



# Special Educational Needs Policy

## Calcot Infants and Junior Schools

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# The Calcot Schools

## Special Educational Needs Policy

### **Purpose**

We at the Calcot Schools believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters.

We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The Calcot Schools aim 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:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- 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 SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

**This incorporates all the ECM Outcomes**

### **Relationship to other policies**

This policy should be read in conjunction with any policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

## **Roles and responsibilities of headteacher, staff and governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the *SEN Code of Practice (2015)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Inclusion Manager** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN

- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the Inclusion Manager in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

**Class teachers** are responsible for:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

- 'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'
- 'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'
- 'Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'

(0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

- Ensure early identification of: o special educational needs; o barriers to learning; o appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO.
- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans.
- Provide access to a broad and balanced curriculum.

- Understand and provide 'high quality teaching'.
- Have appropriate high expectations based on assessment.
- Assume responsibility and accountability for their learning, progress and development.
- Maintain responsibility for working with them on a daily basis, even when interventions involve group or one-to-one teaching/support away from the main class.
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life'.
- Through professional development, secure knowledge, understanding and skills around:
  - Identification of specific special educational needs in the context of monitoring all pupils' progress and development.
  - Appropriate basic or advanced understanding of specific special educational needs/disabilities.
  - Quality teaching for pupils with special educational needs.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Have the confidence and competence to recognise and communicate concerns they might have about pupils displaying SEN.

**Partnership with Parents and Pupils:**

Parents have a full and active part to play in their child's education. They will be involved at every stage (identification, assessment, action-planning and review) and their input is essential if the child's needs are to be fully met. Parents have knowledge and experience to offer a valuable contribution to a shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education. The Local Authority supports SEND Information Advice and Support Service (SENDIASS) in providing support and advice for parents of children with Special Educational Needs and Disabilities (Tel: 0300 303 2644). In line with the Code of Practice and the school's policies on child involvement, the child must be as fully involved in the process as is beneficial.

**Stages of Educational Needs (see Appendices 1 and 1.1):**

Some children have medical needs that require special arrangements; this is now dealt with as a medical issue and the list is maintained by the office. These children do not count as having SEND but the SENCo has a copy of these records. Children who are identified as having SEND are placed at one of four stages.

- However there are some medical conditions that do impact on learning. All sensory medical conditions, particularly when affecting younger children, will have an impact on learning and may result, if not recognised and responded to effectively, in a child experiencing difficulties in accessing the curriculum.

1) Monitoring stage (M) - This is an informal, school based stage that is in addition to the Code of Practice stages and is used when a teacher or parent has academic, emotional or medical concerns about a child. It enables staff to consider whether SEN Support is needed. Parents are informed and invited in to discuss the teachers concern.

2) SEN Support (SENS) - Class teachers, in consultation with the SENCo agree to place a child on the register. Parents and the child are consulted, information is gathered and a Support and Achievement Plan (SAP) is drawn up and implemented. The class teacher takes lead responsibility for co-ordinating the child's special educational provision, working with the SENCo to help produce and implement Support and Achievement plans. School is supported by external specialists or the child may attend part-time provision at a centre such as LAL or the PRU

3) Education Health and Care Plan (EHC)- We request to the SEND panel for a Multi Professional Assessment to take place which results in an Education, Health and Care plan being awarded or not by the LA. If the LA agrees to an Education, Health and Care Plan it arranges, monitors and reviews the provision at least annually.

A child will not necessarily pass through all three school based stages. Action taken at one stage might mean that they will not have to move on to the next. Differentiated quality first teaching and successful intervention may allow a child to move back through the stages and eventually be removed from the register. If their progress continues to cause concern however, they will be moved on, perhaps as far as a statutory assessment.

## **Identification and Assessment (Stages of Assessment Appendices 2, 2.1, 2.2)**

### **Identification:**

Some children arrive at the school with special education needs already having been identified and initial action taken. The school co-ordinates with previous settings and support staff (where appropriate) to continue or adapt the support currently provided. Where the school identifies a difficulty, the class teacher, teaching assistant or parents initially raise concerns about progress. These concerns may become evident through everyday activities or may come to light as a result of screening or formal assessment procedures.

