

Ashtree Primary & Nursery School

Policy for Special Educational Needs and Disability

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for supporting Special Educational Needs and children with a disability at Ashtree Primary & Nursery School.

IT WAS DEVELOPED during the Spring of 2021 through a process of consultation with teaching staff, governors and parents.

IT WAS APPROVED by the governing body in January 2023

THIS POLICY WILL BE REVIEWED in Spring 2024. A schedule for the review of this, and all other, policy documents is set out in the School Development Plan.

Statutory Framework

This policy complies with the statutory requirements laid out in the *SEND Code of Practice 0-25 (2014)* and has been written with reference to the following documents and guidance:

- SEND Code of Practice 0-25 (2014)
- Equality Act 2010/DfE Advice for Schools (2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- School SEND Information Report Regulations (2014)
- Children and Families Act – Part 3 (2014)
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Pt1- information for all school and college staff (DfE, 2020)
- Working Together to Safeguard Children - 2018
- Health and Social Care Act - 2012
- General Data Protection Regulations - 2018

Principles underpinning the new SEND Code of Practice 0-25 2014

The SEND Code of Practice 0-25, which took effect in September 2014, states that local authorities, in relation to disabled children and young people and those with special educational needs (SEND), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

Special Educational Needs: A Definition

Under the **SEND Code of Practice 0-25 (2014)** and the **Children and Families Act 2014** the definition of special educational needs is defined as a child or young person who has:

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.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Ashtree School, the general arrangements for planning, teaching and assessing work, takes into account the wide range of abilities, aptitudes and interests that the children bring to school. The majority of children will learn and progress within these arrangements. Those children, who have difficulty doing so, without additional or different planning, may have special educational needs (SEND). This policy states how the staff, Governing Body and Local Education Authority (LEA) make provision for these children.

Aims

Our aims in supporting Special Educational Needs, children with disabilities and Children Looked After, are that all teachers will:

- a) Address the needs of all pupils in order that they may reach their full potential in every curriculum area
- b) Allow each child, whatever its needs, equal access to a broad and balanced

- education, including the breadth of all Foundation Stage and National Curriculum subjects
- c) Try to ensure that children with SEND are identified and assessed as early as possible
 - d) Meet the needs of most pupils, including those with SEND, within the classroom by differentiating class work within a common curriculum framework
 - e) Meet the needs of those children at the **SEND Support** stage of the Code of Practice (COP) through a combination of differentiated classroom work, targeted Teacher Assistant (TAs) time and, where appropriate, specific programmes of work
 - f) Create a welcoming atmosphere for parents, working with them to provide consistent approaches and establish the right provision
 - g) Ensure that we celebrate the wide range of our pupils' achievements
 - h) Encourage children to take a measure of responsibility for their own learning. Good habits are praised and we place a firm emphasis on personal organisation and reliability. Equipping children with skills and attributes necessary for adult life and key transition points
 - j) Allocate the staff and resources available to them, in class, in ways that reflect differing individual needs.

Identification, Assessment and Provision

Identification

At Ashtree School, we believe that all the children with SEND should be identified and assessed as early as possible. To assist early identification, the school takes full account of information provided by a range of the following:

- A child making '*less than adequate progress*' as listed below; although we agree '*Slow progress and low attainment do not necessarily mean the child has SEND...*' (SEND COP 0-25 2014)
- Evidence provided by the nursery class or previous childcare provider
E.g. Nursery Learning Record or Foundation Stage Profile
- Baseline Assessment, a low score on the baseline could be indicative of need and therefore further monitoring and assessment would need to take place
- End of Key Stage results (SATs) and annual reports
- Standardised assessment and diagnostic tests
- Comments from parents, teachers and other concerned adults will also be considered
- Evidence will also be gathered from the child's work and the class teacher will continually monitor progress and share concerns where appropriate with the Inclusion Lead and parents
- Where behaviour or emotional development are causing concern, the child's behaviour will be observed, monitored and logged regularly.

The SEND Code of Practice 0-25 2014 describes four broad categories of need. The identification of these categories help us to plan for the provision that the school will take.

The 4 areas of SEND identified by the Code of Practice are:

- Communication and Interaction;
- Cognition and Learning;

- Social, Emotional and Mental Health
- Sensory and/or Physical Needs.

