



Policy name:	Special Educational Needs and Disabilities Policy
Author(s):	Lindsay Palmer
Date written:	27 September 2022
Date ratified:	
Date amended:	29 August 2023
Next review date:	1 August 2024

Contents

Definition of Special Educational Needs and Disability (SEND)	2
Special educational provision means	3
Our vision	3
Our aim	3
Objectives of the policy are to	3
Inclusion Lead's (SENCO's) role	3
Admission arrangements	4
Specialist provision	5
Allocation of resources	5
Inclusion staffing	5
Identification, assessment and review	6
Cognition and learning e.g.	6
Communication and interaction	6
Social, emotional and mental health difficulties	6
Sensory and/or physical	7
Initial concern	7
SEND support	7
Requesting an Education, Health and Care Plan Assessment	7
Access to the curriculum	7
Working with agencies outside the school	8
External support services	8
Links with other schools	8
Professional development	8
TA Training	8
Partnership with parents / carers	8
Parental concerns procedure	8
Parent complaints procedure	8
Evaluating the success of our policy	9

Definition of Special Educational Needs and Disability (SEND)

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 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 facilities of a kind generally provided for others of the same age in mainstream schools. *Special Educational Needs Code of Practice 2014 p.15*

Special educational provision means

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. *Special Educational Needs Code of Practice 2014 p.16*

Our vision

Schools within The Mead Trust have expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe.

School should be a place held in the highest esteem by pupils, staff, parents, Academy Advisors and the wider community. We want pupils and staff to enjoy coming to school every day, and take pride in moving their school ever forward.

Our aim

To enable all children including those with Special Educational Needs and Disabilities to benefit as fully as possible from their education. We will ensure access to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that children will need in order to become active and responsible citizens.

Objectives of the policy are to

- Value the achievements and abilities of all our children
- Identify pupil's individual needs at the earliest possible stage and target those needs effectively so that their attainment is raised
- Show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start school. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners
- Promote the self-esteem of children with special educational needs, acknowledging and celebrating progress that they make
- Monitor every child in school through pupil progress meetings with Year teams and the Leadership group liaison with parents, lesson observations and reviews
- Provide the most effective support we can for our pupils with SEND:
 - Quality First Teaching and Responsive Teaching (differentiation)
 - Early identification and assessment of pupils with SEND
 - Carefully targeting resources, including human time and specialisms, at individuals and intervention groups
 - Ensuring additional support is given in such a way as to minimise disruption to the child
 - Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
 - Involving the child in the identification and review of targets through discussion, tickled pink marking, guided groups and individual targets
 - Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork

Inclusion Lead's (SENCO's) role

The Inclusion Leads are responsible for the coordination of provision for special educational needs throughout their schools. This involves working with the Headteacher, the Leadership Teams and the Academy Advisor Groups to determine the strategic development of the policy. Other responsibilities include:

- The day to day implementation of the SEND policy
- Monitoring, evaluating and reviewing policies and practices relating to SEND
- Coordinating provision for children with SEND in order to meet their needs effectively
- Meeting regularly with class teachers through SEND surgeries to discuss the needs of children on the SEND register, to identify vulnerable children and to help staff to identify appropriate strategies and resources
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working in partnership with class teachers in the formulation and review of My Support Plans, and any recommended actions from external agencies
- Working in partnership with class teachers to implement and review Education, Health and Care Plans (EHCPs) and any recommended actions from external agencies
- Leading, managing, supporting and developing the Teaching Assistant Team including the provision of regular training
- Monitoring and tracking the progress of children with SEND
- Working in partnership with outside agencies connected with children on the SEND register
- Requesting Education, Health and Care Plan assessments where appropriate
- Working closely with parents or carers of children with SEND including regular meetings and Annual Reviews
- Maintaining up to date records for pupils with SEND and overseeing the record keeping for all children with SEND
- Working in partnership with the Parent Support Advisors
- Overseeing and maintaining specific resources for SEND
- Liaising with the SEND Academy Advisor
- Facilitating appropriate training and professional development for staff in the field of SEND
- Working with the SBM and Senior Leadership Team to ensure effective use of the SEND budget

Inclusion Leads each hold or are studying for the national post-graduate qualification for SEND (NASENCO). There are also other members of staff who have a range of qualifications and experience in supporting, and teaching, children with additional needs. They are deployed as appropriate in a range of ways including:

- Teaching / supporting in the Resource Bases
- Direct teaching or support to other children with SEND
- Identification and assessment
- Supporting planning
- Staff training and development

Admission arrangements

There are no special arrangements for children with SEND. Normal admission arrangements apply and are based on the agreed Wiltshire policy.