The Monitoring Stage is to enable an informal assessment to take place and to monitor the effectiveness of simple intervention strategies. Once concerns are raised, a graduated response will begin – assess, plan, do and review. If the difficulty is persistent and long term, the child will need to be moved on to SEN Support. Assessments may be also be carried out by staff from the Cognition and Learning Team, the Educational Psychological Service and/or the School Health Department.

### **Access to the Curriculum and Integration:**

Children with SEND should, wherever possible, have full access to the broad and balanced curriculum available to all children and be fully integrated into the life of the class and the school. This is achieved by:

- Differentiated quality first teaching for the child.
- Using teaching assistants to work with groups and individual pupils as directed by the class teacher and in accordance with child's need if applicable.
- Providing good quality training to both teaching and support staff.
- Teaching resources and materials are adapted as necessary to make them more relevant and appropriate to the needs of each child or group of children with SEND.
- Teaching may also be provided by outside agencies.
- The school arranges this and it can either take place on site or in specially resourced units.

- Some children's needs can best be met with the provision of special equipment not normally available in school.
- All children with SEND must have equal access to ICT resources and where necessary be given access to the appropriate equipment.

### **Working with Others Agencies assisting in assessment and monitoring:**

There are a number of agencies, units and schools with which the school has developed close links that can assist with the identification and support of a child's SEN. These include:

- Cognition and Learning Team (CALT) - Advises teachers, undertakes diagnostic assessment of specific learning difficulties and provides short-term loan of equipment. CALT also has specialist expertise covering a range of learning difficulties including autism, hearing and visual impairment and physical disabilities.
- Therapeutic Thinking Support Team (TTST) – advises teachers, offers guidance and support for children whose behaviour is hindering their progress using Therapeutic Thinking Techniques.
- Specialist Inclusion Support Service (SISS) - This service can be utilised by the school for pupils who have a learning difficulty which is hindering their progress towards Age Related Expectations (ARE). These children are likely to be operating at significantly below Age Related Expectations.
- Speech and Language Therapy (SALT) – This service can be utilised either via the school or the child's GP and sessions are normally held at the Health Centre.
- Community School Nurse (CSN) – The school nurse undertakes regular routine health checks and can monitor children at the request of either the school or parent.
- Educational Psychology Service (EPS) – A full psychological (not psychiatric) assessment can be carried out by this service and their recommendations are used to help support develop the children's SAPs.
- Sensory Consortium Service (SCS) – This service can be utilised by the school for pupils with a visual or hearing impairment.
- CAMHs (Child and Adolescent Mental Health Service) – The school can refer to this service for diagnosis and advice for; ASD ADHD, ADD, anxiety or social and communication disorders.
- GP's and Health Visitors.

External teaching services: There are some occasions when a child's SEND can best be met using specially resourced units; these include both full and part-time provision:

- Language and Literacy Unit (LAL) - A resource for children in KS2 to which children with specific language difficulties can be taken by taxi for 1 session per week.
- Speech and language Unit (Winchcombe School) - Provides full-time provision for children at Key Stage 1 with speech and language difficulties.
- iCollege- A child may be given a full time or part-time placement at this unit in when he/she has significant emotional and behavioural difficulties (EBD).
- ACE Unit - This is a secondary phase resource for children with specific literacy difficulties. This is attached to a mainstream school, which provides maximum inclusion.
- Brookfields School - This specialist school offering full-time placements for children with moderate or severe learning difficulties.

- Theale Schools - Both primary and secondary phase AS unit for children attached to the mainstream school enabling maximum inclusion.

Emotional Health Academy – This is a service that schools can link to for a triage service for children who have mental health concerns.

### **General:**

There are other agencies with which we have links in other appropriate circumstances, e.g. Educational Welfare Office, Occupational Therapist. All referrals will be made with the knowledge and agreement of the parents.

