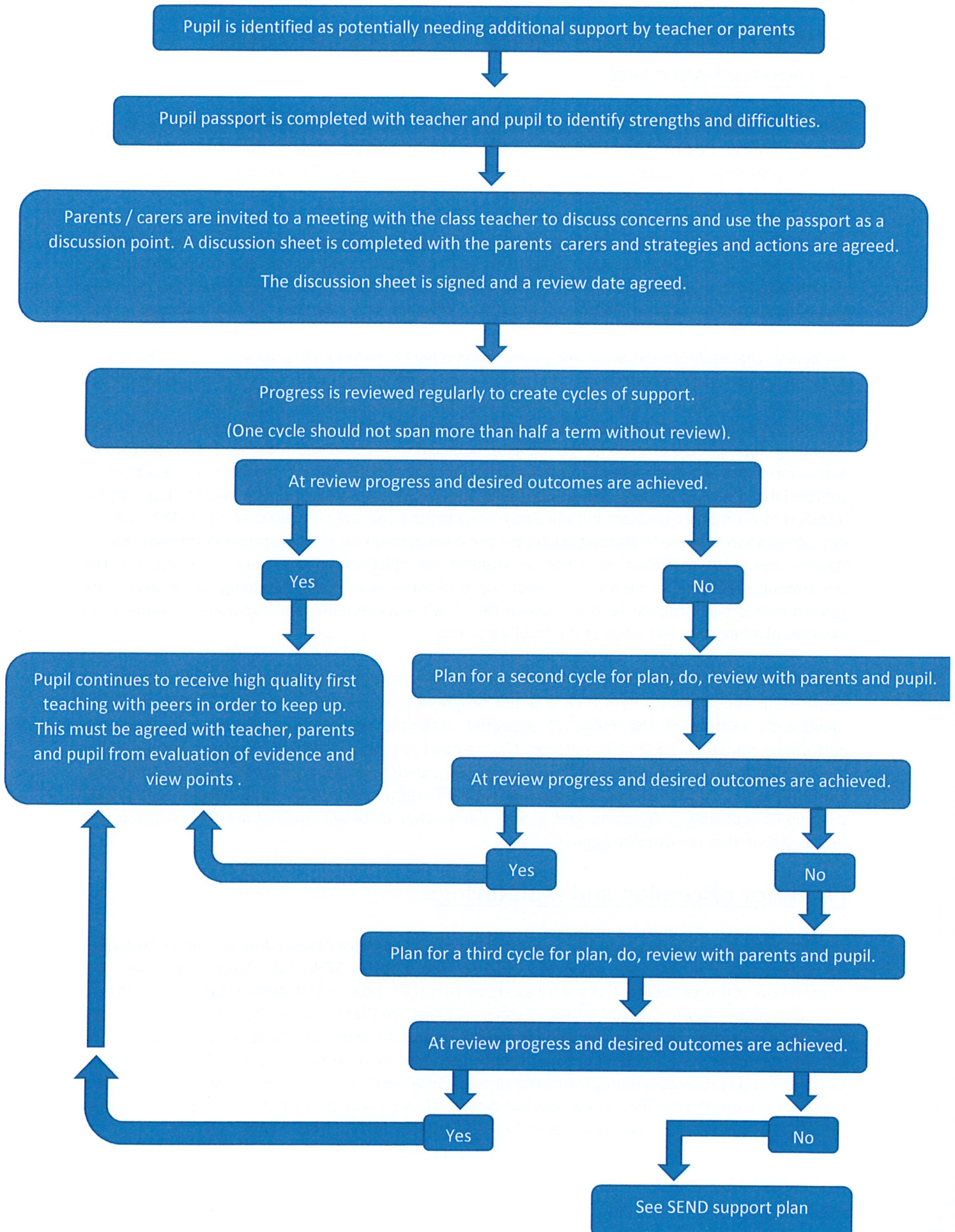
We believe that early identification and intervention is best to help a child achieve success. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. This includes in the Early Years: Reception Baseline Assessment for all pupils (unless disapplied), Wellcomm Screening for speech and language development and/or completion of an IAELD (Individual Assessment for Early Learning and Development) for any children where teachers feel it would be appropriate. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to provide starting points for the development of an appropriate curriculum and to identify and focus attention on action to support the child within the class. They will use the assessment processes to identify any learning difficulties and ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing as expected. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's Class Teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Pupils for discussion and monitoring:

A child can be formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. If the class teacher, parent, SENCo or Head expresses a concern that a pupil is showing signs of having a special educational need then the RFS Discussion Document and Pupil Passport are completed, to identify strengths, areas of need and any support or adaptations already in place. This may be done as part of pupil progress meetings with the Head or SENCo or as the concern arises. Pupil progress meetings are used to monitor and assess the progress being made by a child. The frequency of these meetings is dependent on an individual child's needs and progress being made.