At Ashtree we acknowledge that the following areas/vulnerabilities **may also** impact on the progress and attainment of a child, but that they are **not necessarily considered to be SEND**:

- Disability (we have a duty to make reasonable adjustments for disability under equality legislation but this alone does not constitute SEND)
- Attendance and punctuality
- Health and welfare needs
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (See Below)
- Being a Child Looked After (or 'Ever Six' child)
- Being the child of a serviceman/woman
- Being on the "**at risk**" register or under a child protection order
- Having unacceptable behaviour for learning (although we are aware that this could be a symptom of an underlying cause such as mental health difficulties which would be SEND).

We are also aware that a child may have multiple-vulnerabilities, falling into a number of areas listed above, including that of SEND.

The new SEND Code of Practice 0-25 2014, defines young people with special educational needs only, but we recognise that some young people will have a disability but not special educational needs or vice versa. Some young people will have both special educational needs and a disability as recognised by the Equality Act 2010.

Less than Adequate Progress Criteria

In line with the SEND COP 0-25 2014, we believe pupils making less than expected progress given their age and individual circumstances, can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

Assessment

When a child has been identified as having SEND, we will begin to assess the level and nature of these needs as early as possible. In order to facilitate this the Inclusion Lead or class teacher, as appropriate, will draw upon a range of the following assessment tasks:

- Annotated, unaided pieces of a child's work, where the child has received no adult support in the content of their work
- Visual discrimination activities and sequencing games

- Miscue Analysis - a 'running record' of errors made in reading and spelling
- Phonological Awareness Tests - assessment of the child's knowledge of basic phonetic blends
- Reading tests, including word recognition, accuracy and comprehension
- Standardised Assessment and Diagnostic Tests
- Teacher Assessment of National Curriculum levels and a child's progress within each level
- Graded Word Spelling Tests
- Observations of emotional development and behaviour through the collection of data in a regular log
- Observations of motor skills
- Where necessary, the Inclusion Lead will seek referral to a relevant external agency for consultation or assessment.

Provision

All teachers at this school are responsible and accountable for the progress and development of the pupils in their class. It is the class teacher who is responsible for allocating support from teaching assistants to pupils in their class and the Senior Leader Team who allocate Teaching Assistant (T.A) time to the teachers annually or termly where appropriate, on the basis of pupil needs as understood through their analysis of progress data and knowledge of the pupils. (Where a child is identified as SEND additional T.A time may be allocated by the Inclusion Lead.)

All class teachers provide quality teaching to meet the needs of each and every pupil each day. This means that they scaffold or personalise activities for different groups of pupils. This is recorded in their daily planning. In planning teachers considering such strategies as:

- The level at which the work is set
- The rate and pace of each activity
- Employing a range of teaching methods and styles
- Allocation and planning of Teacher Assistant time
- Differentiation by outcome
- Teacher input
- The use of modified materials
- Use of specialist equipment
- Support schemes, including Wave 2/3 Intervention programmes.

Wherever possible the children are supported within the classroom. However, where withdrawal from the classroom is felt to be more beneficial in meeting the child's SEND, we will maintain the child's access to a full and balanced curriculum. Teachers make arrangements designed to overcome any possible barriers to learning and make reasonable adjustments so that all pupils can learn. Pupil Progress Meetings take place termly between a member of the Leadership Team, Inclusion Lead, class teacher and teaching assistant where young people's progress is analysed.

At Ashtree we have a graduated response to pupils with increased need. When we recognise that a pupil is not making adequate progress the teacher will provide an

increased amount of intervention, for example a reading comprehension focus group; additional phonics or times tables practise groups, individual target time – to address specific gaps (this may be for a targeted number of weeks only) etc. They may also devise groups to work on social skills, confidence or support groups for pupils at times of transition. Additional access to technology may be needed by some pupils (e.g. modified equipment or recording devices). This level of support is part of our quality teaching and/or our making reasonable adjustments and is **not** described by the Code of Practice as SEND. The teacher may be supported by the school's English or Maths Lead towards the selection of appropriate resources or interventions.

For a small number of pupils who have “significantly greater difficulty in learning” and for whom previous interventions may still not be enough to ensure adequate progress, we will provide Special Educational Needs Support (SEND Support). This is additional highly individual, focused intervention work intended to enable the young person to achieve an agreed outcome. At this point, the Code of Practice indicates that a **young person has SEND**.

