James Elliman Academy

Special Education Needs and Disabilities Policy 2026 - 2027

Approval

Signed by the Chair of the Board following approval from the full Board of Directors	Academy Chair – Elizabeth Herod CEO – Helen Abell
Date of approval	September 2026
JEA Academy Council confirmation of amendments made in light of new legislation - Next Review	September 2027

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Version History

Version	Date	Status and Purpose	Changes overview
1	01/09/2024	Final	Last policy created
2	26/08/2025	Updated	Update of current guidance and legislation. Table of contents and version history added Merge of Introduction into 'aims and objectives' and 'Visions and Values' for a more fluid read.

			Development of roles and responsibilities Development of definitions for further clarity. Addition of information regarding attendance and complaints about SEND Provision.
3	03/09/2026	Updated	Updated key details – review date, SEND Governor,

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James Elliman Academy
Special Educational Needs and Disabilities Policy

1. Aims and Objectives

We aim to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational needs.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources. We do this by:

- Enabling all children to have full access to all elements of the school curriculum.
- Ensuring all children are given equal opportunities to reach their full potential.
- Ensuring special educational needs of children are identified, assessed and provided for as early as possible.
- Ensuring every staff member is committed to promoting pupils self – esteem and emotional well-being.
- To create an environment that meets the special educational needs of each child.

All children on the SEND register have an Individual Provision Map which is reviewed by the class teacher and shared with children and their parents every term.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or individually outside the classroom for a specific intervention or focus activity.

2. Visions and Values

James Elliman Academy is committed to ensuring that our pupils become global citizens equipped with applicable life skills, knowledge and deep understanding of subject matter and the world around them, these values are at the center of our school community and we aim to embed these values in all that we do. The Special Educational Needs and Disabilities policy relates directly to these values. Our Vision of supporting our children to become:

'A Community of Lifelong Learners, who are responsible, creative and are leaders of their chosen paths.'

The key values which underpin the school ethos focus on developing the children's' understanding and experience of resilience, integrity, gratitude, democracy, diversity and creativity.

Promoting the welfare of children and their access to the curriculum is everyone's responsibility. In order to fulfill this effectively, all professionals maintain a child centered approach.

Policy development

This policy was developed by the VP for Inclusion and SENDCo. It will be reviewed annually. This policy should be read alongside the 'Local Offer' and 'SEND Information Report', both can be found on our school website. The SEN Information Report sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

3. Legislation and Guidance

- This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education, Working Together to Safeguard Children and working together to improve school attendance.

- This policy is also based on the following legislation and guidance:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy also complies with our funding agreement and articles of association.

4. Inclusion and Equal Opportunities

At James Elliman Academy, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included school life.

5. Definitions

Definition of Special Educational Needs and Disabilities (SEND) and Special Educational Provision

The SEND Code of Practice (2015) states:

Some children have barriers to learning which mean they require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning or other difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Children aged 2 or above who require educational provision or training that is additional to or different from that made generally for other children of the same age.

Children may have special needs any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The 4 areas of need
Special educational needs may relate to one or more of the following areas of need. The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Definition
Communication and interaction (C&I)	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning (C&L)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Some pupils with disabilities may have learning difficulties that require special educational provision. Conversely, not all children deemed to be disabled will require this provision. A child with medical needs, such as asthma or diabetes, may not have special educational needs but may still have rights under the Equality Act 2010. Each child's needs will be assessed as required, and the appropriate provision will be put in place in order to support them.

A child with English as an additional language is not considered to have special educational needs.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Educational Inclusion and Equal Opportunities

This policy has been updated in line with the SEND Code of Practice (2015). It incorporates the SEN provisions of the SEN and Disability Act 2010 and with the government consultation on provision for children with SEN, support and aspiration which is a new approach to SEN and disability.

This policy is part of the whole school strategy to promote the inclusion and effective learning for all pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experience

All Staff respond to children's needs by:

- providing good quality differentiated/adaptive teaching to support all of the children in their class.
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their social and emotional needs and take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

6. Roles and Responsibilities

All members of staff are responsible for ensuring pupils with SEND are receiving an excellent learning experience and are fully involved in every aspect of the curriculum and school community.