Discussion Process:



Progress and desired outcomes achieved can be identified as those which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

SEND SUPPORT:

If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review might lead to a conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. This support could be extra group or individual support led by a trained adult. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child.

If it is decided that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and to remove barriers to learning. Action relating to SEND support will follow an Assess, Plan, Do and Review model and the child will be placed on the SEND register at this point. Support to be given will be identified and recorded on a SEND Support Plan, which will be reviewed at least termly.

SEND Register

The school keeps a SEND Register of all pupils placed within the SEND Support Stage. The register is updated as needed, and will be checked by the SENCo half termly. Children do not remain indefinitely on the SEND register. When a child makes sufficient progress in their learning and the barriers to their learning have been sufficiently supported they may be removed from the SEND register and parents will be advised and notified but will continue to be monitored within whole school monitoring of progress.

Reasons for a child being added to the SEND register may include:

- little or no progress has been made, after teaching approaches/adjustments have been targeted particularly in the child's identified area of weakness
- shows signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress.

Assess, Plan, Do, Review

At Reed First School, we use the “Assess, Plan, Do, Review” approach to support pupils with SEND. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. Plan - the teacher and our SENCo will plan the support needed, involving the pupil and their parents. A review date will be agreed.
3. Do – our SENCo will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress. The review will look at the SEND support plan and Pupil Passport.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The SEND Support Plan will be reviewed and updated at least once a term.

It is the teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. Our aim however, is to keep children with SEND with their cohort wherever possible.

The SENCo will have responsibility for ensuring that records are kept and available when needed. If we request an Education Health and Care Needs Assessment for a child, we will provide the LA (Local Authority) with the child's Graduated Response file and a record of our work with the child to date.

Reviews

Reviews of the SEND Support Plan will be undertaken in line with agreed dates (at least every term, at the half-termly point, to support transition) and involve the class teacher, SENCo, parent and pupil where possible. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The Class Teacher,

The Governors:

The Governors are responsible for ensuring that SEND provision is an integral part of the school improvement plan, that necessary provision is made for any pupil with SEND and pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs. That all staff are aware of the need to identify and provide for pupils with SEND and have regard to the requirements of the SEND Code of Practice (2014)

Governors are fully informed about SEND issues, so that they can play a major part in school self-review and set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND. The quality of SEND provision is regularly monitored.

The named Governor responsible for SEND is Mrs Charlotte Eeles, contactable via the school on 01763 848304 or email: c.eeles@reed.herts.sch.uk

The SEND Governor will work with the Head Teacher and SENCo to ensure they are aware and involved in the whole school issues of SEND and inclusion. Ensuring provision of SEND is of a high standard and following the Code of Practice. They will challenge the schools SEND department to ensure ALL children are reaching their full potential and have in place a strategy to monitor the school's SEND policy.

The Headteacher: Mrs Vicky Wittich

Will lead the day-to-day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENCO and class teachers but will still be responsible for ensuring that every child's needs are met. They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND and support the school SENCo in terms of budgeting the SEND provisions.

The Class Teacher:

The class teacher will be responsible for checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, pre-teaching or additional resources.) They will share and review the Support Plan and Pupil Passport with all relevant staff and the parents and child at least once each term and planning for the next term, ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching. They will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. They will discuss children's needs and appropriate support with the SENCo, and seek advice where needed.

Teaching Assistants:

Teaching Assistants will work with individual pupils and small groups of children, liaising closely with the class teacher, SENCo or outside agencies to set up programmes of work, provide feedback and evaluate interventions. They will be monitoring pupil involvement and relationships inside and out of the classroom situation.

Parents/Pupils:

At Reed First School, we believe that our partnership with the parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods. The school will always ensure that parents are kept aware of the progress of their child through all stages of the special educational needs' procedure. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The Parents will work closely with the school in order to develop a partnership that will support pupils with SEND. Pupil voice will be heard so that they are aware that they can be a partner in the delivery of their Support Plan. We aim for children to take an active role in their learning and to become independent learners.