The class teacher will seek the advice of the Inclusion Lead and consider all information gathered about the pupil's progress, alongside national data and expected outcomes. At this stage a pupil will be recorded as 'being in receipt of SEND Support' on the school's data base.

For all children who are identified as having SEND a **SEND Support Plan (SSP)** will be written, in consultation with parents and as part of the '**Assess, Plan, Do, Review**' cycle, setting a small number of short term targets, outcomes, and teaching strategies to be used to meet them.

The plan will normally last for one term and will be reviewed at the end of this period to gauge progress made.

The Graduated Response of the Code of Practice

All teachers are teachers of pupils with special educational needs. (SEND COP 0-25 2014)

The COP states that in order to give specific help to children with SEND, schools should adopt a graduated response. In line with the COP, we at Ashtree School take the following steps in identifying and monitoring the progress of children from when concerns are raised, these form part of our '**Assess, Plan, Do, Review**' cycle:

Assess

Involves the initial identification and registration of a child's educational needs.

Whilst the child's progress needs to be carefully monitored, and they may need some scaffolding of class work, they do not need provision which is 'additional to or otherwise different' from that made generally to children of the same age in the school. These children are identified on the school's 'monitoring lists'.

If it is necessary for the teacher to plan at a level that is significantly different from or additional to what is necessary for the majority of pupils in order to enable the child to make progress, this will be discussed with the parents, pupil and Inclusion Lead and the additional planning will be recorded in a SSP. This additional and different provision is known as *SEND Support*. The child will continue to receive differentiated class work and work in the normal classroom setting, but will now be monitored by the Inclusion Lead as well as the class teacher. The class teacher and the Inclusion Lead will continue to collect further evidence, draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers, as well as the

views and experience of parents (See Assessment above). They will plan future support and review action taken in collaboration with the pupil, parents and TA (See the 'Plan' stage below). If the child makes adequate progress, then they will be returned to the previous stage and monitored.

Plan

When it is decided to provide a pupil with SEND Support, parents will be informed. Planning will involve consultation between the teacher, Inclusion Lead and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded in a SSP.

The opinion and feelings of the individual and advice from external support services will also be considered at this time. Parental involvement may also be sought, where appropriate, to reinforce or contribute to progress at home, this will be recorded on the SSP at the planning meeting. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required.

Do

At this stage the actions recorded on the SSP will be carried out. The class teachers will remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching delivered by additional adults. They will work closely with TA's, the Inclusion Lead and relevant specialist staff to plan and assess the impact of support and interventions and provide links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Lead.

Review

Reviewing pupil progress will be made at termly SSP Review Meetings and during 'Pupil Progress Meetings'. The review process will evaluate the impact and quality of the support, interventions and the objectives/targets of the SSP. The Inclusion Lead, in consultation with parents and class teachers, will revise the support and in light of pupil progress and development; setting new targets and making any necessary amendments going forward. The Assess, Plan, Do, Review cycle will be repeated.

If a child continues to make inadequate progress and meets the LEA criteria, the school may request a Statutory Assessment for an **Education Health Care Plan** and/or **Additional Funding** (See below).

If a pupil is making sustained progress in their identified area of need/needs and no new needs have become apparent, then a pupil will no longer need SEND Support. This will be discussed with parents and the pupil prior to any decisions being made and outside agencies if they are involved. This does not mean that the young person will receive no support but that they will de-escalate back down the Graduated Response as described above. The school will continue to monitor through pupil progress meetings to ensure that the level of response matches the pupil's level of need.

Additional Funding

In some cases, a school will conclude, after action has been taken to meet the identified needs of a child, that the child's needs remain so substantial that they cannot

be met effectively within the resources normally available to the school. The school may then consider:

Predictable Needs Funding

A school's Predictable Needs budget is set annually by the LEA and is determined on a formula basis. This is largely based on prior educational attainments, but the formula also includes a small element for free school meals and number on roll.

Predictable Needs budgets are meant to meet virtually all of a school's special educational needs.

At Ashtree, allocation of Predictable Needs Funding will be considered in consultation with the Head Teacher, Inclusion Lead and SEND Governor. The allocation of Predictable Needs Funding to individual pupils will be reviewed annually.