We strive to be fully inclusive and all children will be treated according to their needs in line with the school's approach to equality of opportunity. No child will be denied admission because of their creed, race, physical ability or academic attainment.

If a child is transferring into a school with a statutory Education and Healthcare plan (EHCP) or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Specialist provision

River Mead School and Castle Mead School provide established specialist Resource Base provision across the primary age range for pupils with complex learning needs.

The Resource Bases are an integral part of both schools and support inclusion for all within the wider school community. Resource Base places are available to pupils with Education and Health Care Plans (EHCPs) and are allocated by the Wiltshire Council SEND Panel at County Hall.

The Resource Bases are each led by a specialist teacher and overseen by a specialist leader.

Allocation of resources

Special Needs resources for most pupils can be found in their classrooms. Class teachers and Teaching Assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). Breakout rooms and corridors provide areas that may be used for intervention groups and are in constant use by teachers, Teaching Assistants, voluntary helpers and outside agencies.

Teachers and Teaching Assistants work together in teams, including weekly planning sessions, to ensure effective responsive teaching and deployment of adult support. Liaison with the Inclusion Lead, cohort reviews and SENCO surgeries inform this practice.

Pupils who require additional SEND support will be provisioned for and may be allocated specific resources such as access to IT programmes, the Inclusion team or teaching support.

Pupils allocated additional resource through their EHCP will be supported in a wide variety of ways as agreed in that document and through the Annual Review process.

Inclusion staffing

Leadership	Lyssy Bolton, Trust Lead and CEO Gaby Simons, Deputy Headteacher (Inclusion)
Inclusion Leads (SENCOs)	Kate Seviour (The Mead) Heather Gilbert (Castle Mead) Leala Purdie (River Mead)
Resource Base teachers	Susie Mills, Emma Attree, Rachel Brotherton (Castle Mead) Lydia Tanner, Tyler McGee, Natalie Warburton (River Mead)
SEN Admin Support	Maria Lyons (The Mead) Lauren Thake (Castle Mead) Rebecca Higgs (River Mead)
Inclusion Team	There are a number of Teaching Assistants (TAs) and specialist Teaching Assistants including Higher Level Teaching Assistants (HLTAs), Emotional Literacy Support Assistants (ELSA), and Parent Support Advisors (PSAs) who support our children in school.

Harbour provision	Becky Humphreys, Alan Stokes, Becky Mitcham, Linda Mallory, Isobel Ball, Jayne Bullock, Annabelle Gilham
SEND Academy Advisors (local governors)	Lucy-Kate Ridewood (The Mead) Jayne Bullock (Castle Mead) Sharon Kirwan (River Mead)

Identification, assessment and review

In accordance with the Children and Families Act 2014, our schools aim to identify special educational needs at the earliest point and then to make effective provision that improves the long-term outcome for the child. Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's areas for development. Where progress continues to be less than expected the class teacher, working with the Inclusion Lead will assess whether the child has SEN. Where appropriate the school will engage with other professionals to support the assessment process. The class teacher, where appropriate with the Inclusion Lead, will liaise with parents/carers to discuss and share concerns

The school follows the guidance of the Code of Practice 2014, implementing a graduated response to need.



We identify the needs of children with SEND in line with Wiltshire's Graduated Response to Special Educational Needs (WGRSS) documents. The WGRSS reflects the broad areas of need outlined in the SEND Code of Practice 2014.

The categories are as follows:

Cognition and learning e.g.

- Moderate learning difficulties (MLD)
- Specific learning difficulties eg dyslexia, dyscalculia, dyspraxia (SpLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Communication and interaction

- Speech, language & communication (SLCN) e.g. articulation or language delay
- Autism spectrum disorders (ASD) including Asperger's and Autism

Social, emotional and mental health difficulties which may include

- Attention deficit disorder (ADD)
- Attachment

Sensory and/or physical e.g.

