



Special Educational Needs and Disability Policy

Alwyn Infant School and Courthouse Junior School

Approved by: Executive Headteacher

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1. Statutory Requirements

This policy complies with the statutory requirement laid out in the [Children and Families Act 2014](#), associated regulations and the associated Special Educational Needs and Disability (SEND) Code of Practice (0-25 Years) January 2015 and has been written with reference to the following statutory guidance and documents:

- [Equality Act 2010: Advice for Schools \(2013\)](#)
- Supporting children at school with medical conditions [Supporting pupils at school with medical conditions](#) and the Alwyn and Courthouse *Supporting children with medical conditions* policy
- [The National Curriculum in England framework](#)
- The Alwyn and Courthouse *SEMH* policy
- The Alwyn and Courthouse *Safeguarding and child protection* policy
- Alwyn Infant School *Accessibility plan*
- Courthouse Junior School *Accessibility plan*
- [Teachers' standards](#)
- The Alwyn and Courthouse *Behaviour* policy
- Each school's SEND Local Offer and School SEN Information Report.

2. Introduction

The Alwyn and Courthouse Federation aims for children to be safe, happy and to flourish by providing a high-quality education in a caring and stimulating environment whilst engendering a sense of community and belonging. We strive to provide a secure, supportive and energising atmosphere that inspires children and adults to reach their full potential and become confident individuals living fulfilling lives.

We are committed to preparing all children for a successful transition into secondary education.

In each school, we have a whole school approach to inclusion and meeting the needs of our children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum and should be fully included in all aspects of school life. This means children will receive high quality teaching with high expectations regardless of prior attainment, targeted support and provision and they will experience positive working relationships. We aim to identify children's needs as early as possible. We aim to ensure that children with SEND receive the support they need and do everything we can to meet their SEND. They will engage in all school activities alongside those children without SEND.

The school will ensure that all children, regardless of their needs, will have access to all the facilities and all reasonable adjustments, including the provision of aids and services for disabled children, to ensure they will not be at a disadvantage.

The school will support all children, including those with SEND, and with medical conditions.

It is essential to eliminate prejudice and discrimination, promote equality of opportunity and foster good relations. This is reflected in our staffing policies and relationships with families and the community. The importance of professional development and training for all staff is core.

We understand the importance of the relationship between the school and families. Teachers, the SENDCos, the Heads of School and the Executive Headteacher encourage parents to share information and hold structured conversations to ensure a good understanding of the child's strengths and needs, outcomes sought for the child and next steps. Parents are kept informed of their child's support during each SEND Support Plan cycle, interventions and progress and are encouraged to contact the school at any point.

3. Aims and Objectives

Aims

The Alwyn and Courthouse Federation aims for children to be safe, happy and to flourish.

Objectives

- Identify and provide for children who have SEND
- Work within the guidance provided in the [SEND Code of Practice \(2015\)](#)
- Evaluate the effectiveness of SEND provision
- Direct resources to specific needs
- Record and monitor the progress of each child with SEND

- Provide support and advice for all staff working with children with SEND
- Have regard for the views, wishes and feelings of the child and child's parents
- Ensure the child and child's parents participate as fully as possible in decisions and provide necessary information and support to enable them to make those decisions
- Collaborate with health and social care services to provide support

4. Identifying Special Educational Needs and Disabilities

The schools follow the SEND Code of Practice (2015). There are four broad categories which provide an overview of the range of needs. The schools are aware that some children have needs that fit into one or more category and also that their needs may change over time. Children who are identified are supported in ways that meet their needs. The schools follow the Code of Practice and provide support, *'based on a full understanding of their particular strengths and needs and seeks to address them using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment and software.'*

The schools recognise four broad areas of need:

- **Communication and interaction** – Children with speech, language and communication needs (SCLN) 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. Examples of (SLCN) include but are not limited to: Speech and Language Impairment (SLI), Autistic Spectrum Condition (ASC).
- **Cognition and learning** – learning at a slower pace than peers, even with appropriate differentiation. Some children have Specific Learning Difficulties (SpLD) which affect one or more specific aspects of learning. Examples include but are not limited to: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – experience of a wide range of social and emotional difficulties which manifest themselves in many ways. These may include being withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. Examples include but are not limited to: Mental Health Difficulties (anxiety, depression, self-harming, and substance misuse, eating disorders), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), and Attachment Disorder (AD).
- **Sensory and/or physical needs** – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with sensory and/or physical needs will require specialist support and/or equipment to access their learning. Examples include but are not limited to: vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD).