### **Transfer between Schools:**

Whenever a child changes school we co-operate fully to insure the proper and prompt exchange of information. Should a child have an Education, Health and Care Plan of Special Education Needs, a review automatically takes place when they transfer to or from a new school. Special needs records held at the school will be passed on to the receiving school and similar records will be sought when a child transfers to this school. If, when transferring to secondary school, an appropriate resource is available for which there is no primary equivalent that would benefit a child, Education, Health and Care plan procedures may be initiated in order to obtain a place.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Manager. 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 are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

### **Arrangements for monitoring and evaluation**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Inclusion Manager 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 SEN register
- termly monitoring of procedures and practice by the SEN governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy [*or, in Wales, the Annual Report to Parents*]
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements



- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.
- Regular and timely liaisons and meetings with the parents or carers of pupils who have SEN

# Appendix 1

Outline of the stages of SEN Monitoring:

- Children who do not have a specific diagnosis but are a concern to the parent/teacher/SENCO/Inclusion Teacher
- Children falling within this category need to be reviewed termly at Pupil Progress Meetings.
- Children at this stage do not require an SAP but will be monitored using the Graduated Approach Form (GAP).

## **SEN Support (SENS):**

The Child:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified areas 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 by the school
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Teachers/SENCo /Inclusion Teacher are supported by specialists from outside the school; programmes and recommendations are provided.

## **Education, Health and Care needs assessment:**

- On request from the parents or the school, the LA considers the need for an assessment and if appropriate, arranges for a multi-professional assessment. Education, Health and Care Provision:
- The LA considers the results of the assessment and if appropriate makes a Education, Health and Care plan and arrange, monitor and review provision
- An Education, Health and Care Plan will be reviewed annually with parents, class teacher and SENCo and other outside agency professionals involved with the child. Note:
- Please make sure that recommendations and programmes are annotated to identify the completion and assessment of strategies provided, which will allow for progression and/or revision when working with outside agencies
- Annotate advice received from outside agencies
- LSAs and TAs to have copies of SAPs
- Children and parents need to know the outcomes.

## **Appendix 1.1**

### **Support and Achievement Plan:**

All children on the SEND register should have an SAP in place, which identifies their needs and the provision given which is over and above that provided to all children as part of the daily curriculum. Where advice has been sought and provided the SAP should relate to recommendations given. All SAP's should be produced and available to all staff and updated at least termly (please see dates provided for their completion).

Where an Individual Behaviour Plan/ Therapeutic Plan is required please see the Inclusion Manager – this will be in addition or instead of an SAP. Whilst the class teacher remains responsible for producing the SAP this may need to be done in consultation with the Inclusion Manager and other staff who work with the child. LSAs and TAs will need to have a working copy of the SAP and copies of any programmes that have been provided or devised by staff or outside agencies.

## **Appendix 2**

### **Stages of Assessment: Special Educational Needs Support (SENS)**

The class teacher and support assistant identify areas of difficulty affecting the child's progress and consults the SENCo. The difficulties may be:

Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Sensory and Physical Needs.

The child's name is entered on the school's SEND register, the Senior Leadership Team and parents are informed and a Support and Achievement Plan (SAP) is drawn up.

#### **The Classteacher and Inclusion Manager need to:**

- Gather and review information already available in school about the child such as:
- Curriculum records, attainment and progress
- Standardised test results
- Pupil profiles
- School reports
- Medical records (hearing, sight, etc.) (followed up)
- Children Services reports
- Records and report from previous schools
- Reports from other agencies
- Any other relevant information
- Consult:
  - Parents, from who detailed background information should be obtained. They should be asked to complete a Parental Information form and given notes of guidance to help them do this. They should also be offered help in completing it and an opportunity to discuss it with the teacher when completed
  - Child's previous teacher (if appropriate)
  - The child

#### **Completing the forms:**

- Request for Involvement - All areas of concern should be indicated by placing a tick in the box, even those areas that are not going to be addressed at this time, as they will need to be addressed at a later date. General comments and concerns.
- Parental comments - As the background information sheets should be given to the parents to complete; only their comments on the process and progress need to be noted here.
- SAP - Copies of Outcomes and revised outcomes must be circulated to all staff involved with the child. How this is best achieved is a matter for individual teachers to decide.
- Action and support - This will normally record allocation to special support groups available in the school/class. Any strategies developed with parents for implementation at home should also be noted here.

**The Review:** The class teacher will be responsible for arranging the review of each SAP and completing the outcomes. However, it is important that the pupil, the parents and any other adults who have been working directly with the pupil are consulted. Note any particular

achievement and up to three priority areas of concern. These may be the same areas as those originally highlighted, or they may have changed significantly.

