



Special Educational Needs and Disability Policy (SEND)

Introduction

At Ludgrove we are committed to providing a broad curriculum accessible to all. We pay heed to the SEND Code of Practice 0 - 25 2014 and this policy should be read in conjunction with the following:

Related Documents

- Admissions Policy
- Anti-Bullying Policy
- Complaints Procedures
- Curriculum Policy
- EAL Policy
- Equal Opportunities Policy
- Privacy Policy
- Safeguarding Policy

Aims and Objectives

The Ludgrove SEND policy provides a framework for the provision of teaching and support for pupils with learning difficulties / disabilities. The aims of this policy are that:

- All pupils have access to an inclusive curriculum regardless of ability, culture, ethnic background or religion.
- Pupils with SEND are identified, assessed, supported and monitored.
- Support is provided for the teachers to meet the learning needs of all pupils.
- Parents / carers and pupils are involved in SEND processes.
- Positive attitudes to SEND are promoted within the school community.
- Responsibilities held by all staff are implemented and maintained.

SEND Co-ordination and Staffing

The Headmaster has appointed a SENCo, Sarah Turner, Head of Learning Support, to manage SEND provision across the school. The Learning Support Department is staffed by specialist teachers, who provide Learning Support to designated pupils. Additionally, external professionals, such as Speech and Language Therapists and Occupational Therapists are available to provide private support at additional charge.

Definition of Special Needs

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty means that the child has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The SEND Code of Practice 2014 identifies 4 broad areas of needs:

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

The following are not characterised as SEND but we acknowledge they may impact on progress and attainment:

- Disability (the Code of Practice outlines a 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation – these alone do not constitute SEND). The Equality Act of 2010 defines 'disability' as a physical or mental impairment which has a substantial and long-term, adverse effect on someone's ability to carry out normal day to day activity.
- Poor attendance / punctuality and health or welfare concerns.
- EAL or use of alternative methods of communication.
- Being a child of Service personnel or a Looked After Child.

Identifying SEND

At Ludgrove, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We recognise that early identification is crucial. The identification of pupils with SEND can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a pupil whom they perceive as having difficulties.
- Via discussion with external professionals such as doctors, therapists etc.
- Through concern expressed by parents / carers.

A pupil will be identified as having special educational needs if:

- There is the need for the provision of a special or modified curriculum.
- The pupil has a significantly greater difficulty in learning than the majority of his peers of the same age.
- The pupil fails to match previous rates of progress or widens the attainment gap.
- The pupil has disabilities / medical conditions, which either prevent or hinder the use of facilities generally available in school

Graduated Approach

The school follows a graduated approach to help identify and support pupils who may have SEND.

Process for Raising Concerns About a Pupil

If a concern is raised about a pupil.

- The SENCo is informed and further information is sought from all parties. The pupil may be put on the Cause for Concern Register.
- The SENCo in consultation with teachers, parents and other interested parties will decide on appropriate action.
- Further assessments or observations may be deemed necessary.

Class Differentiation

Teachers are responsible and accountable for the progress and the development of the pupils in their class or subject area, including where pupils access support from teaching assistants or specialist staff. The first step of the Graduated Approach is to ensure high quality teaching is differentiated for individual pupils who may have SEND.

- If a pupil is identified as a Cause for Concern, it is the Teacher's responsibility to meet the pupil's needs through high quality teaching and differentiation.
- Advice may be given by the SENCo and Heads of Department.
- Further support for the pupil may be provided by a Teaching Assistant or via an intervention.
- Progress is monitored by the Teacher.
- If the pupil makes good progress, the Teacher and SENCo may decide it is appropriate to remove the pupil from the Cause for Concern Register.
- Parents and, where appropriate, pupils will be involved in this process.
- If the pupil does not progress, the Teacher may ask the SENCo to consider additional SEND Support.

SEND Support

When it is decided to provide a pupil with SEND Support, the parents will be notified and their child will be added to the school's Learning Support Register. The trigger for SEND Support is evidence that, despite having appropriate differentiated learning opportunities, a pupil:

- Makes little or no progress, even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental difficulties, which are not ameliorated by behaviour management techniques.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment / advice.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, the school will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support usually takes the form of a four-part cycle:

Assess

- Staff involved must monitor and record the pupil's progress using school assessment procedures.
- The Teacher and SENCo will carry out an analysis of the pupil's needs using observations and assessment data. Parental concerns will also be considered.
- The SENCo may carry out additional in-house assessments.
- Assessments by external professionals may be recommended, at the parents' expense.

Plan

- Assessment information is used to plan appropriate support and interventions.
- The SENCo, in consultation with other staff, the parents and pupil, will agree on the adjustments, interventions and support to be put in place.
- The SENCo will devise an Individual Learning Profile, outlining details of their SEND and appropriate teaching strategies. These will be available to all staff.
- Parents may be required to pay for additional specialist support within the school because it is not part of the normal provision offered by the school. Alternatively, they may choose to have this provision out of school.