The role of the SEND Co-ordinator

The SENCO at our school is **Mrs Harjnder Mann**
They will:

- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Contributes to and manages the SEND Register and records of all children with special educational needs and Disabilities, ensuring these are accurate and kept up-to- date
- completes the documentation required by outside agencies, The Park Federation Academy Trust and the Local Authority (LA)
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Monitors and evaluates the Special Educational Needs and Disabilities provision and reports to the Academy Council
- Manages a range of resources, human and material, linked to children with Special Educational Needs and Disabilities to enable appropriate provision to be made
- Tracks progress of pupils in SEND groups and liaises with teachers to discuss progress at pupil progress meetings and following the completion of intervention programmes
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- Ensures that, where children transfer to another school, all relevant information about the child's special educational needs and provision are sent in a timely manner.
- Work with the Principal, Vice Principal for Inclusion and SEN governor to determine the strategic development of the SEND policy and provision in the school
- With the Principal and Vice Principal for Inclusion identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- With the Principal and Vice Principal for Inclusion, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Work with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Role of the Academy Council

The Academy Council is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out

The SEND link governor

The Governor for SEND is **Liz Herod**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal, Vice Principal for Inclusion and SENCO to determine the strategic development of the SEND policy and provision in the school

The role of the Principal and Vice Principal for Inclusion

The Principal is **Mrs Tajinder Johal**

The Vice Principal for Inclusion is **Mrs Rebecca Pinkney**

The Principal and Vice Principal for Inclusion will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The role of the Class teacher:

Each class teacher is responsible for:

- To plan and provide high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- To monitor the progress and development of every pupil in their class.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- To work with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school

- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

The role of Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The role of the pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings where appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

Admissions arrangements

All children are welcome to join James Elliman Academy and no pupil will be refused admission on the basis of his or her special educational need. We will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

James Elliman Academy has full access for wheelchair users.

Allocation of Resources

The SENDCo / Vice Principal for Inclusion are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN/ Education, Health and Care Plans.

The Principal informs the Academy Council of how the funding allocated to special needs has been employed.

The Principal, Vice Principal for Inclusion and SENDCo meet annually to agree on how to use funds related to SEND provision. The Vice Principal for Inclusion draws up the resources bid when the school is preparing for the next Academy Development Plan.

Identification and Assessment

We utilise the following procedures for identification:

- Analysis of data including initial assessment in Early Years Foundation Stage Profile, entry profiles and end of key stage assessments.
- Following up parental concern
- Tracking pupil progress over time
- Liaison with feeder school / nursery on transfer
- Information from previous school
- Information from external services / agencies

The school uses a three-stage model to respond to children's special educational needs and/or disabilities in a swift and timely manner. Appendix 1 shows the SEND Pathway which outlines how SEND pupils are identified and supported.

We follow the principle that pupil's needs should be identified and met as early as possible. James Elliman Academy follows instruction from the Code of Practice 2015 and distinguishes between different stages of assessment. The stages are as follows.

- Record of Concern (RoC)
- School Support (K)
- Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)

Stage One: Record of Concern (RoC)

Early identification and intervention is vital. The class teacher informs parents of any concerns at the earliest opportunity and enlists their active help and participation.

When a child's needs are appropriate for a Record of Concern, a **Record of Concern form must be completed.** All Staff will use the forms attached to this policy.

All staff assess and monitor the children's progress in line with existing school practices and informs the SENDCo who will advise as to whether registering the pupil as having special educational needs, is appropriate. All staff will be encouraged to refer to the 'SEND Pathway' and attend monthly Inclusion Meetings to share any concerns.

The VP for Inclusion / SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

Stage one is an early intervention stage and does not hold SEND status. A child is not classed has having a special need at this stage. This stage is monitored termly and decision to remain at this stage or move to stage two is made by the SENDCo.

