



SEND Policy

This Policy applies to the entire setting including the EYFS.

Staff Responsible for policy review: Head & Head of Learning Strategies

Next Review: 1st November 2024

Last Review	Updates made
July 2021	Reviewed following the appointment of the new SENDCo. Policy was largely rewritten to provide a much clearer pathway for staff, parents and children in relation to SEND support and diagnosis.
July 2022	Reviewed following a full year post covid and meeting the needs of differing pupils. Change of title from SENDCo to Head of Learning Strategies.

Introduction

The Mead School is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision.
- not treating SEND pupils less favourably than their peers.
- making reasonable adjustments so that SEND pupils are not put at a substantial disadvantage in matters of admission and education.
- ensuring that pupils with SEND engage as fully as practicable in the activities of School alongside pupils who do not have SEND.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Accessibility Plan, Behaviour Policy and Anti-Bullying Policy.

Governor and staff responsibilities

Wishford Governance is responsible for overseeing School policy, its implementation and provision for pupils with SEN and disability.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Special Educational Needs and Disability Coordinator ('Head of Learning Strategies') is Mrs Hannah Jaques, who is a member of the middle leadership team. The Head of Learning Strategies's responsibilities include:

- advising staff on policy and approach to SEND support.
- determining the strategic development of SEND policy and provision at the School, together with the Head and with Wishford Governance;
- continuously developing their own SEND expertise and demonstrating exemplary practice, communication and record keeping;

- overseeing SEND support and a culture of inclusion throughout the School by supporting staff appraisal and CPD and by ensuring relevant staff complete all SEND related paperwork in a timely and effective manner.
- Maintaining the SEND register and collating/updating SEND paperwork centrally.
- Establishing good communication and relationships with external SEND agencies and supporting staff, parents and children through any external assessment;
- Supporting SLT in managing the home/School relationship if a child needs enhanced provision beyond the School's resources.

The Head of Learning Strategies is responsible for monitoring and coordinating SEND provision. Its delivery is the responsibility of all staff.

Non-teaching staff are responsible for ensuring they have an up to date awareness of the special educational needs throughout the School and use this knowledge in their interactions with the children.

All teaching staff, including specialist staff and our Teaching Assistants are responsible for:

- Having the highest expectations for the progress of all individual pupils, regardless of their individual needs;
- Enabling all children, including those with SEND, to have full access to all elements of the School curriculum, and to continuously aim to maximise their learning and achievement;
- Providing SEND friendly learning environments and delivering consistently ambitious and inclusive teaching, adapting their approach to allow every child to make good progress;
- Showing evidence in their planning and in the children's work/activity that they understand the needs of any SEND children in their care, tailoring their approach accordingly;
- Delivering effective wave 1 – quality first teaching, and wave 2 interventions to allow SEND children to make good progress and feel included with their peers;
- Remaining up to date with the SEND register and other related logs/register, flagging any updates/concerns to a child's Form Tutor and the Head of Learning Strategies as and when they arise.
- Maintaining good records and evidence and completing paperwork as outlined in this policy (and as requested by the Head of Learning Strategies) in a timely fashion;
- Continuously developing their professional expertise in relation to SEND;
- Ensuring that parents and children (where appropriate) and kept up to date with the development and success of individual provision and that both the parents and the child have a voice in the process;
- Ensuring effective transition (around the School and from one year to the next) communication with colleagues;

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010) and access provision/facilities provided for others of the same age in mainstream Schools [or early years providers].

The School recognises poor mental health and its related symptoms (e.g. selective mutism or anxiety) as an impairment which could have a substantial and long-term adverse effect on a child's ability to carry out normal day to day activities. These children are identified on our ELS register (Emotional Literacy Support).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN. Some children may be logged onto both the SEN and disabled registers but the provision for each might be unrelated.

Identifying and supporting pupils with disabilities

The School's **three-year accessibility plan** can be provided upon request by writing to office@themeadSchool.co.uk. This sets out the School's plan to increase the extent to which disabled pupils can participate in and benefit from the entire breadth of the School's provision.

If diagnosed, parents must inform the School of their child's disability at the point of admission. Whenever (pre or post admission) a disability is diagnosed by a qualified medical professional, the Head of Learning Strategies and Head will use the current accessibility plan to initially assess whether the School can provide for the child's needs and communicate this with their parents.

