



Special Educational Needs and Disability Policy

Date	Review Date	Inclusion Lead	Special Educational Needs Co-ordinator (SENCO)	Nominated Governor
July 2024	July 2025	Jeanette Sinclair-Gunn	Jeanette Sinclair-Gunn	Coralie Bordiak

School Vision

At Clipstone Brook we aim to be a friendly school at the heart of the community, providing ambitious outcomes for our pupils to give them the best start in education and in life. We believe that all children deserve this including our children with Special Education Needs (SEN).

Rationale

All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to and benefit from it. Early identification and intervention of those needs will ensure every child makes progress and experiences success.

We value a working partnership with parents and **external** agencies that help ensure a sharing of information, consistency of approach and the best use of professional advice.

What is SEND?

The Code of Practice 2015 states that a child or young person has SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.”

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

The 2015 Code of Practice

Our policy reflects the principles identified in the Code of Practice 2015 which are designed to support:

- The involvement of children, parents and young people in decision making;
- The identification of children and young people's needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- Greater choice and control for young people and parents over their support;
- Successful preparation for adulthood, including independent living and employment

Within the framework of the school's curriculum, teachers are responsible to ensure that pupils are offered work appropriate to their abilities, interests and learning styles.

The school would also seek to ensure that all pupils, including those with special educational needs have full access to all areas of school activity, both within the curriculum and in extra-curricular opportunities.

Management of Special Needs

The Deputy Head, Ms Sinclair-Gunn, is responsible for the inclusion of all pupils at Clipstone Brook and is known as the Inclusion Lead. This role oversees the inclusion of Pupil Premium children; pupils from service families; traveller community pupils; Children that have English as an additional Language and pupils with SEND. In addition to this role, **Ms Sinclair-Gunn is also the nominated school SENDCo**. She is supported in her role by the SEND Governor: Mrs Coralie Bordiak, Family Worker: Mr Gale and a team of highly trained SEND TAs.

When organising additional support it is very important that we provide children with SEND, a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high expectations, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and learning support assistants are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND needs. Teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The school has full provision for pupils who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Roles and Responsibilities of the SENDCo

The SENDCo, has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education Health and Care Plans. This is overseen by the Inclusion Leader.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and carers, and outside agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a supporting role to the family to ensure that children with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a pupil has SEND;
- advising on a graduated approach to providing SEND Support (linked to the county's graduated response);
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- 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 LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the senior leadership 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 children with SEND up to date.

The Role and Responsibilities of the Inclusion Leader

The Inclusion Leader oversees the schools inclusive practice which accompanies a range of pupils needs including SEND. They work closely with the SENDCo and other relevant staff to lead inclusion provision.

The key responsibilities in relation to SEND include:

- Overseeing through systems and monitoring the quality of provision
- Reporting to the Headteacher and governors and other professional bodies where relevant.

The Inclusion Leader has overall responsibility for the provision and progress of learners with SEND and / or disabilities.

The Role of the Governing Body

The SEND governor will:

- Work closely with the SENDCo meeting termly.
- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Observe children with SEND in conjunction with the SENDCo or Inclusion Manager.
- Work with the Inclusion Manager and the SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Role of the Headteacher

The Headteacher will:

- Work with the SENDCo, Inclusion Leader and SEND governor to determine the strategic development of the SEND policy and provision within the school.

The Role of the Class Teacher

Class teachers will:

- be responsible and accountable for the progress and development of the pupils they teach
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them
- inform the SENCO of any new concerns through filling in an 'initial concern form' prior to a SEND Surgery
- attend termly SEN surgeries to discuss progress of pupils on the SEND register and to discuss any new concerns
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCo;
- read reports and implement any advice and teaching strategies given by outside agencies;
- ensure Communication Passports, Behaviour Support Plans and SEND plans are reviewed termly or amended sooner if required
- provide high quality teaching for all pupils;

- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes adaptive teaching methods;
- set challenging targets;
- track and monitor the progress of all pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on SEN;
- identify any additional training needs they require;

The Role of Teaching Assistants (TAs)

Teaching Assistants will:

- work closely with the SENCO and class teachers;
- attend annual reviews if working with a child in receipt of an EHCP;
- read relevant reports from outside agencies and make sure they are aware of them;
- provide support for individual or groups of pupils with SEND;
- attend relevant training to support individual pupil's needs;
- assist in the preparation of lessons;
- monitor pupil's progress and provide feedback to teachers and the SENCO;
- suggest training needs.