Stage Two: School Support (K)

The class teacher or EYP identifies a pupil's educational needs, and takes initial action. Parents/carers should be kept fully informed and records kept at meetings. The class teacher and SENDCo should also provide advice on how to help their child at home.

Triggers for intervention is a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional and social difficulties, which are not improved by behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Require referral for additional assessment, advice and support from outside agencies, for example, Speech and Language Therapy (SALT), Educational Psychology Services, Social Emotional and Behavioural Outreach Services (SEBDOSS), Child and Adult Mental Health Services (CAMHs), Integrated Support Services (Slough Borough Council).

The class teacher remains responsible for working with or allocating Teaching Assistant (TA) time for working with the child on a daily basis and for planning and delivering an individualised programme set out on a provision map. It is the class teacher's responsibility to ensure that the class TA knows which children have Provision Maps.

When assessing if a child has special needs, the following strategies may be used:

- Use of standardised tests
- Classroom observation
- Analysis of pupil's work
- Analysis of rate of progress
- The outcome of any screening tools

For those children who are making the expected progress and have received provision that has had a positive impact on their learning and/or social emotional development will continue with SEND support for another term (12 weeks).

A provision map will be compiled by the class teacher to demonstrate the support and interventions put in place, this is reviewed termly.

If the child has continued to make good progress and can show that they are applying independent learning skills within a whole class environment, SEND support will cease, parents will be informed and the child will be taken off the SEND register. For one further term, the child will be monitored by the class teacher on a Record of Concern.

School Support is providing the equivalent support that is over and above
£6,000 (approximately 16 hours of support) and if it is still not sufficient in supporting a child's needs and access to the curriculum, the SENDCO and class teacher will consider gathering evidence for an Education, Health and Care Plan (EHCP Plan).

Stage Three: Education Health and Care Plan (EHC Plan)

Where a child requires additional support that goes beyond what a school, or nursery, can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP).
An EHC plan is a legally-binding document outlining a child or teenager's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

EHC plans are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond what an educational setting

can provide at SEN support. A child who has educational needs may also have additional health and social care needs and those can be included in the plan so long as they relate to education. You cannot have a freestanding EHCP for health or social care reasons alone.

The SENDCo will complete the EHC request for assessment application and if the Local authority agree that the application meets their criteria and EHCP will be created. Parents and carers can get additional support from SENDIAS during this time. The SENDCO can advise parents on how to engage with this organisation, and any other organisation that can provide support at this time. Parents are also able to apply for an EHCP directly with the Local Authority for Slough. For more information on this please contact SENDIAS for advice and support.

Provision Maps will be used as a working document by class teachers, TAs and other support staff and will be annotated as appropriate to assist assessment and review process. Provision maps will be reviewed termly and shared with parents. Pupils with and EHC Plan will have a costed provision map which details the amount of provision to ensure it is in line with the appropriate level of funding.

At the end of each academic year or when leaving the school, teachers will pass information and Provision maps to the next teacher. The SENDCo will also provide additional information particularly for pupils with a EHCP.

Decisions to move between stages one, two and three must be discussed and agreed with the SENDCo and Vice Principal for Inclusion.

Curriculum Access and Provision

Teachers adapt work in order to meet the learning needs of all pupils. Ability groups, highly focused and personalised small group work, and individual teaching is provided where appropriate. Provision for pupils is related specifically to their needs.

- In class small group support with a teacher or teaching assistant modelling
- Small group withdrawal with a teacher or teaching assistant
- Individual class support through teacher modelling and scaffolding
- Individual withdrawal for pre-teach, over learning and focused intervention.

For pupils with Education Health Care Plans, provision will be in line with the recommendations in their outcomes in the plan.

Special Needs and Disability Provision

James Elliman Academy has wheelchair access throughout its buildings. There is a lift available to access the first floor. There is a disabled toilet on the first floor and one on the ground floor. There is a large adapted toilet in the Key Stage 1 area and there is a shower facility available in the nursery.

