



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy includes the Early Years Foundation Stage (EYFS)

Policy Written: November 2023

Policy to be reviewed: November 2025

(Policy updated: 14.11.24)

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1. Rationale

St Wystan's School is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). St Wystan's will endeavour to meet the needs of each pupil and will make 'reasonable adjustments' considering the resources available and the constraints of the school's entrance procedure and finances. We are committed to a fully inclusive approach to SEND and provide a creative and broad curriculum in order to enable all pupils to reach their potential. St Wystan's aims to comply with the current legislative framework, including the SEND Code of Practice 2015 and the Equality Act 2010.

2. Definition of Special Educational Needs

This document takes the definition of Special Educational Needs and Disabilities as that laid down in the SEND Code of Practice 2015:

Children have special educational needs and/or disabilities if they:

- Have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to/or different from the differentiated approaches that are made generally for others of the same age.
- Have a medical/physical disability that prevents or hinders them from making use of educational facilities.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Whilst the four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress.

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.

3. Aims

The school aims to:

- Identify, assess and meet the needs of all pupils identified as having SEND
- Plan and review the SEND provision at regular intervals
- Work in partnership with parents and pupils
- Make 'reasonable adjustments' to ensure that all pupils attending the school have equal access to the curriculum and ambitious targets, regardless of SEND
- Ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of the staff
- Implement good practice in compliance with current legislation

- Ensure that all pupils' records include information relating to their SEND and that interventions and outcomes are recorded

4. Staffing

- The Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Anne-Marie Lawrence
- Support for those with Special Educational Needs and Disabilities is mainly provided within the classroom by the teacher.
- Daily intervention programs are also implemented by classroom Teaching Assistants for our Early Years, Pre-prep pupils and our Prep pupils.
- The SENDCO is responsible for reporting to the governor with responsibility for SEND, Mrs Vickie Barnatt, on the day-to-day management of SEN policy. Regular meetings take place to ensure continuity and good practice.

5. Role of the SENDCO

- To maintain the SEND Register and the Learning Support List
- To provide day-to-day management of Learning Support and SEND provision
- To oversee the operation of this policy
- To liaise with class teachers about pupils on the SEND Register and update them as necessary
- To organise and oversee the records of all pupils with SEND
- To manage Teaching Assistants
- To liaise with parents regarding Learning Support provision and its outcomes in conjunction with class teachers (through email, telephone consultation and meetings)
- To organise and conduct annual reviews for all pupils with SEND
- To liaise with external agencies and Educational Psychologists as required
- To advise on the resources required to meet pupils' needs effectively
- To liaise with the Deputy Head to monitor the progress of pupils and to identify those in need of Learning Support. To identify any patterns in the progress of pupils with SEND and use these to reinforce quality teaching
- To contribute to Academic Committee Meetings as required.

6. Identification and Assessment

- Class teachers make regular assessments of progress for all pupils. Pupil progress meetings take place each term. Pupils who are making lower than expected progress given their age and individual circumstances, will be identified. They will be added to the monitoring register if we feel this is necessary, and reviewed each term to see if they require more support.
- The first response is targeted intervention, where areas of weakness will be focused on, with high quality teaching (targets will be identified through the pupil progress meetings). Lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement.
- If progress continues to be lower than expected, it is the responsibility of the class teacher to file the initial identification of the pupil's needs. They file a concern on a Record of Concern form which can be found on the school network in the SEND file and should be given to the SENDCO.
- The teacher then seeks advice from the SENDCO and after discussion if they feel there is a need, they plan an individual plan – One Page Profile (OPP) - for the pupil and integrate it into the usual classroom schedule. The school will have regard to the **SEND Code of Practice 2015**

when carrying out its duties and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

- The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.
- The Teaching Assistants offer individual support to work on specific skills, reviewing them regularly with the teachers. A full review meeting involving the class teacher and parents will be held at least twice a year, usually when meeting to discuss the child's OPP.
- Referral will be made to appropriate outside agencies where necessary and the school will continue to support the child with a plan based upon expert advice

