



# Special Educational Needs and Disability Policy Statement

This policy was reviewed and approved by the Governing Body of Altwood Church of England School on

Responsibility of Gail Prince (SENDCo ) and Sally Hind (governor with responsibility for SEND)

Signed: Jan McLucas

Date: 20.10.2023

(Chair of Governors)

Signed: Neil Dimbleby

Date: 20.10.2023

(Headteacher)

This policy will be reviewed if there is a need for information to be updated.

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## **Context**

This Special Educational Needs and Disability Policy complies with the SEND Code of Practice (2014) and should be read in conjunction with the Safeguarding Policy, the Behaviour Policy, the Equality and Diversity Policy and Accessibility Plan. The Accessibility plan is an integral part of this policy as well as the Equality Act (2010). The four key areas of special educational need for which we cater are:

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

The Equality Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities (Equality Act 2010).

Students with significant additional needs are given Education, Health and Care Plans (EHCP) from their allocated Borough. These plans bring together all the support needed to help children and young people aged 0-25 improve their outcomes across education, health and care. EHCPs are tailored to the individual needs of the child/young person and are developed in full partnership with the young person and their family. The plans also have a particular focus on developing life skills for adulthood to enable the young person to develop work skills and live as independently as possible. They are reviewed at least annually.

## **Aims and Objectives**

At Altwood Church of England School, all students, regardless of their particular needs, are provided with inclusive teaching, enabling them to make the best possible progress in school and be a valued member of the wider school community. Our inclusive approach means all students are to be treated equally and fairly, whatever their educational needs may be. The school provides a broad, balanced and challenging curriculum, differentiated and adjusted in accordance with the needs of individual students and their own learning styles.

We recognise that some students require more support than others, either short or long term, in order to achieve their full potential throughout their school career. We tailor support accordingly.

We aim to provide all pupils with strategies for dealing with their specific needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure a positive transition from primary to secondary through strong liaison with parents and feeder schools and the early identification, monitoring and tracking for all new students

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- Ensure all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the life of the school, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs through use of data, feedback from staff and regular planning meetings
- Involve parents/carers in planning and supporting at all stages of their children's development to ensure that ambitious educational and wider outcomes are set for them, enabling all students with SEND to meet or exceed the high expectations set for them based on their age and starting points
- Work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- Work towards ensuring that all students become confident individuals, able to make a successful transition on to the next phase of their educational journey and into adulthood

The SEND Department supports a wide range of students in all areas of the curriculum (KS3, 4 and 5). The SEND Department adapts and modifies resources for pupils who are visually impaired. The Department has links with external services including The Sensory Consortium, Specialist Autism Service, The Educational Psychology Service, and Health Services (CAMHS, Occupational Therapy, Speech and Language). Learning Support Assistants may also support SEND pupils on school trips and activities.

## **Responsibilities**

### **Roles and responsibilities of Headteacher, other staff and governors**

Provision for children with special educational needs is a matter for the whole school.

The **Head teacher** has responsibility for :

- Determining the policy and provision for pupils with SEND, along with the governing body
- The management of all aspects of the school's work, including provision for pupils with SEND
- Working alongside the SENDCo, identifying areas of need for development within SEND
- Ensuring adequate resources, both financial and personnel, are allocated to SEND by the governors
- Keeping the governing body informed about SEND issues
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school, as a whole, are monitored and reported to governors

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The **Governing Body** will ensure that:

- It maintains a general overview of SEND and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school
- SEND provision forms an integral part of the school improvement/development plan
- The necessary provision is made for any student with SEND
- Students with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They are aware of the requirements of the SEND Code of Practice (2014) and are fully informed about SEND issues, in order to be able to play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- Governors attend training and receive regular up-dates from the SENDCo and the Head teacher
- They, and the school as a whole, are involved in the development and monitoring of this policy

The **special educational needs and disabilities co-ordinator (SENDCo)** is responsible for:

- Ensuring all staff are aware of their legal obligation to provide for pupils with SEND and that they are fully aware of the individual needs of students they teach through information shared with them from the SEND department
- Making sure the information available on students for staff is up to date and easily accessible
- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Working closely with staff to identify pupils with SEND and targeting further support
- Working alongside the Heads of House to identify and target support for students with emotional and social needs
- Carrying out detailed assessments and observations of pupils with specific learning problems to ensure the correct provision is in place
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies being used and are involved as partners in the process
- Meeting parents regularly at parents evenings, annual reviews and fostering good relationships with parents
- Eliciting feedback from parents and following up on this
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records

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- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests
- Keeping fully up to date with SEND issues through attendance at specialist training, reading and subscription to professional bodies
- Contributing to the in-service training of staff
- Ensuring learning support staff receive on-going professional training in areas identified as a need within school
- Managing learning support staff
- Over-seeing and monitoring the different interventions put in place for students and measuring the impact of what is being done to inform decisions moving forward
- Liaising with other SENDCos during transition enabling a smooth transition from key stage 2 to key stage 3

## **Class teachers** are responsible for:

- Providing for students with SEND in their class and for providing an appropriately differentiated curriculum
- Being aware of learning needs and strategies for individual students they teach by referring to the information provided by the Learning Support Department and shared centrally
- Helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.
- Highlighting concerns to the SENDCo so that identification of needs can be made which are likely to hinder progress
- Referring to the SENDCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification
- Monitoring and supporting pupils with SEND
- Being aware of how to refer a student who is of SEND concern for further assessment

## **Learning support assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Be familiar with the curriculum with which they are assisting and apply best practice for Learning Support Assistants as shared with the department (deployment, practice, preparedness)
- Be deployed to provide support as specified in the LSA Handbook
- Keep up to date with SEND issues and take part in internal and external training on offer

## **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

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- Monitoring of classroom practice by the SENDCo and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- termly monitoring of procedures and practice by the SEND governor
- The school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- The school's SEND review, which evaluates the success of the policy and sets new targets for development
- The school improvement plan, which is used for planning and monitoring provision in the school
- Feedback from parents and staff, both formal and informal, following meetings to produce Education Plans and targets, revise provision and celebrate success

## **Further Information**

This Policy should be read in conjunction with the SEND Local Offer and School SEN Information Report.

Please see below the link to the Royal Borough of Windsor and Maidenhead's Local Offer giving further information about other services that might be available to support your child/young person: <https://rbwm.afcinfo.org.uk/>

Should you have any concerns in the first instance about the support your child is receiving, please contact the SENDCo in the first instance. Further guidance in this respect is given in the School SEND Information Report.

You can also contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>