Some staff have training in the following areas:

- Supporting children with Speech and Language and Communication needs
- Providing intervention in Literacy, Numeracy and Phonics
- Developing learning with the use of Colourful Semantics, Precision Teaching and TEACCH.

Intervention Groups

Intervention to support pupil learning can be implemented in the following ways:

- Quality first teaching from the class teacher in the lesson. Teacher will adapt the learning so that children can make progress. They will address areas of development and gaps in learning to help children move on.
- Teachers or teaching assistants may offer focused intervention groups where specific skills are practiced and developed.
- ELSA sessions are provided for pupils who require support with emotional needs.
- Precision teaching is used to consolidate and embed basic literacy and numeracy skills.
- Pupils who have a Speech and language programme will receive some individual or group work sessions to work on specific targets across the year.
- Pupils with an EHCP may require intervention in accordance to their EHCP outcomes.

Any intervention offered to a pupil will be communicated to parents by either the class teacher and / or SEND Team

Parental and Pupil Involvement

Pupil involvement

The SEND Code of Practice highlights that all pupils have the right to be involved in making decisions and exercising choice. We aim to fully involve pupils wherever possible by:

- Involving them in the target –setting and writing of their Provision Map.
- Helping them understand their strengths and areas of development
- Teaching them how to self – assess their work against success criteria.
- Their views are sought and recorded at formal reviews.

We actively encourage pupils to share their views / concerns or worries they may have.

All adults are responsible to listening to and supporting children with SEN to share their views and have their voice heard.

Partnership with Parents / Carers

All staff work to enable and empower parents and carers by;

- Making parents and carers feel welcome
- Encouraging parents and carers to play an active role in their child's education
- Encouraging parents and carers to communicate any concerns or difficulties they perceive their child may be having
- Striving for excellent communication between school and parents / carers and demonstrating that school will listen and act appropriately
- Focusing on their child's strengths as well as areas of additional need
- Keeping parents and carers informed of any assessments and interventions put in place to support their child
- Keeping parents and carers informed of all external support services which may be benefit to them
- Keeping parents and carers informed of their child's targets and the outcomes they are working towards
- Parents and carers are invited to attend review meetings as well as a termly parent/teacher meeting and their views are actively sought and recorded.
- Parents and carers are invited to meet any professional from external agencies who may be supporting their child

The school website and governors' annual report contains details of our policy for SEND in our school. Parents can also research the suitability of the school and the provision it provides in the Local Offer which can also be found on the schools website.

At all stages of the special needs process, the school keeps parents and children fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEN system in the school and provides the Academy Council with regular summaries of the impact of the policy on the practice of the school. The SENDCo also supports teachers in drawing up Provision Maps for children
The effectiveness of our provision for pupils identified as having special educational needs is monitored by:

- Observations of teaching, quality of access to the curriculum and pupil engagement
- Learning walks
- Scrutiny of books
- Scrutiny of planning
- Informal feedback from all staff
- Pupil tracking
- Monitoring Provision Maps
- Movement on the SEN register
- Attendance records
- Pupil review meeting

Promoting Positive Mental Health and Wellbeing.

(Further detailed information can be found in the Pupil Wellbeing policy)

The school is committed to helping pupils succeed and part of this is supporting pupils to be resilient, develop a 'growth mindset' and to develop and strengthen every pupils' sense of self-esteem, this in turn promotes our pupils' mental health.

All staff maintain a culture within the school that values pupils, allows them to feel a sense of belonging; and make it possible to talk about problems in a non-stigmatizing way.

The school recognises that factors which can affect mental health and behavior are cumulative. The school is able to offer Early Help Assessments to pupils and families who may be experiencing challenging times for a variety of reasons. This helps families gain support from other agencies and professionals as necessary.

The school has access to the local Mental Health Support Team, this is a school – based service that provides early intervention for mild to moderate mental health issues in

children and young people. The MHST work with parents and school staff to promote mental wellbeing and offer evidence-based interventions for problems like low mood, anxiety, and behavioural difficulties. Their goal is to act a link between schools and the local Child and Adolescent Mental Health Service (CAMHS). Support from the MHST can be accessed via school based referrals with parental consent.
Add MHST here, referral and parent led intervention nor referral to specialist CAHMs support.