Communication with the school will include short meetings before or after school with the parents, Parents Consultations, notes sent home in the Home-School Communication Book and involvement in Discussion sheets, Support Plan reviews and Pupil Passports.

Arrangements for complaints:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. If the result of this is unsatisfactory, parents/carers should ask to speak to the SENCo and/or the Headteacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

Storing and Managing Information

Children's current Support Plans, Pupil Passports and Discussion documents are working documents and are professionally shared with relevant staff within school and, following consultation with parents, with outside agencies that may be working with them.

All SEND documents are stored electronically on the school Google Drive (Teachers Shared – SEND 2024-2025). These files are accessible to teaching staff only, and includes the SEND Register, guidance on identification, practical advice, teaching strategies and information about types of special educational needs and disabilities, information on individual pupils' special educational needs, including Support Plans and Pupil Passports. Any paper based documents are scanned and saved on the Drive, with any original signed school-based documents being stored in the child's personal file. In each classroom, there will be a file accessible to teaching assistants, with an overview of targets and required support for each child on the SEND register.

On transition to a new school, files will be delivered via an agreed secure file transfer system, such as Schools FX.

Date for review: September 2025

in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If progress is being made the pupil may remain in SEND Support with a new support plan or new personalised targets/intervention or they may return to the discussion list if the criteria are met. If progress is unsatisfactory, the strategies used in the Support Plan will be reviewed and further advice may be sought. The SENCo may consult with relevant outside agencies to seek advice, assessment and/or support.

Outside agencies may include:

- Education Psychology Service (EPS)
- North Herts Primary Support Services (NHPSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- School Health Service
- Children and Adolescence Mental Health Service (CAMHS)
- NESSIE (Helping Children and Young People Thrive)

The SENCo and class teacher will be provided with advice and resources to support the child from these outside specialists. These resources could be: additional teaching time, classroom assistance, new strategies or teaching aids.

Referral for an Education, Health and Care Needs Assessment

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Educational, Health and Care Needs Assessment will be taken at a progress review. The parents of any child who is referred for an Education Health and Care Needs Assessment will be kept fully informed of the progress of the referral.

A request will be made by the school to the LA (local authority) if a child has demonstrated significant cause for concern. The application will combine information from a variety of sources including parents, teachers, SENCOs, Social Care and Health professionals. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs, including any other action taken to deal with those needs and any resources or special arrangements. The evidence will include previous Support Plans and targets for the pupil, records of regular reviews and their outcomes, records of the child's health and medical history where appropriate, Early Years or National Curriculum attainment in literacy and numeracy, education and

other assessments, for example from an advisory specialist support teacher or educational psychologist and views of the parents.

A decision will be made by the Local Authority about whether or not the child is eligible for an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx> Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Children with an Education Health Care Plan will have their plan reviewed annually. Further meetings will be arranged throughout the year. When this coincides with transfer to middle schools, the SENCo from the middle school will be invited to attend the meeting and be informed of the outcome of the review.

Roles and Responsibilities:

Provision for children with special educational needs and disability is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. The school website contains details of our special educational needs and disability information including the arrangements made for children in our school, along with information on the Hertfordshire Local offer.

The Special Educational Needs Co-ordinator's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy, coordinating provision for children with SEND and overseeing the records of all children with SEND and maintaining the school's SEND register and records.
- liaising with and advising other teachers and contributing to the in-service training of staff. Supporting class teachers in devising strategies, drawing up Support Plans, assessing, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials.
- liaising with parents of children with SEND, with the local middle schools so that the support is provided for Year 4 pupils as they prepare to transfer, with external agencies including the Local Educational Authority's support and Educational Psychology services, Health and Social services and voluntary bodies.
- developing and monitoring the school's graduated response of support for SEND pupils and supporting the assessment of progress and impact, including coordinating and developing school-based strategies for the identification and review of children with SEND and making regular visits to classrooms to monitor the progress of children on the SEND register, ensuring that an agreed, consistent approach is adopted.
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests, termly progress meetings, carrying out detailed assessments and observations of pupils with specific learning problems

The Special Educational Needs Co-ordinator (SENCo) is Mrs Janet Cottenden, contactable via the school on 01763 848304 or email: j.cottenden@reed.herts.sch.uk