Local High Needs Funding/High Needs Funding (LHNF/HNF)

Local High Needs Funding and High Needs Funding have been designed to meet needs that do not regularly occur in schools. This funding applies only to a very small proportion of children across the county and some schools will have no children with these exceptional needs. The amount of HNF/LHNF is awarded via a 'banding system'.

A school considers LHNF when they deem a child's needs require targeted or specialist support or access to specialised equipment or apparatus. LHNF may be awarded for short term, focused interventions and support.

Schools apply for LHNF through their local SEND cluster where applications are moderated before referring to a district decision-making panel.

The HNF process is a new funding system that runs parallel with the ECHP process but is not part of the statutory process itself.

HNF & LHNF replaces Exceptional Needs Funding. The ENF system was the system in place prior to September 1st 2020 to provide extra funding to schools to support them in delivering provision to support Special Educational Needs.

Pupil Premium

The Pupil Premium is additional funding paid to schools for identified groups of pupils for two purposes:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers
- Supporting children and young people with parents in the regular armed forces.

Pupil Premium funding is available for children who:

- Are currently receiving Free School Meals (FSM) at any point in the last 6 years
- Are classed as Children Looked After (CLA)
- Have left care on an order or are 'post LAC'
- Have parents who are Armed Forces Service Personnel.

The aims of the funding isto:

- Reduce the attainment gap between the highest and lowest achieving pupils nationally
- Increase social mobility
- Enable more pupils from disadvantaged backgrounds to get to the top universities
- Provide additional resource to schools to do this
- Support looked after children and previously looked after children – PLA.

(A pupil may be SEND and Pupil Premium.)

Pupil Premium Plus Funding

Where a pupil is CLA, the school may access the Pupil Premium Plus funding stream. Spending and allocation will then be linked to a pupil's ePEP.

Education Health Care Plans

Following a successful request for statutory assessment, the LEA, having made an assessment of the child, may decide to draw up an Education Health Care Plan (EHC Plan - previously known as a Statement of Educational Need).

An EHC Plan might conclude that, for example, the child's learning difficulties call for:

- Regular direct teaching by a specialist teacher
- Daily individual support from a TA
- Use of a significant piece of equipment, for example, a personal computer with appropriate software, or large print books and text
- Major building adaptation such as wide doorways or wheelchair ramps
- Regular involvement of a non-educational agency such as a physiotherapist
- Moving the child from the mainstream school to a specialist unit.

EHC Plans may also cover non-educational issues/concerns i.e. home or wider social concerns.

Where an EHC Plan is issued, the objectives are incorporated into the child's SSP.

From Sept 1st 2020 EHC Plans may include an element of HNF (See above)

Monitoring and Evaluation

The Inclusion Lead maintains the records and checks provision being made for SEND, thereby gaining an overall view of the progress being made by the pupils on the SEND list/register. Class teachers have the responsibility of ensuring the children progress at an acceptable rate through detailed planning, assessment and target setting; also by implementation of county and national guidelines, this includes all children with SEND.

The Senior Leadership Team (SLT), working with the Inclusion Lead, Curriculum Subject Leads and Assessment Lead, monitor patterns in achievement made by all children, including those with SEND, across both Key Stages and the Foundation Stage and match them against LEA and national expectations.

Inclusion

At Ashtree School we actively seek to remove barriers to learning and participation and believe that all children, including those with SEND or who are CLA, should have access to an appropriate education that affords them the opportunity to achieve their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. (See Inclusion Policy, Equal Opportunities Policy and Children with Medical Needs Policy)

Integration of SEND Pupils

At Ashtree School, we maintain an equality of opportunity for all our pupils, encouraging all to participate in the full life of the school. Children with SEND are not excluded from any part of school life or extra-curricular activity – as far as is appropriate.

Children at Ashtree School are not allocated a particular class due to ability or need, streaming may occur in some subjects in various year groups, but classes remain mixed ability. Thought is put into class allocation when a known SEND child joins the school, purely to suit the child's particular needs and provision.

Admission Arrangements

Ashtree School's admission arrangements are in accordance with the County Primary Admissions Criteria and Procedures. The needs of every child are discussed prior to enrolment, to ensure that appropriate provision is made. We do not discriminate on the basis of race, religion, gender, impairment, disability or educational need. Where a child has a statement of SEND or Education Health Care Plan, naming the school, we will admit the child as a priority. Where a child with a disability wishes to attend the school, the governing body will take all reasonable steps to enable that to happen.