The school is able to offer support to children via Mental Health Champions Emotional Literacy Support Assistants (ELSAs) in each year group.

Assessment

Pupils with SEND are assessed, where appropriate, using the same assessment materials as pupils who do not have SEND needs. When a pupil's attainment is below that of their peers, they will be assessed according to the level of the curriculum they are accessing. When attainment is significantly below that of their peers, the SENDCo and class teacher will use the Pre-Key Stage documents to assess learning. Where children are working at Pre-Key stage and do not access subject-related study, they will be assessed using the Engagement Model. Both the Engagement Model and the Pre-Keystage 1 and Pre-Keystage 2 documents are published by the Government Standards and Testing Agency and are used to accurately assess the level of attainment for pupils with SEND. All pupils with SEND are expected to make the expected levels of progress from their own individual starting points. When a pupil's progress is a concern, the class teacher and SENDCo will work together to review current provision in order to increase rates of progress.

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. See our Attendance Policy for further information.

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Safeguarding and Child Protection Policy.

10. Expertise and training of staff

In order for teaching staff to provide quality first teaching to pupils with SEND, it is essential that the school provides regular SEND CPD to develop their skills and refresh existing knowledge.

It is the responsibility of the SENDCo to attend training and Special Needs Conference days provided by The Park Federation and by providers within the Local Authority. There will be at least one staff meeting a term designated to Special Needs training. Support staff meet at least once a term for training and/or to discuss SEND issues.

The Vice Principal for Inclusion and SENDCo will support staff with their training needs by running staff meetings and identifying appropriate outside courses.

The Special Needs Governor will attend courses with the SENDCo and have opportunities to develop his/her own knowledge.

Training will regularly be provided to staff. The Principal Vice Principal for Inclusion and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Staff will receive SEND CPD regularly throughout the academic year. CPD will be provided in-house, from the Vice Principal for Inclusion and the SENDCo as well as opportunities for training from external professionals and e-learning opportunities.

11. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil and will seek to provide the best provision for the children by seeking advice and help from other agencies and schools. The SENDCO meets with outside agencies such as Educational Psychologists (EP), Behaviour Support professionals, Speech and Language Therapists (SALT) and Child and Family Guidance practitioners. Other organisations such as Social Services, Early Help and Child and Adult Mental Health Services (CAMHS) are contacted where appropriate.

Every effort is made to ease the transition of pupils with special educational needs and disabilities to secondary school by liaising in the summer term with their designated school. Files and records are forwarded to the new school. The school provides help to parents, where appropriate, with their application to the most suitable secondary school and any other support they may require. Persons responsible for this role are: Principal, Vice Principal for Inclusion and the SENDCo.

Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If the parent/carer's concern continues, then they should contact the school and arrange an appointment to speak with the SENDCo. If the concerns continue, then parents and carers are advised to contact the school again and arrange an appointment with the Vice Principal for Inclusion. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Principal and/or the Vice Principal for Inclusion in the first instance. They will be handled in line with the school's complaints policy, which can be found on the school's website.
If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.
To find out about disagreement resolution and mediation services in our local area, please click here or contact **Slough SENDIASS (01753 787693).** You can request mediation by contacting **Slough SENDIASS** who will support you in contacting **Global Mediation** on **0800 064 4488.** Parents and carers can also contact Global Mediation directly if they wish.

Monitoring the policy

This policy will be reviewed by the Vice Principal for Inclusion ad the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the school's Academy Council.

Links with other policies and documents

This policy is to be read in conjunction with:

- SEN information report
- The local offer
- Accessibility plan
- Equality information and objectives
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Fair Access Protocol

- Children with health needs who cannot attend school
- Intimate Care Policy
- Positive Behaviour Policy
- Positive Handling Policy
- Supporting Children with Medical Conditions
- Supporting Children with Asthma

Appendix 1: SEND Pathway