The schools assess the full range of the child's needs. The support provided is based on the understanding of their strengths and abilities as well as needs and then seeks to address them all using appropriate and targeted interventions.

Other considerations

We are aware that events such as bereavement and family break-up can hinder children's learning and can lead to them having mental health issues. We always provide support immediately, over a shorter period or as needed, through the support of teachers, teaching assistants and often from highly trained Emotional Literacy Support Assistants.

The SEND Code of Practice also outlines the reasonable adjustment responsibilities for schools provided under current Disability Equality legislation. Facilities are provided to give full ground floor access, for example handrails and access slopes and each year group has at least one classroom which is on the ground level. Adjustments are made to support children with hearing loss, visual impairment or physical disability. The schools ensure that all children who need additional equipment and extra support will have this provision to enable equality of opportunity with their peers.

The schools are aware that attendance and punctuality have a direct impact on progress and work closely with parents, and when necessary, the Educational Welfare Officer (EWO), when there are issues. Parents are required to phone/email the school when their child is absent.

The schools provide support for children with medical needs, administer medication, and provide emotional support through the pastoral care system (all teachers and teaching assistants plus the enhanced ELSAs) support for children and families. The schools are attach aware and use this approach with all children.

The schools will look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations with their command of English or if it arises from SEN or a disability. The school is clear that difficulties related solely to limitations in English as an additional language are not SEN.

Children who receive the Pupil Premium grant are monitored by the Pupil Premium leads. Children receive interventions, targeted support and access to extra-curricular activities as appropriate to meet their needs. The schools provide training to all those working with looked after children (LAC) in order to provide the best support possible for these children. The schools provide a designated teacher to work closely with children, parents and outside agencies.

The schools are aware of the possible impact on learning for children of armed service/military families and would work to support children and families in these situations.

From time to time or sometimes over a period, some children may exhibit behaviour which is identified as disruptive or withdrawn. The schools have a behaviour policy and clear processes for supporting and managing children. The schools will assess the child and determine whether there are any causal factors, such as undiagnosed learning difficulties or difficulties with communication or mental health issues.

5. A Graduated Approach to SEND Support

Teachers will deliver quality first teaching, which is adapted for individual children, and be responsible and accountable for each child in their group/class. Teachers will provide appropriate challenges to all children and differentiate according to specific need. Teachers will liaise with the SENDCo to discuss and plan teaching with individual children and work closely with teaching assistants and specialist teachers to ensure that all children achieve.

The Executive Headteacher, Heads of School, SENDCos and other leaders regularly review the quality of teaching through learning walks, lesson observations and 'drop-in' visits to the classroom. Children are regularly discussed in teacher team meetings. Termly pupil progress meetings involve analysing information about each child including current progress from formative and summative assessments alongside any current interventions and or specialist agency involvement.

When a child's progress is causing concern despite quality first teaching, parents are contacted and a structured conversation takes place to explore, discuss and make a plan of action and review to an agreed timescale. Interventions usually form part of this plan.

Children are only identified as having a SEND if they do not make adequate progress once they have had all the interventions/adjustments and quality first teaching. The teacher, year leader and SENDCo will then consider all of the information gathered from within the school about the child's progress, alongside national data and age-related expectations.

Where a child is not making progress despite specific and well-targeted provision, special educational provision is put in place. It is at this point, after discussion with the parent(s)/carer(s) and child where appropriate that their needs will be provided for by the school's SEND support programme. When there is a higher level of need, the SENDCo will seek the advice and request assessments from specialist external agencies.