Where the accessibility plan allows a child to access the School's provision, a child with a disability will be added to the School's disability register which includes clear guidance for staff on how to support that child in any environment on-site.

If a child is struggling to access an age appropriate curriculum then the Head of Learning Strategies may advise parents to rule out a potential disability (e.g. sight or hearing impairment) with their GP before SEN causes are explored.

Identifying and supporting pupils with emotional literacy needs

The School supports all children with their emotional literacy via the PSHEE curriculum. Any child can be flagged (by themselves, a peer, their family or a member of staff) for additional emotional literacy support and their needs and related provision is then logged on the emotional literacy support register. This register would include children with diagnosed mental health difficulties or children with suspected or diagnosed ASD. Children who need emotional literacy support may not need SEN or disability support and so in School support needs to solely focus on their emotional needs to give them the best chance of accessing the provision and making good progress.

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty (or language barrier) which calls for adjusted (either integrated or enhanced) provision to be made for them. In accordance with the Children and Families Act 2014, this relates to all children (of compulsory School age and those under five years old) who have significantly greater difficulty in learning than the majority of children their age and, for whom, an age appropriate curriculum would be inaccessible without adjusted provision and additional support.

Identifying pupils with SEN

The School's admissions policy outlines the School's approach to pre-admission identification of SEN. In all cases, children and their parents will receive fair and indiscriminate treatment.

Post admission, the identification of SEN is, invariably, initially done by the School. However, the School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents should notify their child's Form Tutor or the Head of Learning Strategies if their child's progress or behaviour gives them cause for concern.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN. All teachers regularly review pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty, for example, where there are early indications that a pupil is not making expected progress, despite support and differentiation, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required. Parents must acknowledge their understanding of any escalation of provision and the reality that the learning journey of their child will differ to those of their peers according to the severity of their needs.

Supporting pupils with SEN – 'The Three Wave Process'

To support children with SEN, the School operates a three-wave process.

Waves 1&2 represent integrated provision, i.e. provision that the School will be able to provide following reasonable adjustments and Wave 3 represents enhanced provision which the School may or may not be able to provide. Enhanced provision requires an external diagnosis of SEN. The School will then decide if they can make reasonable adjustments in order to offer this enhanced provision. If the School decides it cannot make reasonable adjustments then it will discuss next steps with the child's parents including the child staying at the School and the parents covering the additional cost of the necessary enhanced provision or the child moving to a School which can provide for their needs. The School's 'SEN register' logs all children on wave 3 and the School's 'Provision Map' will log all children on waves 2&3.

Wave 1 - Differentiation (Integrated) – Quality First Teaching

Initially, wave 1 support will come via integrated differentiation through quality first teaching and streaming overseen by the year group team. If a teacher is concerned with the level of progress of any child in their class, they will put in place the necessary levels of differentiation and exhaust their teaching expertise and in-class resources (e.g. teaching assistants) to allow that child to begin to make the age-related level of progress expected. Wave 1 children will be identified in teachers' planning and their progress will be reviewed on a termly basis. Form Tutors will make parents of wave 1 children aware of their concerns and the strategies being used to help their child make better progress. Wave 1 interventions can happen within core subject lessons or as additional pre-teach/consolidation sessions. Records will be kept to evidence the wave 1 support that is taking place.

Wave 2 - Intervention (Integrated)

Wave 2 begins on the agreement of the Form Tutor, Head of Learning Strategies and parents. Agreement should be reached that the child is not making satisfactory progress and that wave 1 support has been given enough time to have an impact. The Form Tutor will speak to parents about their concerns and submit a SEN cause for concern form to the Head of Learning Strategies, attaching records of wave 1 support and examples of the child's work.

The Head of Learning Strategies has access to numerous SEN resources and will select a programme for the child. Invariably, this programme will be mostly done at home but the School will look to offer as many booster sessions as possible, depending on current capacity. Again, progress reviews will take place termly.

Wave 1 support will continue concurrently with the wave 2 intervention.

