



SONNING CE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy:

Date: March 2021

Objective / Aims of policy: This policy sets out how Sonning CE Primary School provides support to ensure those with Special Educational Needs and Disabilities (SEND) fully access the curriculum and describes the requirements of the Children’s and Families Act 2014 and how the school fulfils those requirements.

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Approval By	Full Governing Body	Team Reviewing	
Based on Model Policy?	Y	Uploaded to eSchools	

Description:

The policy sets out how the school provides support to ensure that those with SEND access an inclusive education that is responsive to their individual needs. It describes our graduated response to providing support, enabling all our pupils to succeed and have high aspirations for themselves.

It describes our funding of SEND and the funding streams that are accessible to the school.

The policy describes the regulations of the Children’s and Families Act 2014 and how school will meet those requirements.

Version Control

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WOKINGHAM
BOROUGH COUNCIL

**Aspiration and Achievement:
Supporting the Special Educational
Needs of pupils in Sonning Church
of England Primary School:
Information, policy and guidance**

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Purpose of this document

This document sets out how Sonning Church of England Primary School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Sonning C of E Primary School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

This Children and Families Act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, **'The Code of Practice: 0 to 25' (CoP)**. It is this guidance to which all local authorities, all publically funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must **'have regard'**.

The Children and Families Act has introduced a new statutory plan called an **Education Health and Care (EHC) plan** which will replace Statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2017. The Act also introduces a single pre statutory stage called **'SEN Support'** and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Sonning C of E Primary School, we follow the advice of the Code of Practice to ensure that we follow a cycle of '**assess, plan, do, review**' which leads to an ever increasing understanding of needs and how to address them. This is known as the '**graduated response**'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND;
- 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 legislation;
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly;
- publish information on SEND funding and provision and monitor expenditure.
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*);
- maintain a current record of number of pupils with SEND;
- ensure SEND provision is integrated into the School Improvement and Development 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 assessments;
- keep under constant review the arrangements for pupils present and future with a disability;
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. **The Equality Act 2010** defines disability as '**...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities**'. In this context '**long term**' means **over a year** and '**substantial**' means '**more than minor or trivial**'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to **make reasonable adjustments**.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources '**normally available**' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have an '**Individual Health Care Plan**' (IHCP) which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published new guidance, '**Supporting pupils at school with medical conditions**' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

The school's policy 'Supporting pupils who have Medical Conditions in Sonning CE Primary School' is also available on the school website.

Meeting Special Educational Needs in Sonning Church of England Primary School

1. What needs can be met at Sonning C of E Primary School?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the Code of Practice uses **four main categories of need**:

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

At Sonning C of E Primary School we will ensure that we meet the needs of all our pupils through the provision we have available, with the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

2. How does Sonning C of E Primary School identify pupils who are having difficulties with learning and/or special educational needs?

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and receive quality first teaching. In our school we believe that all teachers are teachers of all pupils, including those who have special educational needs.

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, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

For all pupils we formally assess academic performance termly through summative testing and aggregate this with information gathered throughout the term based on the child's performance in class. SATS for Years 2 and 6 and Phonics Test in Year 1 also guide us. Quality First Teaching ensures that marking of work and other forms of formative assessment directly influences class planning to ensure that every child

is supported and challenged to move forward. Analysis of data termly by the Head Teacher, Assessment Leader and Class Teacher takes place each term during our Pupil Progress Meetings.



Figure 1: The Spiral of Support and Graduated Approach, *Source: NASEN (2014: 16)*

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of ‘**assess, plan, do, review**’ which leads to an ever increasing understanding of needs and how to address them. This is known as the ‘graduated response’ and we ensure that:

- the class teacher carries out a clear analysis of the pupil’s needs, supported by the school’s SEND Lead;
- the analysis includes a review of progress data, attainment and approaches to learning and includes the views of the pupil, their parent/carers and advice from any other support staff;
- On-going observations by school staff are completed to gain an ever-increasing understanding of the pupils’ needs and how to address them. The class teacher completes an ‘**Individual Needs Profile**’ form (Appendix A) to raise any initial concerns with the SEND Lead which includes current concerns and actions to date. The Class Teacher will gain the parental view to add to the form so that a holistic picture of the child is gained. Once the form is received an observation and discussion may take place before deciding on a course of action.
- where behaviour is an area of concern, we use an **Individual Behaviour Plan** alongside tracking behaviour on an **ABCC Chart** which draws on an analysis of antecedents, behaviour, consequences and communication;
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions;
- we provide support which may include differentiation, additional programmes, small group and/or individual support;
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group or 1 to 1;

- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer;
- where progress is limited we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved;
- where assessment indicates that specialist services are required, we make referrals promptly;
- If the child meets criteria for SEN then we draw up a **Pupil Passport and Individual Support Plan (ISP)**. An example appears as Appendix B.