How this works in practice

When a child is identified as having a SEND, a graduated approach is taken through the 'Assess, Plan, Do, Review' cycle.

Assess - The teacher and SENDCo identify the child's needs which are arrived at from the teacher's assessments and knowledge of the pupil; their progress, attainment and behaviour; their progress compared to their peers and to national data and the views of the parents and child. When appropriate, outside agency assessments are also used.

Plan - Parents are informed when any SEND support is given and are made aware of interventions or support provided. Through structured conversations, parents participate in the formulation of the Action Plan. Interventions

are recorded on the school provision map and the child's SEND support Plan. Parents are provided with details of any interventions.

Do - The interventions are usually led by teaching assistants and sometimes teachers during assemblies or occasionally for short periods during the school day. The teacher or year leader is responsible for overseeing the interventions.

Review - The SENDCo meets with relevant staff regularly to discuss the effectiveness of the interventions based on the progress that children have made towards the targets identified on their support plans as well as to identify next steps for each child

Parents and carers are always contacted when concerns are raised about their child's needs. Structured conversations are often used as a way of mapping out interventions and agreeing short-term aims. The child themselves will, through good relationships with staff, be involved in the process and understand why a different approach is being taken.

6. Managing children's needs on the SEND Register

Children on the Register are categorised as either requiring SEND support or having an Education and Health Care Plan (EHCP).

The SENDCo manages the SEND provision map to ensure that children's needs are being met through targeted interventions.

Children on the SEND register have a SEND support plan, written by teachers with support from the SENDCo, where all targets are SMART (specific, measurable, achievable, relevant and time related). Teachers are responsible for deploying actions in the SEND support plans.

All children with an EHCP receive an Annual Review where their targets are reviewed and new annual targets are agreed.

If the school is unable to meet a child's needs through their own provision, then the SENDCo gathers all the information about the child from the teacher. This will include the child's strengths, details of the targeted support already given, which interventions have taken place and their effectiveness and the child's academic progress against national data and expectations.

The SENDCo works closely with the teacher and parents to make a referral for the child to the appropriate specialist service. The SENDCo will explain to parents how the process works and how they will be kept informed and have discussions with the specialist before and after their child has been assessed. For some services, parents are also provided with an information booklet/sheet from the service. The child is involved and will be asked a number of questions about how they feel they are getting on at school, their aspirations, what they enjoy, their strengths, and if there is anything they need help with.

The schools purchase packages from the RBWM Educational Psychology Service. It also accesses support from the Speech and Language Therapy Service, Early Help and also the Shine Team (ASD). The SENDCo also makes referrals to CAMHS. Parents give written permission for their children to be seen by each of these services. The SENDCo is the point of contact with each of these services and is responsible for reporting this information to the Executive Headteacher.

7. Criteria for exiting the SEND Register

Children are removed from the SEND register when they no longer require interventions outside Quality First Teaching. This process involves discussions with the SENDCo, year leader, teacher, parents and child.

8. Supporting children and families

The SEN Information Report, available on each school's website, describes the impact of our SEND practices for the previous academic year and the actions taken to achieve that impact. It also details improvements in provision as a result of a whole school review of practice.

How we work to support the family and children, including with other agencies

- The Emotional Literacy Support Assistants (ELSAs) and SENDCo meet with parents to support families with children's well-being

- The educational psychologist meets with parents, provides information and offers advice to parents and the school
- We have commissioned Number 22 to provide counselling services for older children (at Courthouse)
- The Shine Team supports and advises families who have children diagnosed with ASD
- Manor Green Outreach Team advises families of children and staff who require additional interventions

How we ensure SEND children are able to access tests and other assessments

Throughout the schools, a number of adaptations are made when SEND children are assessed:

- Maths assessments are read to children to ensure literacy is not a barrier.
- Children who are anxious take tests after a careful process of familiarisation.
- An adult can sit beside them to reassure and support their focus.
- Regular breaks can be provided during assessments.
- Children who have been identified by the educational psychologist receive extra time for tests. The SENDCo and teachers identify access arrangements for children and the SENDCo oversees this
- Applications for extra time will be made whenever this is considered beneficial for the child.