Wave 3 - Enhanced Provision

The decision to move to wave 3 must be taken carefully and with the agreement of all parties. Each case is individual and if a child is happy and self-confident and is making satisfactory personal progress with wave 1 & 2 support, moving to wave 3 might prove counterproductive, i.e. before any external diagnosis is sought, the following questions must always be asked:

1. Is this in the best interests of the child?
2. How will this improve the provision?

Reasons for moving to Wave 3 would usually include at least one of the following:

1. There is common agreement that Wave 2 is not having the expected impact on the child's progress.
2. That external advice will add value to the provision currently being given.
3. To facilitate extra support in standardised/external assessments or with senior School transition.
4. To support the self esteem and well being of the child by providing them with greater clarity and ownership over their learning difficulties.

Wave 3 begins with the Head of Learning Strategies identifying the most appropriate external assessment agency and organising for the child to undergo a SEN assessment (the cost of which will usually be borne by the parents if a private route is taken i.e. non-NHS). Waves 1&2 provision will continue whilst the report is written. Upon receiving the report, the teacher, Head of Learning Strategies and Headmistress will meet to discuss the findings. If the School concludes that they can make reasonable adjustments to deliver the necessary enhanced provision then a SEN Individual Learning Plan (ILP) and Pupil Passport will be created for the child if deemed imperative for the child's progress and for the documents to impact on learning.

The ILP will be reviewed termly and will set out individual targets for the term ahead and follow the 'assess, plan, do, review' model so that each termly plan feeds into the next. ILPs will also outline wave 1 & 2 integrated provision. Parent and child will also complete a 'pupil passport' which allows them both a voice in how best to support the child in their learning.

If the School concludes that it cannot make the reasonable adjustments necessary to meet the recommendations of the report, or provision viewed as necessary for the child, it will communicate this to the child's parents in writing via an Enhanced Provision Proposal. This will explain why reasonable adjustments cannot be made and make recommendations for the next steps in the process, including, potentially, any additional funding needed from the parents to allow their child to remain at The Mead and receive the necessary enhanced provision.

For both outcomes, the School will meet with parents in person and discuss the report and the School's conclusions on its findings.

The School should maintain oversight over the wave 3 process and agree with the source of the external assessment. The credibility of the findings is key in ensuring the School can reach the correct conclusion about its ability to provide the necessary enhanced provision.

Withdrawal

When requested by the School, it is not compulsory for parents to move to Wave 3 or pay for the proposed Enhanced Provision but, in refusing to do so, parents accept that their child will not access the curriculum at a level deemed satisfactory to all parties and the School may then make the decision that they can no longer cater for their child's needs and so will withdraw their child's place at the School.

In a case where the School initially agrees to provide enhanced provision but, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a SEN pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the relevant deposit will be returned.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite

the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Support for EAL (English as an Additional Language)

The School is committed to making appropriate and inclusive provision for those pupils whose first language is not English (please refer to admissions policy).

Alongside high-quality teaching from experienced and qualified professionals, the School also supports fluency in English by providing a breadth of opportunities to communicate (verbally and in writing) and collaborate in the classroom, on the stage or on the sports field.

The School must be informed if a child requires EAL support at the point of admission. The Head of Learning Strategies will then assess the level of educational support needed and enter the child into wave 1, 2 or 3 of the School's SEN provision.

If an assessment concludes that a child's fluency level, coupled with quality first teaching, will allow them to access an age appropriate curriculum, then the child is placed on Wave 1 support (as outlined above). The School's EAL register is updated regularly and includes all EAL children registered at the School, including those on Wave 1. The Head of Learning Strategies is committed to keeping staff up to date with guidance on making lessons EAL inclusive, including in cases where EAL children present as completely fluent.

If a child's fluency requires wave 2 or wave 3 support, the School will consult with parents and follow the process outlined above.

The decision to enter an EAL child into wave 2 or wave 3 will depend on their level of fluency and the integrated School support and home support available. In cases where enhanced support (wave 3) is needed, i.e. where a child needs an individualised curriculum or regular one to one support (which is deemed to be beyond the School's integrated level of provision and home support), the Head of Learning Strategies/Head will communicate this with parents immediately. In most cases, the parents will be expected to bear the cost of any enhanced support needed (e.g. daily fluency sessions or a personal learning assistant). As with other

SEND, the need for wave 3 enhanced support is assessed on a termly basis as part of the ILP review.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Mrs Cassie Hibberd (EYFS Coordinator). The child's Form Tutor will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Specifically, EYFS teachers will use their experience, expertise and knowledge of the early years' milestones to discuss any developmental concerns with the Head of Learning Strategies and SLT and then flag with parents when agreed.

