



Shinfield St Mary's C of E Junior School

SEND Policy

Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Version Control

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Purpose of this document

This document sets out how Shinfield St Mary's Junior School provides support to ensure that children who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Shinfield St Mary's Junior School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under

what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

Background

The Children and Families Act 2014

This Children and families act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25 (CoP)'. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Shinfield St Mary's Junior School we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND,
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly.
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Meeting special educational needs in Shinfield St Mary's Junior School

1. What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the COP uses four main categories of need

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Shinfield St Mary's Junior School we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

For **all** pupils we

- gather information from previous settings
- screen all new pupils on entry to the school in spelling using HAST
- screen all pupils at the start of each academic year in spelling using HAST
- monitor progress from Accelerated Reader
- phonic assessments
- carry out regular assessment and monitoring of progress and attainment in line with the assessment policy.

NFER; Dec (Y3,4,5); Feb(Y3,4,5); Jun (Y3,4,5)

KS2 SAT: Oct (Y6)

Star Reader or Early Reader: Sept; Dec; Feb; Jun (Y3,4,5,6)

Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO.
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly
- we draw up an ILP (Individual Learning Plan) Support Plan
- an example of an ILP Support Plan appears as appendix A ***

The SENCO can be contacted on: senco@shinfield-st-marys.wokingham.sch.uk
0118 9883663

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Shinfield St Mary's Junior school, we demonstrate this by:

- always discussing any concerns, we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly overrepresented at school support stages and through statutory needs assessments. In order to, ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly

- have an up-to-date Personal Education Plan via EPEP which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

4. Arrangements for consulting children and young people with SEN and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

At Shinfield St Mary's Junior School we consult all pupils by

- encouraging them to reflect on their learning through the use of success criteria against the lesson's learning objective
- providing clear and focused marking which enables the children to identify their next steps (see Marking Policy).

In addition, where pupils have special educational needs, we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include, written comments, talking to a preferred adult, friend or mentor, drawing, scrapbooks, communication book etc.
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

- On-going teacher assessments and consultations
- Standardised tests where necessary to give standardised scores and comparative ages
- Provision mapping and pupil progress meetings
- Parents' evenings
- Target setting
- Termly review of SEN plans by class teacher, parents, pupil, SENCO and Interventions Manager
- Annual Reviews if a child already has an Education Health and Care Plan.
- On-going teacher consultations
- On-going open-door policy as appropriate

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning through

- Transition meetings between year groups
- Meetings between key staff members from new setting, Shinfield staff and pupils
- Parent information evenings
- Arranging visits to the new school setting

For pupils with special educational needs, it may be necessary to arrange the following

- additional transition meetings
- meeting between Shinfield St Mary's SENCO and SENCO from new setting
- photos of new school environment and staff to familiarise the pupil with the new setting.
- meetings with family and specialist services

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on <http://info.wokingham.gov.uk/kb5/wokingham/info/home.page>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

Shinfield St Mary's Schools Local Offer can be accessed on the school's website and through Wokingham Local Authority's website. This sets out the school's specific support and services for Children with SEND and how they can be accessed within the school.

8. The expertise and training of staff to support children and young people with SEN, including how specialist support will be secured

All staff have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service.

The role of our SENCO

The legislation requires that

- the SENCO must be a qualified teacher.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- a National Award must be a postgraduate course accredited by a recognised higher education provider.
- schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- with the headteacher and governing body, determining the strategic development of SEN policy and provision in the school.
- day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents and other agencies
- be aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant class teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

In order to carry out these duties effectively, as a school we ensure that the SENCO has sufficient time and resources to carry out these functions. The SENCO works closely with the Interventions Manager to ensure that the needs of all

pupils are met. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Most children and young people who have SEN respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. The SENCO is responsible for the analysis of assessment data pertaining to the interventions. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will measure its efficacy by measuring the outcomes achieved by the pupil and consider the cost of the intervention.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities, taking the health and safety of all pupils into consideration.

11. The social and emotional development of our pupils

Support is available to promote the emotional and social development of children with SEND in the form of the following:

- advice and support from outside agencies
- counselling, either in a group or 1:1
- social stories
- Emotional Wellbeing groups with our Nurture Assistants
- additional adult support during unstructured times
- mood boards
- Personal, Social and Health Education curriculum
- Scaling activities to enable the pupil to reflect about their mood
- Three Stars and a Wish reflection book
- Proud book

12. Working with other professionals and practitioners

When further expertise is required to help children, support may be sought from the following external professionals and practitioners:

- Education psychologists
- Foundry college (Behaviour support)
- Speech and language therapists
- Counselling
- CAMHS – mental health team
- Occupational therapist
- Sensory consortium
- Assist – ASD support
- Family support workers and direction to Red Kite Children's Centre
- Parent Support Advisor
- Mental Health Support Team workers
- School Nurse

At Shinfield St Mary's School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we do the following:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person-centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way
- Termly School Planning Meetings with the school's Educational Psychologist to review support for SEND pupils, discuss new pupils and to plan appropriate training for school staff.

13. Arrangements for handling complaints about SEN provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially, they should contact the class teacher. If this does not resolve the situation either the SENCO or head should be contacted. If the matter remains unresolved SENDIASS can be contacted. The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is a statutory service which is run at 'arm's length' from the Special Educational Needs decision makers and aims to provide free, confidential, impartial advice, guidance and support to parents of children with special educational needs, including the very young.

14. How funding is made available to school to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEN can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

15. When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In these cases, a referral is made to the Local Authority requesting an Education, Health and Care needs assessment which may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- Produced Provision and SEN support plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- made provision, which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence based and cost effective
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluate

Shinfield St Mary's CE Junior School

Individual Learning Plan

Child/young person			
Surname Other names			
Address			[Child / young person's chosen picture]
Date of birth			
Language at home			
Religion			
Child/ young person's parent/s or person responsible			
Address		Relationship to Child/young person	
Telephone		mobile	
email			
Best time for contact		Best method of contact	

This is Me			
What I want to do/be in the future			
Things I am good at			
Things I find Difficult			
How I liked to be helped			
What is important to me now and in the future			
If this section has been completed by or with someone else please fill in the details below			
Name		Relationship	Parents
Name		Relationship	Senco
Name		Relationship	EP

What ***family think is important now and, in the future,**

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What others think is important for ***now and in the future – names**

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Why additional support is needed – strengths and difficulties

Summary:

Cognition and Learning

Strength:

Needs:

Communication and Interaction

Strengths:

Needs:

Social, Emotional and Mental Health

Strengths:

Needs:

Sensory and/or Physical

Strengths:

Needs:

The outcomes we want to achieve

--

Key people involved within school

	Support Assistant	
	Class Teacher	
	SENCO	
	Head Teacher	

The person responsible in school for monitoring this provision

Learning on a daily basis	Class Teacher
Responsible for support and additional provision	SENCO

The outcomes we want to see this year

	What we want to achieve and what success will look like	What approaches will be used	Provision In order to achieve this NAME will need.....
1	•	•	•
2		•	•
3	•	•	•
4	•	•	

When this Agreement will be reviewed

Outcomes will be reviewed termly with changes made where required. The Agreement will be reviewed in full annually.

Signatures

	Signature	Date
Child/Young person		
Parent/s		
School		

Objectives for Meeting Needs:

-

1:1 Intervention	Small Group work	In Class Support	Outside agencies	Evaluation
Home Targets		Evaluation		Parent signature
				Date