The Role of the External Specialists

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress and the pupil meets the criteria for a referral:

- educational psychologists
- Jigsaw (SEMH support)
- paediatricians (Edwin Lobo)
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists
- Autism Spectrum Disorder (ASD) Advisory Teacher (Chiltern's Outreach) if the child demonstrates traits or has a specific diagnosis of ASD.

The Role of the Local Authority

The Local Authority (LA) has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', LAs should include provision which they believe will actually be available.' The local offer can be found on the School's website and through the SEN Information Report.

The Role and Rights of Parents

We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils.
- be aware of their child's targets and their progress towards them;
- take part in the review of Behaviour Support Plans and SEND plans;
- attend and take part in annual reviews;
- consider requesting an Education, Health and Care needs assessment, where applicable;
- be aware of the LAs Information, Advice and Support Service.

The Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- the annual review process
- to discuss their views on what helps them learn, what is important in education to them and feel confident that all staff are aware of their needs

Identification of Special Educational Needs

The Code of Practice 2015 outlines the four broad areas of need as:

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

A child will be identified through baseline and ongoing assessments by the teachers and brought to the attention of the SENDCo if progress is less than expected, in spite of high quality differentiated classroom teaching targeted at the child's barriers to learning. The SENDCo will then work with staff and parents to investigate this further and may engage the help of external agencies, such as the Early Years SEND team, Chilterns ASD outreach service, Jigsaw outreach (SEMH) or Speech and Language Therapist, in order to identify the area of need. Parents will be invited in to discuss any concerns and using the guidance from Central Bedfordshire if the child meets the criteria for SEN then the child's name will then be entered on the SEND register as needing SEND support. These pupils will have a SEND plan.

Pupils requiring a lower level of 'Ordinarily Available Provision (OAP)' in the class will be put on the monitoring register. Parents will be informed and the provision will be reviewed termly, or sooner if required. These pupils do not have an individual SEND plan, their provision is monitored on the monitoring calendar.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps

- details of additional support or different provision made under SEN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

Graduated Approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review**. This is overseen by the Inclusion Leader.

Parents will be kept well informed about and encouraged to be involved in all four stages.

Assess

The class teacher and SENDCo will establish a clear analysis of the pupil's needs. This will draw on teacher assessments and experience of the pupil, as well as information from the school's own assessment systems for tracking pupil progress and attainment. It will also draw on the individual's development in comparison to their peers, the views of the child and parents. Liaison with external support services will take place as appropriate.

Plan

Where possible, the views of the child and parents will be obtained, usually at a meeting with the class teacher and/or SENDCo / Inclusion Leader. A SEND plan will be created which details the area/s of need, desired outcomes and how they will be achieved.

Do

The class teachers, with support from the SENDCo / Inclusion Leader, will remain responsible for the implementation of the SEND plan and monitoring the impact of interventions. The support and interventions provided will be delivered by appropriate members of staff and will have evidence of reliable outcomes.

Review

SEND plans will be reviewed at least three times a year within a given timescale and the impact of support and interventions monitored. The class teacher, with the support of the SENDCo / Inclusion Leader, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes. Pupil and parent's views will inform the review process.

Provision

Firstly teachers are responsible and accountable for the progress and development of the children in their class. This is through high quality teaching, differentiated for all children including those children who may have SEND.

A child with an identified need will be recorded on the SEND register and will have either a SEND Support Plan. The plan is drawn up collaboratively by the child, class teacher and parents during a termly meeting and of any subsequent changes between the stages of assessment. The targets identified on the plan will be specific and measurable so that progress is easily identified and will outline the support given. This may take the form of differentiated activities, increased adult intervention, adaptation of resources, additional adult support in groups or one-to-one. Occasionally children are withdrawn for small group or one to one activities if relevant.