Special Facilities

We have a wide range of SEND resources; games, workbooks and activity sheets and reading books, as well as other equipment and materials designed to help the SEND child: scissors, pens, pencils, handgrips, guidelines etc. There is also an assortment of test and assessment materials as well as advisory literature on various aspects of SEND and specific learning difficulties (SpLD) such as dyslexia etc. All members of staff are able to select items from this resource bank for use within the classroom. Other resources; computers, ipads etc. are already classroom based due to their frequent use.

The school building has a number of facilities for disabled pupils or adults including wheelchair ramps, widened doorways, handrails, lifts on split levels, an accessible toilet with warning aids and all classrooms are fitted with the Soundfield system. The school is committed to providing an environment that allows disabled or impaired children full access to all areas of learning (see Accessibility Plan, SEND Information Report and Core Provision Document). We actively encourage and welcome pupils and parents/carers to attend our school and seek to make our school environment accessible to children and adults who are disabled.

Teachers modify teaching and learning as appropriate for all disabled or impaired children. For example, they may give additional time to children with disabilities to complete certain activities or provide enlarged text for children with visual difficulties.

Information & Communication Technology

Information & Communication Technology is an important resource for SEND: -
It provides additional resources across the curriculum and makes many aspects of education more accessible to SEND children, especially in the core subject areas.

Support for children with Autism

In addition to all the above provision, we offer the following for children with Autism:

- School Autism Lead (Ms Ruprai)
- Whole school training in Tier 1 Autism
- School Autism Lead completed Tier 2 and Tier 3 Training in Autism
- Signposting to Autism workshops, courses and conferences for parents
- Close liaison with other local schools as part of the DSPL (Delivering Special Provision Locally)
- Joint working with Communication and Autism team and other professionals
- Regular review of the impact of provision and progress using the AET (Autism Education Trust) standards.

Support for CLA children

For CLA, we offer the following:

- Designated Teacher (Ms Ruprai)
- Named Key Adult if appropriate
- Communication with carer – facilitating Parent Consultations, clubs and trips etc
- Close liaison with other agencies or authorities if COLA (Children from Other Local Authorities)
- ePEP Planning and Review
- Regular review of the impact of provision and progress using the school monitoring schedule and Annual Review to Governors.

Health & Safety Issues in Special Educational Needs

There may be specific Health and Safety issues in Special Educational Needs with regard to individual children with disabilities.

Record Keeping

Day-to-day documentation such as SEND Support Plans are kept by the class teacher and shared with the Teaching Assistants in that Year Group who work with a particular child. Outside agencies' reports are also held by the class teacher to assist them in planning for provision. These records are passed onto the young person's new teacher each September and full discussion of needs occurs.

Further records, copies of the SSPs, external reports, reviews and other relevant information are stored in the child's central SEND folder. When a child leaves our school we pass these records to the new receiving school. We are mindful of the confidentiality of these records and abide by our Data Protection Policy - See below (Any records regarding issues of Safeguarding/Child Protection are kept by our Designated Teachers for safeguarding).

Records kept include:

SEND Support Plans

The SSP is a planning and monitoring document for pupils at the SEND Support stage of the COP. They identify a pupil's immediate learning need and the special arrangements, which need to be made to suit the individual pupil. They are a way of identifying and targeting areas for action for pupils with learning and behavioural difficulties, and planning a solution or strategy for improvement. The SSP is a 'live' document and is continuously annotated and revised, keeping objectives and targets, appropriate and up to date. As targets are met new targets and objectives may be set.

The plans will be reviewed termly as part of the Assess, Plan, Do, Review cycle. Parents and carers are invited to be involved at the 'initial' and 'review' stages of the SSP's.

Referral Forms

The Referral Form is an application from the school for pupils at SEND Support, for help, advice or specialist assessment from an external agency. The parent's permission will always be sought before any child is referred to an external agency.

External Reports

A response from an outside agency following a referral. Depending on the type of referral the external report will consider and make comment on an individual's needs, appropriate action to be taken, relevant advice, or recommendation for further/other specialist assessment. Parents will always receive copies of any external report.

Application for Additional Funding

If the school feels that additional funding is needed to provide extra support for a child, monies may be allocated from the Predictable Needs Budget or alternatively an application for LHNF/HNF is submitted, along with supporting evidence of strategies already tried, and consultations with external professionals.