Personal, social and emotional development is vital during early education. Communication and Language and Physical Development are the keys to unlocking this PSE development in children. Consequently, the school's policy is that we flag concerns relating to **Speech and Language** or **Gross Motor Skills** as soon as they become apparent. Parents will be encouraged to see their GP and book an appointment with a Speech and Language therapist or Occupational Therapist (or do so privately) to assess whether early intervention is necessary.

The school will support parents with any programmes recommended by specialists. The decision to refer will be taken jointly by the Form Tutor, Head of Learning Strategies and parents, and parents will be reassured that speech and language or physical development concerns are often developmental issues. However, if these issues persist (or become apparent) into key stage 1, then the School will consult with parents and usually move the child into the wave process of the school SEND provision. Speech and Language or gross motor difficulties can be pre-cursors to SEN such as dyslexia and dyspraxia. The EYFS department therefore maintain a separate SEND concern register and children only move on to the whole school SEN register in Year 1.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the Head of Learning Strategies with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Strategies will process applications for appropriate examination access in conjunction with the child's Form Tutor and Head.

Recording progress of pupils with SEND (see relevant SEN documents as appendices to this policy)

- Cause for concern form
- Provision map
- Pupil passport
- ILP

Appendix A – Cause for concern form

SEND RECORD OF CONCERN

If you require any assistance when completing this form, or would like to discuss any part of it, please contact Jo Webster, SENDCO.

Child's Name		Date of Birth	
Referred by		Year group	
Date of referral		Reason for referral (please circle)	SEND GAT

INFORMATION TO SUPPORT REFERRAL

Referral is made on account of (please tick appropriate box/boxes)

Academic scores (examples attached)		PSED (Personal Social Emotional Development log of examples attached)	
Numeracy		Behaviour (Behaviour plan attached)	
Literacy		Anxiety (log of examples attached)	
Parent referral (parent notes attached)		Attitude to learning (must link with another area of concern)	
Teacher intuition		Information from previous school/nursery	
Discussion with pupil			

Latest Academic Data

Reading	SAS:/ Date:	Spelling	SAS:/ Date:
PTE	SAS:/ Date:	PTM	SAS:/ Date:
CAT4	SAS:/ Date:	Other (please specify)	

Latest Academic Data

Reading	SAS:/ Date:	Spelling	SAS:/ Date:
CAT4	SAS:/ Date:	Other (please specify)	



Wave 1 Interventions and any additional information about the child and his/her abilities (including subject linked to referral):

Proposed Wave 2 interventions: (include information such as: frequency, length of session, member of staff doing the intervention)
 This information will be added to the whole school provision map.

Any other information:

PLEASE PRINT AND RETURN THE COMPLETED FORM TO THE SENDCO, WHO WILL MEET WITH YOU TO DISCUSS THE CHILD YOU HAVE REFERRED.

FOR COMPLETION BY SENDCO

ON WATCH LIST	SEND/ GAT/ NO	SIGNED	
REASON IF NO		DISCUSSED WITH STAFF MEMBER	YES/NO
DATE ADDED TO WATCH LIST		DISCUSSED WITH PARENTS	YES/NO

Appendix C – Pupil Passport

PHOTO	I learn best when	What I find difficult:
Name	I am good at:	The strategies that will help me are:
Date of Birth	Resources that will help me in the classroom	Children I work well with:
People who help me in school	Overarching targets.	Things that distract me are:
Formal assessment	Strategies for targets.	Intervention groups
	How parents can support at home	Review

Appendix D – ILP

SEN Individual Learning Plan										
Name:				Date of Birth:			Year group:			
Date started:				Review date:			Form Tutor/Author:			
SpLD:				Learning styles:			Exam/assessment requirement:			
Pencil Grip:		Sensory tools:		Writing slope:		Fidget aids:		Emotional Regulation Intervention:		Other:
What is already in place - in class differentiation (WAVE 1 support)										
What interventions are in place? (WAVE 2)										
Date started	Intervention details			Starting point	Aim		Review (summary - details of intervention recorded seperately)			
WAVE 3 – Termly SMART targets (Assess, Plan, Do, Review)										
Assess (scores)	Target			How we will achieve this target	Frequency of input	Date started	Review Date:	Review Comment:		
We have discussed and agreed the information above										
Child's signature				Parent/carer signature:			Teacher's signature			
Next review date:										