In certain cases, the school may seek for the child to be disapplied from assessments if it is in the best interests of the child.

How we support children through transition

- **Transition into Reception** - The SENDCo / EYFS leaders have detailed meetings with the staff from each feeder nursery to share information about each child. Children have visits to the school to meet their teacher and see their classes with their parents, who also share information with school staff. Children make additional visits where appropriate. A portfolio of photographs is created, along with information about their teacher and teaching assistant, so that children have this to refer to during the holidays, in preparation for starting at school. The Executive Headteacher and Head of School lead a meeting for new parents before the children start the school, which involves all Reception teachers and the SENDCo, providing a wide range of information about the school. This is also an opportunity for parents to share information with their child's new teacher or the SENDCo before they start. Teachers are always available at the beginning and end of each day to see parents in the playground.
- **Transition from Key Stage 1** – The SENDCo, Year 3 leader and class teachers have detailed meetings with the teachers from each feeder school to share information about each child. Children have visits to the school to meet their teacher and see their classes. Children make additional visits where appropriate. A portfolio of photographs is created, along with information about their teacher and teaching assistant, so that children have this to refer to during the holidays, in preparation for starting at school. The Executive Headteacher and the Head of School lead a meeting for new parents before the children start the school, which involves all year 3 teachers and the SENDCo, providing a wide range of information about the school. This is also an opportunity for parents to share information with their child's new teacher or the SENDCo before they start. Teachers are always available at the beginning and end of each day to see parents in the playground.
- **Transition from one year group to another** - Detailed class notes are talked through thoroughly by each teacher and passed to the next teacher for reference. Children make visits to their next class and teacher. Identified children make books with a teaching assistant for reference during the summer holiday, which include information and photographs about their next teacher and classroom as well as the curriculum.
- **Transition to Key Stage 3** – Key secondary school staff visit the school and talk to the children as well as talking in detail to class teachers and the SENDCo. All children follow a transition programme in their classes during their last term. In the summer term, children make visits to their new school and a number make extra visits which are arranged by the SENDCo.

9. Supporting children at school with medical conditions

The schools recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

The arrangements in place in each school to support children at school with medical conditions are encompassed in our policy for Supporting Children with Medical Conditions.

10. Supporting children at school with Social, Emotional and Mental Health (SEMH)

The arrangements in place in each school to support children at school with SEMH are encompassed in our SEMH Policy.

11. Monitoring and evaluating SEND provision

It is each school's practice to regularly and carefully monitor and evaluate the quality of provision we offer all children, to promote an active process of continual review and improvement of provision for all children, including:

- Formative and summative assessments
- Reviewing progress each term in year teams
- Reviewing interventions at the mid and end point of each term
- Pupil progress meetings each term

12. Training and Resources

How we identify and plan for the training needs of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff undertake training and development. Training is identified and planned for by the Heads of School, Executive Headteacher and SENDCos.

Training for all staff provided by outside agencies takes place each year based on the needs of the children on the SEND register.

All new staff undertake induction and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. All new staff are then expected to read this policy to support their induction training.

The schools' SENDCos regularly attend the local authority SENDCo network meetings in order to keep up to date with local and national updates in SEND and disseminate to staff as appropriate.

13. Storing and managing information

Confidential files on each pupil are kept in locked cabinets. They are passed on to receiving schools when the child leaves. Sensitive and personal data can be accessed by class teachers and, if the need arises, is sent electronically through the borough's secure email system, in accordance with the Data Protection Act 2018.

AIS Confidential files on each pupil are kept electronically. Information is emailed through the school secure system to class teachers as required. The files are passed onto receiving schools when the child leaves through CPoms or very occasionally through hard copies, or emailed password protected. .