Education Health Care Plans

Statutory assessment - Education Health Care Plans are an application for help and advice from the LEA where it is felt that a child's needs cannot be met effectively within the resources normally available to the school. Education Health Care Plan Reviews are carried out annually and form a regular check on the progress of a child with an EHCP. (see Education Health Care Plans above)

Inclusion Register

This is a school-based tracking system, held electronically, to monitor the progress of individual pupils against targets and actual progress. This draws in data from and is linked to AM7 and the SIMs database.

ePEP

This is a personal planning tool system for CLA pupils, held electronically, to monitor the progress of individual pupils against targets and actual progress. This also records/plans for Pupil Premium Plus spending.

Confidentiality

The confidential nature of assessments, meetings, referrals or records of pupils and families of all our vulnerable groups is understood by all staff members. It is also understood that should any report/referral, letter etc. be written on a child the parents have rights to have access. Where possible, parents will be given a copy of any report or referral, after discussing it with them.

Ashtree School is also GDPR compliant. Our Data Protection Policy and Privacy Notices set out how we comply with the GDPR. These may be found on the school website. Any questions or concerns about the operation of the policy should be referred in the first instance to our Data Protection Officer (DPO). This post is currently held by Mrs K Cox.

Collaboration with Other Agencies

In order to fully cater for the SEND of all of the children in school we maintain contact with the following external agencies:

- SEND Advisory Team
- Greenside Outreach
- Communication Disorders Team
- Woolgrove Outreach
- School Medical Service
- Education Psychology Service
- Speech and Language Therapists
- Children's Services (Social services)
- Education Support Team for Medical AbSENDce (ESTMA)
- Attendance Improvement Officers
- Larwood Outreach – Behaviour
- Assessment Team
- Family GP
- School Family Workers
- Local Opticians
- Child & Adolescent Mental Health Unit
- NESSIE
- Stevenage Education Support Centre.

Families First Assessment and Early Help Module

The Families First Assessment (FFA) and Early Help Module, previously known as a CAF is a generic assessment for children and Families with additional needs, which can be used by practitioners across all children's services in all local areas in England. It aims to help early intervention of need, promote co-ordinated service provision and reduce the number of assessments that some children and young people go through.

Hertfordshire Steps

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. As a school, Ashtree has signed up to this approach and Ashtree staff have been trained as appropriate.

Hertfordshire Steps is a therapeutic approach to positive behaviour management. The Steps approach is based on the following principles:

- A shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration.

Support During Transition/Pre-School and Secondary School Liaison

At Ashtree we aim to ensure that all our pupils have smooth transition into our school and/or from the previous phase of education and from our school into the next phase of education i.e. a secondary education setting.

We hope to offer, where needed, early and timely planning for a transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of

SEND support, those with Educational Health Care Plans, medical needs and disabilities, and CLA. If appropriate pupils with 'other vulnerabilities' may also need similar arrangements.

Support for the pupil in coming to terms with moving on will be planned and will include familiarisation visits. Where appropriate pupils will be supported in coming to terms with 'moving on' and included in all 'class transition days'. They may also be offered additional transition visits.

We have close links with our local Pre-Schools (i.e. First Friends) and our feeder secondary schools in the locality. Records are shared (where appropriate) with all schools involved and staff are encouraged to visit for discussion and to observe pupils at work. SENDCos and Inclusion Leads from both schools liaise to provide continuity and all records, including external reports are transferred. This also applies to children leaving and transferring to other primary schools.

Partnership with Parents

At Ashtree School, we are continually working to strengthen our links with parents. We value and encourage their involvement in the education of their children. We endeavour to ensure that all parents are kept well informed of their child's progress.