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) e.g. Cerebral palsy

Initial concern

Class teachers will use a range of teaching and learning approaches as part of their Quality First and Responsive teaching arrangements to meet the needs of the majority of children in our school. However, where through careful identification and assessment it is determined that a child is not making adequate progress the class teacher will refer to WGRSS in order to review the strategies and approaches that are currently being used and consider ways these might be developed in liaison with the child and parents/carers.

Where this review evidences that the child needs help over and above that which is normally available within the class, or school, the child's needs will be supported through SEND support.

SEND support

- A strategy for action will have been identified from previous assessment and review
- Support will be highlighted on the child's Inclusion Provision Map
- Parents / carers and the child will be fully involved in the ongoing process
- Any specific targets may be recorded on a My Support Plan – these will be discussed with the parent/carer
- At least 2 cycles of review are normally required before referral to an outside agency
- Outside agencies give advice or support for staff and may carry out observations or assessments of a child. Any advice given is followed by the school and reviewed to ensure progress is made
- Where a child continues to make little or no progress in relation to the targets set, or is working at national curriculum levels significantly below those of their peers, it may be appropriate to request a statutory assessment which may result in an Educational and Health Care Plan

Requesting an Education, Health and Care Plan Assessment

If a child does not make the expected progress, or their needs are complex, the school, in liaison with the parents / carers can consider making a request for an Education, Health and Care Plan Assessment. This will involve sending evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents / carers and from all outside agencies that have been involved. Please see Wiltshire's Local Offer for more information.

Access to the curriculum

All teachers design the learning activities in ways that are accessible for all children. In order to guard against dependency, we expect all pupils to spend time working independently as well as having focus time with their class teacher.

Different groupings may be used in the classroom to provide opportunities for pupils to work at their own pace with or without support. Assessment activities enable children to demonstrate their understanding in a variety of ways. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. The class teacher liaises with the Inclusion Lead to provide the most effective support for some children.

Pupils may be withdrawn from the classroom when it is considered that this will facilitate their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. At times it is appropriate for the curriculum to be adapted to meet children's needs. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs. We recognise that extra-curricular activities, clubs and off-site visits place particular demands on pupils so staff work in close partnership with parents to provide practical solutions that safely meet children's needs.

Working with agencies outside the school

External support services

Our schools liaise closely with the LA and will routinely involve a range of services to provide advice for pupils who need additional support.

Links with other schools

The LA holds regular cluster meeting for SENCOs which the Inclusion Leads will attend or host when possible. Our schools are part of the Collaborative Schools Group (CSL), which includes all primary and secondary schools in Trowbridge and associate schools from other geographical areas. Our school Inclusion Leads take part in a SEND focused Learning Community.

Professional development

Induction, training, including INSET, and the Continuing Professional Development (CPD) of staff is ongoing according to individual need and priorities identified from the school development plan. Teachers and Teaching Assistants take part in the appraisal cycle.

TA Training

TAs meet with Inclusion Leads and attend training regularly. The content depends largely on the needs of children with SEND in the school at the time and the professional needs of the TAs. Training may be led by the Inclusion Lead, other staff member or an appropriate outside agency. The Inclusion lead will feedback the relevant information to the teaching staff during staff meetings. Staff development is vital to ensure high quality provision for children with SEND. This may necessitate making reasonable adjustments to a child's provision.

Partnership with parents / carers

The school is fully committed to partnership with all parents, which begins before the children start school. Pre-school children are invited into school, to take part in activities and to spend time in the classrooms. (Covid guidance may impact on this usual process). Once the children have started school this partnership is continued and extended to include parents / carers coming into school to help with group activities and give individual support. At all times parents' / carers' views and concerns are valued and respected, this two-way dialogue is part of the day to day life of the school.

Parental concerns procedure

If parents / carers are concerned about the provision for their child, they should first discuss this with the class teacher. These concerns may be discussed with the Inclusion Lead and if necessary, the Headteacher. The results of any discussion will be shared with parents / carers. The Inclusion Lead is always happy to meet with parents / carers and this can be arranged either through asking the class teacher to pass on a message or by contacting the school office. They will then contact you to agree a good time to meet or to speak on the telephone.

Parent complaints procedure

Please refer to the Trust's Complaints Procedure which can be found on the Trust website.

Evaluating the success of our policy

This policy will be regularly monitored, annually reviewed and evaluated against the aims and objectives set out earlier in this policy and with reference to Department for Education policy.

There is a SEND information report for each school on the website. If you require further information, please contact the school and a member of the team will be in touch with you.

