



**Ashford Park Primary School**  
'Inspiring a love for lifelong learning'

# **Policy for Special Educational Needs and Disability (SEND)**

<b>Status of Policy</b>	<b>Date</b>
Policy written / reviewed	January 2023
Agreed by staff	N/A
Review	January 2024

**Ashford Park Primary School**  
**Policy for Special Educational Needs and Disability (SEND)**  
**October 2022**

### **1, Introduction**

This policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (July 2014) from the Children and Families Act 2014. The policy has been written with reference to the following related guidance and documents:

Equality Act 2010

Ashford Park's SEN information report for parents\*

Ashford Park's accessibility plan\*

Ashford Park's safeguarding policy\*

Statutory guidance on supporting pupils at school with medical conditions April 2014

\*Documents can be located on our school website

### **2, Vision for SEND at Ashford Park**

We are committed to the purposeful inclusion of children with SEND. All pupils have access to inclusive, quality first teaching. All teachers are teachers of all children, including those with SEND.

### **3, Aims**

- We expect all pupils with SEND to meet or exceed the high expectations set for them, based on their age and starting points
- We provide appropriate support and reasonable adjustments for pupils with SEND and work in partnership with parents to enable students to meet social, emotional and educational goals
- We support all pupils to become confident individuals who will be able to make a successful transition onto the next phase of their educational journey.

### **4, Definition of SEND**

At Ashford Park we use the definition for SEN and disability from the SEND code of practice (2014).

**SEN:** A child or young person has Special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means educational provision that is additional to, or different from that made generally available for others of the same age in a mainstream school.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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.'

## **5, Categories of SEND**

5.1, Ashford Park Mainstream school currently provides additional to and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical disabilities

5.2, The Acorn Centre specialist unit provides support for pupils with an Education Health Care Plan who have communication and interaction or learning needs. Admission into the Centre is through local authority panel only (please see appendix 1 – The Acorn Centre for further details).

## **6, Key Roles and Responsibilities**

### **6.1, SENCO – Special Educational Needs Co-ordinator**

Ashford Park has two SENCOs, Inclusion Lead Lynsey Makepeace and SENCO Eilis O'Mahony. They can be contacted via the school office.

They will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Ensure the school keeps the records of all pupils with SEN up to date

### **6.2 The SEN governor**

The SEN governor is Paul Goulden

The SEN governor will:

Help to raise awareness of SEN issues at governing body meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this  
Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **6.3 The headteacher**

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **6.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

### **6.5 The Inclusion Team**

In addition to the staff outlined, Ashford Park also has an Inclusion Team, responsible for provision and outcomes of pupils with SEND and other vulnerable groups.

The inclusion team consists of:

Lynsey Makepeace (Inclusion Lead), Lindsay Martin (Acorn Centre Manager), Eilis O'Mahony (SENCo) Pauline Bartlett (Pastoral and Behaviour Support Lead) Asma Fleming (Higher Level Teaching Assistant and SENCo Assistant) Sam Girvan (Home School Link Worker)

## **7, How pupils with SEND are identified and supported at Ashford Park**

Ashford Park follows the Surrey policy of a 'Graduated Response' to support pupils with SEND. Using the Surrey 'Profile of Need' children with SEND are identified and an assess, plan, do and review system is used to provide the right support at the right time for SEND children.

### **Assess**

To identify whether a child requires SEND support the class teacher working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The outcome of the review may be that the child no longer requires SEND support or that it needs to continue. Some children may require the input from an outside professional at this point e.g educational psychologist, behaviour support teacher.

For most children with SEND the above system should be adequate enough to meet a child's needs. However some pupils who have more significant needs may require the long term support of an Education and Health Care Plan (EHCP). It is expected that the assess, plan, do, review cycle will be completed 2-3 times before making a request to the local authority for statutory EHCP assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

Please see appendix 2, Ashford Park Mainstream Provision, for an outline of the levels and types of support the school is able to provide.

## **8, How parents, families and children are involved in this process**

We aim to work in partnership with parents and families in order to obtain the best possible outcomes for children. Any concerns about a child are discussed with parents at the earliest opportunity by the class teacher and parents are consulted if their child requires additional support. Parents are always consulted if outside agencies e.g educational psychologists, specialist teachers, health professionals are involved with their child and they are invited to discuss and help plan the support for their child. Children are regularly involved in discussions about their learning and any additional support they may require, through day to day conversations with teachers and a half termly 1;1 session with their class teacher about their progress and next steps.

## **9, Monitoring and evaluation of SEND at Ashford Park**

All pupil's progress is monitored half termly by class teachers and members of the Senior Leadership Team and the SENCo. A range of assessment methods are used including formal testing, ongoing teacher assessment and general observations. The progress of children with Special Educational Needs is monitored by the SENCO and in consultation with any outside agencies involved with the children.

## **10, Transition Arrangements to support pupils with SEND**

Before pupils start school in reception the SENCo will liaise with the nursery and parents of children with identified SEND to ensure there is a clear picture of need and the support required for the pupil. Induction arrangements include opportunities for pupils to visit the school before starting in September as well as home visits and a phased start to school with SEND starting as a small group before the other children join.

When a child leaves the school, transition meetings take place between Ashford Park and the receiving school to ensure a smooth handover. The SENCo has links with all local secondary schools and will meet with KS3 SENCOs to ensure they have a clear understanding of the pupil's needs and how to support them effectively.

## **11, Staff Development**

Staff are trained how to support children with Special Educational Needs to reach their potential. Training may take many different forms, from sharing of good practice between colleagues within the school or from other schools, training delivered by the SENCO or other professional (e.g educational psychologist, healthcare professional) or attendance at conferences/courses led by the local authority or other providers.

Training may be specific to one individual child or a cohort of children.

The SENCO attends termly SEND network meetings organised by the local authority and Spelthorne Confederation in order to keep abreast of any changes in legislation or practice of SEND.

## **12, Supporting children at school with medical conditions**

Ashford Park follows the DFE Statutory guidance on 'Supporting Pupils at School with Medical Conditions' (April 2014) and recognises that pupils with medical conditions should be properly supported enabling them to have full access to education including

school trips and physical education. (For further information please refer to our Medical Conditions Policy available from the school office)

### **13, Storing and managing information**

Information about pupils is confidential and is kept securely within school. A list of children who are categorised as having Special Educational Needs is kept on the school data system.

Any information regarding a child with special educational needs will only be passed on to a third party following parental permission.

### **14, Procedures for concerns**

If at any time parents are unhappy about their child's schooling, they are invited to discuss their concerns with the class teacher. If the concern is not resolved it will be passed to the SENCO and then the Head teacher. If parents are still dissatisfied they are made aware of our complaints procedure and are given information regarding this process.

### **15, Review of Policy**

This policy will be reviewed annually.

Appendix 1 – Acorn Centre at Ashford Park

Appendix 2 – Mainstream SEND provision at Ashford Park