At the review it may be decided to keep them at Special Educational Needs Support (SENS) or remove their name from the register if the concerns no longer remain due to successful intervention. If consultation with parents or outside agencies, etc. takes place between reviews then notes should be made on the consultation sheet.

### **Records:**

Teachers keep current SAP's in class SEND folder, which is accessible by all members of the team. Where a child has an Education, Health and Care Plan the class teacher will keep an individual folder for each child. A copy of the new and the reviewed SAP's must be sent to parents and the Inclusion Team.

**External Specialist Support:** Teachers and the SENCo are supported by specialists from outside school. In order to complete the assessment the teacher and SENCo will need to:

- Consult parents about assessments and ask them to consent to any referrals that are proposed and given an indication of the likely timetable for referral, assessment and receiving any feedback or reports. They should also be advised where assessments will take place and their likely involvement. SAPs should record both concerns and progress using Provision Maps
- Specialist to be consulted - this is an on-going record of who is consulted and reports will be kept with other records. Parents should normally be given copies of all reports promptly, and the date they were given recorded. It would be good practice to see parents briefly rather than send reports by post.
- Specified outcomes. These should be set out clearly on SAPs and must be circulated to all teachers who teach the child. How this is best achieved is a matter for individual teams to decide.
- Planned support and action - brief details of how targets are to be achieved should be set out clearly on SAPs.
- SENS review - if a decision is to be made to move towards a request for a multi professional assessment, then the Head Teacher must be consulted before this can be agreed.

### **Stages of Assessment: Education, Health and Care Plan (EHCP)**

The decision to move from SENS to Education, Health and Care Plan must be made at a SENS review and the Headteacher must have been consulted even if he/she was not able to attend the review meeting. The school will complete a Education, Health and Care Assessment Request form. The forms and information requested are determined by the LA and forms and advice are available from the SENCo and/or Headteacher, who must be fully involved throughout this stage. The Headteacher takes lead responsibility for co-ordinating provision at this stage in close consultation with the SENCo. The information required by the Local Authority can very easily be provided if sound record keeping and outcome setting has been undertaken throughout the earlier stages.

### Appendix 3

#### SEN School Action: Parental Information

In order to provide the best possible assessment of your child's needs, we welcome as much relevant information as possible about their history and your observations of their strengths and weaknesses. Please use the headed sections to help you decide what is helpful information. Your child's teacher will be happy to help you complete this.

Child's name:

Date of Birth:

Communication

Development and Learning

Behaviour and Emotions

Health

Everyday Life

Family and Community

Please continue over leaf if necessary

Signed.....Parent/Guardian Date: .....

# **Appendix 3.1**

## **Parental Guidelines**

This document is to be used to tell us about your child with special educational needs. This is not an assessment and you won't be judged on what you say. It should paint a picture of your child within your family and community. It is organised into six sections:

- Communication
- Development and Learning
- Behaviour and Emotions
- Health
- Everyday Life
- Family and Community

You do not need to fill in everything. Please tell us what is important to you and your family. Please take your time, perhaps involve others. You may wish to fill this in yourself or you may want to talk it through and let someone else write it for you.

### **Communication**

How does he/she communicate with you?

Is he/she keen to communicate?

Does he/she listen and understand what you say?

Is there anything else that you want us to know?

### **Development and Learning**

What is she/he most interested in?

How does she/he learn best?

Can she/he remember what she/he has learnt?

Is there anything else that you want us to know?

### **Behaviour and Emotions**

Would you describe him/her as mostly happy or sad?

What makes them most anxious?

How does he/she show feelings?

Are there any behaviours that are difficult to manage?

Is there anything else that you want us to know?

### **Health**

What are your main concerns about his/her health?

Does her/his health affect their development, learning or behaviour?

Do they sleep and eat well?

Have you made adaptations to your home because of your child's health needs?

Is there anything else that you want us to know?



### **Everyday Life**

Is he/she independent in any self-help skills?

When is he/she most vulnerable and at risk?

What is his/her favourite leisure activity?

Describe a typical weekday.

Describe a typical weekend (and/or school holidays).

Is there anything else that you want us to know?

### **Family and Community**

Who (or what) supports you and your family?

Does she/he have strong bonds with you and others?

Can he/she make and keep friends?

What causes you most stress in your family?

Is there anything else that you want us to know?

**Thank you for your support in sharing this information.**