In the majority of cases the effective management of SEN plans and the provision specified on them, will enable the child to make progress. If a child or young person continues to make less than expected progress, in spite of special education provision and the involvement of outside agencies, the SENDCo / Inclusion Leader will follow the statutory guidance on requesting an assessment for an Education, Health and Care plan (EHC) needs assessment.

The Local Authority will then decide if extra resources and funds will be required outside the school's normal provision.

All EHC plans are reviewed annually with all relevant bodies being invited to attend and make recommendations with regard to the child's progress and future provision. The continuation of the EHC plan will be considered and new targets set if appropriate.

At any time if the teacher, support staff, SENDCo / Inclusion Leader and parents agree that the pupil's needs can now be met within the scope of usual class differentiation the child's name will be removed from the SEN register. Their progress will continue to be closely monitored.

Interventions

The overall impact of interventions is monitored through half termly pupil progress meetings.

Involving Specialists

Where a pupil does not make adequate progress, despite receiving appropriate support targeted at the areas of need, it will be considered whether advice from specialist outside agencies is required. Parents will always be notified of this decision and a referral made.

Involving Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. 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.

Parents of children with SEND will be consulted and have regular meetings with staff. The school will ensure that parents understand procedures and are aware of how to access support. We work with parents to enable them to help their children at home by giving them support and advice.

Education Health and Care Plans (EHCP)

The majority of children and young people with SEND will have their needs met within the school. Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools, an assessment for an Education Health and Care Plan may be requested. Schools apply

to the Local Authority for consideration of this assessment. Parents also have the right to apply for an assessment of Education, Health and Care on behalf of their child.

Where an EHC Plan is agreed, the SENDCo / Inclusion Leader will be responsible for the implementation and monitoring of the plan. A formal review of the plan will take place annually and all external agencies involved in the EHC Plan will be invited to attend. Pupils under the age of five years will have their EHCP reviewed 6 monthly.

Looked After Children with SEND

Looked after children with SEND will have a designated safeguarding officer who will work closely with the SENDCo / Inclusion Leader to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. The local authority will instigate a Care Plan, which includes a Personal Education Plan (PEP) and Health Plan, which will assess and set out the child's education and health needs. The school will work closely with other professionals as appropriate to the child's needs.

Children in Need with SEND

The local authority must provide services to meet the needs of children in need in their area, including disabled children. The school will follow the guidance of the local authority as appropriate.

Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;

Improving Practice and Staff Training

As stated by the Code of Practice 2015 the School's structured approach to engaging parents and children, tracking and measuring progress of pupils with SEND, support the delivery of high quality teaching, support and intervention. The SENDCo or other appropriate professionals will deliver training to meet staff and pupil needs as appropriate. Clipstone Brook communicates with and applies the advice of the following services:

- Educational psychologists,
- Autism advisory teachers (Chilterns outreach),
- Occupational Therapists,
- Edwin Lobo Child Development Centre,
- Jigsaw Behaviour Support Team,
- Speech and Language Therapists
- Teacher of the Deaf (HI team)
- Speech and Language (HI team)

- Cognition and Learning outreach (Weatherfield)
- SpLD SEND advisory teacher

SEND Information Report

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the support in place for children with identified Special Educational Needs.
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published

Admissions Arrangements

The School adheres to the admissions policy of the LA and therefore has no special provision under admissions arrangements for limiting or promoting access for pupils with special educational needs who are without Education Health and Care Plans. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs and information will be gathered, the previous setting contacted if appropriate so we are prepared for the needs of the child.

It is particularly important that parents intending to send their child to the school, inform the school in advance of admission about the child's needs. This will allow agencies to work together to best

meet their needs where possible and ensure they know what provision will be provided in good time.

Please also refer to the schools Transition Policy.

Complaints

Depending on their nature, these will be dealt with in the first instance by the class teacher, then the SENDCo. If the matter is not resolved, then it will be dealt with by the Headteacher and if necessary by the Governing Body as per our complaints procedure. Parents are encouraged to contact the Parent Partnership Service (Tel: 0300 300 8088) for support and advice.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Criteria for success

The effective implementation of the policy will be demonstrated by:

Demonstrable progress for children with SEND in keeping with their abilities and starting points.

Headteacher:	Sally Reay	Date:	July 2024
Chair of Governing Body:	Karen Pearce	Date:	July 2024