Do

- The Teacher remains responsible for working with the pupil and for planning and delivering an individualised programme in their subject.
- The SENCo will provide advice to Teachers about pupil's strengths and weaknesses, problem solving and on the effective implementation of support
- Teachers should apply strategies recommended in Individual Learning Profiles
- Learning Support staff are responsible for implementing and tracking the efficacy of group or 1:1 interventions

Review

- The impact and quality of the support and interventions will be evaluated regularly, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.
- The Teacher, working with the SENCo, will 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.
- Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the LA must review that plan at a minimum of every twelve months.

Involving External Specialists

External Specialists may become involved:

- To advise on early identification of SEND and effective support and interventions.
- When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need.
- The pupil's parents will be involved and consulted in any decision to involve specialists.
- Specialists' recommendations / advice will be recorded and shared with the parents and teaching staff supporting the child.
- Private consultations with external specialists will be at the parents' expense.

Requesting an EHC Needs Assessment

Should a pupil continue to cause significant concern, Teachers and the SENCo in consultation with the parents and the Headmaster may recommend an Education, Health and Care Needs Assessment from the Local Authority.

Criteria for Exiting the SEND Register

If a pupil makes significant progress and it is considered that they are working within national expectations or the attainment gap has narrowed sufficiently, they will, in consultation with all parties (staff and parents) be removed from the SEND Register. They may be put back on the Cause for Concern Register where they will continue to be monitored and may receive a differentiated curriculum.

Exam Access Arrangements

Pupils with SEND may qualify for access arrangements for controlled assessments, module tests and public examinations. Arrangements are made in accordance with the Joint Council for Qualifications (JCQ) EAA Regulations.

Transitions

SEND Support includes planning and preparation for the transitions between phases of education. To support transitions, the school will share information with the next setting on request, and with parental agreement.

Admission Arrangements

The Headmaster will admit SEND pupils if the school can offer appropriate support and each case is considered on an individual basis. Pupils identified with SEND are admitted to our school according to the same criteria as other pupils ensuring admission is compatible with:

- The provision of efficient education for the pupils with whom they will be educated.
- The efficient use of resources.
- The compatibility of their needs and the constraint of access within the building.

Pupils with SEND may be referred to the SENCo for further assessment to assess whether the school is able to provide appropriate support. If a child is already identified as SEND/disability, the relevant reports should be made available to the school prior to, or at, the admission interview. The SENCo will advise The Headmaster. Please refer to the school's agreed Admission Policy

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, the SENCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Role of the Headmaster and Governors

- Set up appropriate staffing and funding arrangements to oversee the school's SEND work.
- Work closely with SEND personnel within the school.
- Ensure pupils with SEND join in school activities alongside other pupils as far as it is reasonably practical and compatible with their needs and the efficient education of others.

- Ensure SEND provision is an integral part of the school development plan.
- Ensure implementation of this policy and the effects of inclusion policies on the school as a whole are monitored.

The Role of the SENCo

- Manage and operate the SEND Policy.
- Carry out assessments and observations of pupils with SEND.
- Maintain the records of SEND pupils.
- Co-ordinate provision SEND pupils.
- Monitor, track and evaluate the progress of SEND pupils and provision.
- Support staff to identify and provide adequately for pupils with SEND.
- Manage support staff where their work is related to children with SEND.
- Provide or co-ordinate staff INSET with regard to SEND.
- Liaise with external agencies eg educational psychologists, speech therapists.
- Liaise with parents of pupils with SEND. Ensure they are aware of support provided and are involved in supporting their child's learning.
- Enable the smooth transition of SEND pupils and relevant information between classes / schools.

The Role of Teachers

- Provide high quality education for all pupils including those with SEND.
- Be fully aware of the school's SEND Policy and procedures for identifying, monitoring and making provision for SEND pupils.
- Include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.
- Draw on the SENCo for advice on strategies to support inclusion.
- Monitor progress, assess and track pupils on the Cause for Concern / SEND Registers.
- Liaise with the previous or future teacher / SENCo to ensure smooth transitions between classes / schools.
- Liaise with parents regularly and keep records of main points / follow up actions discussed.
- Ensure all records are kept up to date and copies are passed on to the SENCo.

The Role of Parents

- Work in partnership with the school for the pupil's benefit
- Attend meetings as requested and provide parental knowledge and expertise in relation to their child and alert the school to any concerns they have about their pupil's learning or provision.

Anti-Bullying Measures

The school promotes positive attitudes to SEND via PSHE and assemblies. Please refer to the Anti-Bullying Policy for further detail.

Storing and Managing Information

The SENCo will store and maintain SEND records in line with school policies. SEND meetings will be minuted. See Data Protection Policy.

Monitoring and Review of SEND Policy

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster, Governors and SENCo. Staff / parental input is also welcomed.

Complaints Procedure

Complaints about SEND provision will normally be directed in the first instance to the Div Teacher who should refer them to the SENCo. We endeavour to solve any issues informally and amicably, however, if it is not resolved the SENCo will inform the Headmaster. If a parent is still not satisfied, then they should follow the School's complaints procedure.

Reviewed January 2025
SLT