

Achieving for Children and Royal Borough Windsor & Maidenhead

Special Educational Needs & Disability (SEND) Area Wide Offer

Joint Statement for Mainstream Schools Policy & Provision: Core Standards for all pupils in our schools

*All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood. It is the responsibility of schools to provide good teaching and holistic support for **all** pupils. It is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers.*

Whole School Response for Children & Young People with SEN or Disabilities

The school aims to meet the needs of all the pupils in their community.

- The school has an Equality Scheme and Accessibility plan that welcomes all children and ensures that current and future pupils with SEND have as full an access to the life of the school as possible to enable good progress in their learning.
- All staff have up-to-date information on all pupil's needs (E.g. Child profile).

Pupil data is used to make sure all pupils make good progress.

- Analysis of pupil data is used to inform practice and ensure progress of all pupils, including SEND.

The school ensures smooth changeovers within the school and when moving on.

- Appropriate support to meet individual needs is given for pupils moving to a new year group or the next phase of education, work or apprenticeship.

The curriculum meets the needs of all pupils.

- Staff are well trained and the learning environment of the school is supportive to all learners, offering a curriculum with qualifications for pupils that meets the range of learning needs.

Teaching staff make their teaching accessible & appropriate for all pupils in their class.

- All teaching staff have basic understanding and a skill level that ensures they understand how to make their teaching accessible for learners with more frequently occurring SEND (such as Specific Learning Difficulties) and a willingness and expectation to undertake training in less frequently occurring SEND should the need arise (e.g. visual timetables, alternative recording etc.).
- Staff has the confidence and capability to take into account individual children's learning needs and adjust their teaching and activities (including homework) accordingly.
- All pupils are regularly assessed during the year and their progress tracked. Where insufficient progress is noted, (and the quality of teaching is good), pupils are given additional intervention, that is agreed with parents, to secure their progress.

The Equality Act 2010 is embedded in all policies and practice in the school.

- All staff understands the overarching teaching and learning policy which reflects all equalities legislation and accessibility requirements.
- All staff actively promote overcoming barriers to learning for all children, taking into account individual differences (SEND or otherwise), while promoting understanding and acceptance in the peer group.

Parents/carers have clear pathways for advice and support in school.

- The school inspires parental confidence by establishing a positive relationship as partners in their children's learning and development, through good exchange of information and by using resources flexibly to meet needs.
- Families have an identified person to go to if they have concerns, who can also assist in accessing local offer information for signposting.

Staff can implement a care plan for pupils who require one to maintain their health.

The school environment is positive, with staff able to respond flexibly to meet unpredictable needs.

- The school provides a warm, safe and empathic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being.
- Teachers are able to respond to unpredictable needs by flexible use of the environment (E.g. Safe space to calm down).

*'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less'. (Special Educational Needs and Disability Code of Practice: 0-25 years)*

SEN Support for Individuals and Small Groups: Short term interventions

In addition to Whole School Response to Children & Young People with SEN or Disabilities:

Small groups/interventions set up using information from a whole school perspective.

- At the whole school level, additional assessment/information is used to understand any lack of progress across particular areas. This then informs what provision is put in place.
- A provision map shows the range of small group interventions available for more frequently occurring SEND needs.
- The location of any group tuition will be carefully considered to provide the best conditions according to the profile of need.

Staff have relevant training to support and implement interventions appropriate for the range of SEND in their school.

- Staff has training to implement short term interventions to secure improved progress for pupils, enabling them to benefit from whole class teaching and promote social development.
- Some staff have undertaken specialist training in areas of SEND that occur less frequently (E.g. severe learning difficulties) in order to understand the range of assessments available and the most effective strategies to support learning and provide individual and group tuition where indicated.
- Staff makes timely and effective use of outside agencies.

All interventions are regularly monitored by the Senior Management Team.

- The effectiveness of interventions is evaluated by the teacher and monitored by the Senior Leadership Team (SLT) to determine the impact on pupil academic progress and on personal development. The intervention should have the impact of accelerated progress.
- All interventions will be scrutinised by the SLT to ensure their effectiveness, and that progress continues in the classroom environment.

Interventions match the child's needs.

- Any external advice given in reports for individual pupils has been taken into account and implemented by the school, as appropriate.
- Time-limited, evidence-based interventions which are outcome-based SMART targets focussed on the pupil's needs. These will be set in collaboration with parents/carers and pupils so that they can be used by trained staff with minimal adaptation. They may include training the pupil to be competent and independent in use of curriculum aids such as appropriate computer software.
- Targeted interventions for individual pupils enable all children to receive appropriate whole class learning.

Personalised / Individualised Learning: Long term interventions

In addition to Whole School Response *and* SEN Support for Individual and Small Group:

For pupils with a need which is long term or does not occur frequently (e.g. severe learning difficulties, severe sensory impairment) **with no peers requiring the same intervention**, the planning for intervention is **personalised** and **specifically formulated** to take account of the **unique individual need**.

Pupils requiring long term interventions with personalised learning **may** require:

- A personalised support plan which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed action plan.
- An **Education, Health & Care (EHC) Plan** which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. Annual review will be required to show tracked progress towards outcomes in EHC plan.
- **Early Help Assessment** completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff.
- An Individual Healthcare Plan (IHP) to maintain their health, which is then monitored by specialist staff and/or IEPs.

Local Authority responsibilities:

- Ensure sufficiency of provision for pupils with SEND and keep under constant review.
- Involve children, their parents and young people in discussions and decisions about their individual support and local provision. (Paragraph 1.3 of the revised code of practice).
- Make arrangements for the statutory assessment of pupils and maintain and review SEND and Education, Health and Care (EHC) plans.
- Publish information on SEND funding and provision.
- Monitor the progress of children with statements and EHC plans and take appropriate action as required.
- Provide information, support, advice and guidance to schools, parents and children/young people with SEN, including the Local Offer.

Governors' and Schools' responsibilities:

- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act (2014).
- In conjunction with parents and pupils, publish the SEND policy and review regularly
- In conjunction with parents, pupils and the Local Authority produce the School's Local Offer/ SEN Information Report. Publish the School's Local Offer and SEN Information Report on the school website and send to the Local Authority for publication on the Local Offer website. Update this information regularly and at least on an annual basis.
- Develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff.
- Publish information on SEND funding and provision and monitor expenditure.
- Appoint a SEND governor and SEND Coordinator (*see SEN Regulations 2014*).
- Maintain a current record of number of pupils with SEND.
- Ensure SEND provision is integrated into the school improvement plan.
- Monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place.
- Ensure **all** policies take SEND into account through the Equality Impact Assessment.

- Keep under constant review the arrangements for pupils present and future with a disability.
- Ensure that staff has sufficient training to effectively provide a high standard of education for all pupils.

This document has been co-produced with parents and all the unitary local authorities in Berkshire.

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