7. Nature of intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include;

- Reasonable adjustments and/or additional intervention by the teacher within the context of day-to-day classroom teaching
- Different learning materials or special equipment
- Differentiation by task, time or group
- Staff development and training to introduce more effective strategies
- Some group or individual support within the classroom or within the Learning Enrichment Area
- Extra adult time to devise the nature of the planned intervention and to monitor its Effectiveness

8. Additional Support

We offer different types of support, depending on the nature and level of a child's learning needs. Children on the Monitoring Register are managed by the class teacher through differentiated tasks or resources, additional sessions and reinforcement where needed. All our Teaching Assistants are timetabled to provide support to those children who have been highlighted by the SENDCO. Their support is provided in many different forms and is dependent on the child's needs. It may be best to work in class, in a small group or individually for short periods at the beginning of the day on reading, spelling or maths. The Learning Enrichment Area is a space provided for one-to-one or small group work if needed.

9. Other Special Educational Needs

The SENDCO will discuss concerns with the parents and help them to access diagnosis and facilitate the needs of the pupil being met, including providing staff with information, and additional support where necessary.

10. One Page Profiles (OPP)

The OPP will only record information which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The OPP will be reviewed every term.

11. Provision of Information to Staff

- Staff discuss and receive regular verbal updates on pupils in staff meetings

- Information on screening is held by the SENDCO
- OPPs are available on SharePoint
- Individual pupils' psychological reports are available on the network

12. Admission Arrangements

Some of the principles taken into consideration when admitting a pupil to the school are found in the school's Accessibility policy. Pupils admitted to the school are considered able to access the curriculum in this school. It is the expectation that the school will make 'reasonable adjustments' in the case of pupils with Special Needs and/or Disabilities.

13. Education, Health and Care Needs

Education, Health and Care Needs (EHC) pupils: currently there are 3 pupils with an EHC plan at St Wystan's School.

Support for pupils with an EHCP

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC needs assessment (EHCNA) would be carried out in conjunction with the Local Authority where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

If the school has a registered pupil with an EHCP, it will in work accordance with the targets and strategies in the plan, will convene an annual review of the plan with the parents and a LA representative, and will submit an annual account to the LA to show how any LA funding has been allocated. Current additional EHCP support includes specialist speech, language and communication support, Autism outreach support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

14. Early Years Foundation Stage Liaison

The SENDCO is in regular contact with the Head of EYFS for this area of the school.

15. Transition through school or to other settings

When a transition takes place, all relevant information will be sent/requested from the primary, senior or other schools. This would include any screenings undertaken, and details of any extra support that has been in place. The SENDCO will support any transition meetings with parents of children making the transition from Primary to the Senior school, towards the end of Year Six, to aid an effective transition for SEND pupils.

16. Communication and Concerns

Many pupils will benefit from the extra support offered by in-class differentiation and then make good progress. For a minority of pupils, expert advice will be crucial to their educational development. We encourage a close working relationship with parents of all children who experience learning difficulties. If a parent has a concern relating to their child's special needs provision, they can contact the SENDCO, who will arrange for a review of their child's individual programme. If it is felt that the pupil no longer requires an individual programme, it will be discontinued and the pupil will continue

to be monitored closely. Parents of children receiving special educational care are welcome to make an appointment to discuss their progress at any time.

17. Complaints Procedure

We value good communication with our parents to ensure any apprehensions are being sensitively handled. Should parents have any concerns or feel that the school is not meeting their child's needs, then in the first instance an appointment should be made to see the class teacher and/or the SENDCO. If parents are not satisfied they may wish to make an appointment with the Headteacher. All complaints will be dealt with in accordance to the school's complaints procedure.

18. Policy Development and Review

This policy document was produced in consultation with the school community, including school staff and Governors.

This document is freely available to the entire school community.

It will be reviewed on a regular basis.

This policy will be reviewed on a two-year rolling programme.

Reviewed by	Anne- Marie Lawrence (SENDCO) /Headteacher		
Date Reviewed	November 2023		
Date of Next Review	November 2025		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No