



ELSTOW
SCHOOL

Special Educational Needs and Disability Policy

Approved by: LGB

Date: 13th July 2023

Last reviewed on: September 2020

Next review due by: 1st September 2024

At Elstow School, we believe, given the right circumstances, all children are capable of extraordinary things.

We recognise that there are some children whose additional needs may form barriers to this outcome and therefore will require individualised, targeted provision in order to be successful.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and objectives

We are committed to providing every child with access to a broad and balanced education through a well-designed, professionally delivered knowledge rich curriculum.

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Robust monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to reduce all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for.

- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service CAMHS and Autism Advisory Service.

Responsibility for the coordination of SEND provision

The person co-ordinating the day to day provision of education for pupils with SEND is

Vicky Maples (SENCo)

The person responsible for overseeing the provision for children with SEND is **Sarah Ciantar**

Identification of pupils needs:

It is important to note that there can be a number of reasons that pupils are not achieving expected levels of attainment including low attendance, challenging family situations and limited life experiences amongst other issues. Children will only be added to the SEND register where a specific and consistent learning need or disability have been identified and where external, specialist, professional support is currently in place or may be requested in the future.

The process of determining if a pupil has SEND will be done in partnership with parents/carers/carers. Where it is determined that a pupil does have SEND, the parents/carers will be invited to give signed permission for the pupil to be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning.

All children on the SEND register will have an **Individual Action Plan (IAP)** with personalised targets and provision set out in a child friendly format. These are set and reviewed by the class teachers with the pupils and parents/carers/carers and are updated termly. The SENCo has responsibility for quality assuring all IAPs and works closely with new staff to monitor the process of reviewing and writing IAPs.

SEND children are also identified on our **Graduated Response Charts (GRCs)**. These are year group provision maps that follow an, 'assess, plan, do, review' cycle and are formally reviewed and updated termly however they are working documents as so are annotated on a continual basis. The GRCs have three different waves that indicate the level of support in place:

Wave 1 (Universal High-Quality teaching)

Reasonable adjustments are made to classroom practise by class teachers within the regular class-based learning. Such as fiddle toys, wobble cushions, word banks, additional support during lessons and other similar practises.

Wave 2 (Targeted)

Children are given specific support sometimes out of class to work towards a specific target. Examples are; Social and emotional individual or group interventions, additional phonics sessions, physical or sensory sessions amongst others.

Wave 3 (Specialist)

This includes visits from Speech and Language Therapists, Occupational Therapists, Chums and other external professionals.

The GRCs continue in 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.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to the delegated SEND budget. For those with the most complex needs, additional funding (High level needs) is allocated to the school by Bedford Borough. Resources will be used to support SEND children to access our curriculum in liaison with the Principal, SENCo and class teachers.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from Education, Health and Social care about whether or the child is eligible for an EHCP assessment or not. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Following Statutory Assessment, an EHCP may be provided by Bedford Borough 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/carers will be involved developing and producing the plan.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses and organises relevant SEND focused external training opportunities for all staff.

Working in partnerships with parents/carers

Elstow School believes that a close working relationship with parents/carers is vital in order to ensure:-

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents/carers of pupils with SEND to the local authority advice/support groups, such as SENDIASS and Parent Carer Forum, where specific advice, guidance and support may be required.

Links with other schools

The school works in partnership with the other schools. We liaise closely with our feeder nursery schools to ensure that all relevant information about children with SEND is passed on. We also liaise closely with our feeder Secondary Schools to ensure that when a child with SEND leaves our school they are able to make a smooth transition to their new school.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or SENCo, who will be able to advise on formal procedures for complaint.

Additional SEND documents also available on Elstow School website:

- [SEND Report](#)
- [Local Offer](#)
- Accessibility Plan