Where a child is identified as having SEND, the parents are kept informed in the following ways:

- The class teacher is the primary communicator; they will keep the parents informed of information regarding their child's level of achievement or behaviour. The class teacher will also communicate the fact that the child has been placed on the school's SEND Register
- Through involvement with the child's SSP
- Communication with the Inclusion Lead. Parents are always welcome to discuss any concerns they may have about the needs of their child. The Inclusion Lead and Staff have an open door policy, but acknowledge some issues/discussions require a longer meeting – these can be arranged via the school office or directly with the appropriate staff.
- With children at the SEND Support stage of the COP, the Inclusion Lead and/or the teacher will liaise with parents before referral to any external agency. Where necessary the Inclusion Lead will arrange meetings between the parents and the external agency involved
- Through the process of applying for additional funding* (* see above)
- Through EHC Plan Reviews
- Parent Consultation Evenings
- SEND information updates, led by the Inclusion Lead. On these occasions SEND and school procedures and systems can be discussed informally, and on a general level advice and guidance offered on how to best help their children.
- Informal communication through the child's Reading Record or Personal Behavioural Logs
- Through the child's annual report

If a child is also CLA the Inclusion Lead may consult with both the carer and the parent. This may be separately where appropriate.

All parents are welcome to contact the class teacher or the Inclusion Lead, if they have any concerns about progress or inclusive educational provision.

Staff Development

All teaching and appropriate support staff have received training in developing their ability to cater for the needs of children with SEND through our school INSET programme. This training may have included:

- SEND COP 0-25 2014
- Developing the effectiveness of children's SSPs
- Inclusion
- ASD
- ASD Tier Training
- Speech and Language
- An introduction to the requirements imposed by the new COP
- The Disability Act
- Work on the roles and responsibilities of all involved in supporting SEND children
- Use of DfES materials: Supporting Children with SEND in the Numeracy Hour
- Phonological awareness training
- Dyslexic friendly schools.

In addition to the training offered for the teaching staff, the Inclusion Lead have also received training in the following:

- Monitoring and evaluation
- Dyslexia as a SpLD
- Early identification of Dyslexia in KS1
- SEND COP 0-25
- Literacy achievement with special regard to children with SEND
- Elklan
- Dyspraxia
- Autism
- Speech and Language
- Visual Impairment
- Phonological awareness
- ADD and ADHD
- Visual memory
- Tracks training
- SEND & the Disability Act
- Inclusion
- Wave 2/3 materials
- New SEND Funding
- Autism Awareness Tiers 1-3

The role of the Headteacher, Special Needs and Disabilities Co-ordinator & other staff.

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for 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.

The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND

- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- 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.

The Inclusion Lead (InCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up SSPs, 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 that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND list/register and records
- Updating SEND data on SIMs database (Termly)
- 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 and SATs
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENDCOs and Inclusion Leads in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in LA SEND moderation.

Class Teachers are responsible for:

- Including pupils with SEND in the classroom, providing an appropriately differentiated curriculum and monitoring the progress of children with SEND within their class. They can draw on the Inclusion Lead 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

- Giving feedback to parents of pupils with SEND.

Teaching 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.

Currently, the InCo is Ms Ruprai and the SEND Governor is Mrs Melanie Stone.

Governing Body Duties and Responsibilities

At Ashtree School, the 'responsible person' appointed by the governing body is the Head teacher, who will be informed by the LEA when they conclude that a pupil has special educational needs. The 'responsible person' - the Head teacher - must then ensure that all those who will teach the child know about his or her educational needs.

The governing body must:

- Ensure that the necessary provision is made for any pupil who has SEND
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND
- Consult the LEA; as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that the pupil joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- Have regard to the SEND COP 0-25 2014 when carrying out their duties toward all pupils with SEND - including the SEND Information Report and Core Provision (published school website).

Complaints Procedure

At Ashtree School, we endeavour to resolve any complaints about issues raised by individual children's SEND as quickly and as near to the root of the problem as possible.

Initially the class teacher or the Inclusion Lead will deal with the problem. If the complaint remains unresolved the Head teacher would then become involved. In the rare circumstances that a complaint should then still remain unresolved the governing body would deal with it. Any complaints will be dealt with following the school's Complaint Procedure Policy, which embodies the practice and guidance of the LEA.

Beyond the procedure established in school, the LEA could become involved if the school-based efforts have brought no satisfaction. These arrangements are in accordance with the County Guidelines.

Evaluating the SEND Policy

The success of the SEND Policy will be evaluated using the following criteria:

- Appropriate provision for SEND
- Staff, parents, and governors are aware of SEND procedures within the school
- The extent to which standards have improved across groups of children with identified SEND. (Measured by, for example, SATs results, cross key stage data, p-levels, reading/spelling ages etc.)
- Monitoring the pupil's movement through the graduated response of the COP.