Our SEND Lead (SENDCo) is : Mrs Sarah Combe

Our SEND Governor is: Mrs Barbara Jones

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Sonning C of E Primary School endeavour to ensure that no child is disadvantaged by either physical or academic access to the curriculum. The Governors therefore ensure that the SEND Lead is a member of the Senior Leadership Team and that SEND is a permanent agenda item at these meetings. Furthermore, there is a named Governor with responsibility for overseeing and liaising with the SEND Lead on matters concerning Inclusion. In addition, Inclusion is a standing item on the Full Governing Body agenda and comes under the remit of the Achievement and Standards Team.

3. How will Sonning C of E Primary School involve parents in their child's education?

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together and is crucial in developing a child's confidence in themselves and their abilities.

At Sonning C of E Primary School we demonstrate this by:

- Always raising any concerns we have with the pupil's parents at the earliest opportunity.
- Listening, and hearing, what parents say.
- Identifying any outcomes to be achieved with parents.
- Informing and consulting parents regarding possible provision.
- Meeting with parents to review their child's provision and progress.
- Being honest, open and transparent about what we can deliver.
- Making sure parents know who to contact if they have any concerns.

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

Where children and young people are 'looked after' by the local authority, we have an additional role as we are all considered corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we would:

- Not make assumptions based on a pupil's care status;
- Monitor the progress of all our looked after children at least termly;
- Have an up to date Personal Education Plan (PEP) which is easily understood by everyone involved.
- Ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher.
- Normalise life experience wherever possible;
- Ensure our looked after children, especially those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

4. What are the arrangements for consulting children and young people with SEND and involving them in their education at Sonning C of E Primary School?

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community.
- All children and young people have the right to have their voice heard.
- Involving children and young people in discussions about their learning, progress and how provision is made.

At Sonning C of E Primary School we consult all pupils by discussing their individual targets and reviewing them with them; finding out how they feel they are working towards their targets, what has worked well for them and anything that they feel needs to be changed. In the younger age groups, or where a child has difficulty articulating how they feel their support is going, visual supports are put in place and a teacher or teaching assistant may scribe their thoughts for them.

In addition, where pupils have special educational needs we ensure that:

- All pupils are encouraged and supported to make their views known. Strategies we use may include, pupil voice, pupil conferencing, written comments, talking to a key adult, drawing, using ICT or transcribing conversations.
- Any interventions or strategies are explained and discussed with pupils.
- All pupils are encouraged to monitor and judge their own progress in a positive and supportive environment.
- Reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review.
- Reviews are always outcome focussed and the outcomes reflect what is important to, and for, the pupil.

5. How does Sonning C of E Primary School assess and review progress?

- The class teacher formally assesses all children's learning termly using the Point in Time Assessments (PITA) and Target Tracker.
- Based on assessment information and data; outcomes will be set for all SEND children and will be recorded on their Individual Support Plan.
- Individual Support Plans are reviewed termly and shared with parents.
- Specific assessments are completed at identified points through the year to track progress and identify any children working below expectation. These assessments include: RWI Phonics Assessment, Single Word Spelling Test and Neale Analysis of Reading Ability (NARA)
- Additional standardised assessments may be used by external practitioners to track progress in specific areas e.g. phonics, maths, reading.
- The SEND Lead monitors data of SEND pupils to ensure progress is made.
- Wellbeing is monitored to ensure any children with emotional needs receive appropriate support.

6. How will Sonning C of E Primary School prepare my child for transition?

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning by careful transition planning. This includes spending time with the new class teacher in their new classroom and in their playground if this is also a change. Where the child is in Year 6 and transitioning to Secondary School, representatives from the school meet with them in Sonning C of E Primary School and they also spend at least a day at their new school before they start in September. A discussion is also had between the class teacher and the secondary representative about each child.

For pupils with special educational needs that are staying at Sonning, in addition to our planned transition work, we may also provide them with a book that has pictures of their new teacher, important places such as the cloakroom and entry/exit doors and for some of our children, photographs of areas they have taken that are important to them to ensure a smooth transition. If needed, some children will have extra visits to the classroom and spend more time building a relationship with the next teacher before transition. Where a child is in Year 6, extra visits to the secondary school may also be arranged if it is felt that this would allow for a smoother transition. Some secondary schools provide additional transition support through small group input which allows our more vulnerable children time to meet with key secondary staff and carry out familiarisation activities so that they feel more confident about the change.

Where children are moving to a new school within phase, Sonning C of E Primary School endeavours to contact the school prior to the child leaving and asks that a book of photographs be sent so that transition work can be undertaken at Sonning before they leave. The class teacher/SEND Lead also ensures that any pertinent information about the child is shared in a timely fashion to ensure that any needs the child may have are known before the child enters the new school. This includes academic levels, strategies that are successful for the child and current Pupil Passports and Individual Support Plans.

7. What is Sonning C of E Primary School's approach to teaching children and young people with SEND and how are adaptations made to the curriculum and learning environment?

Teachers are adept in differentiating the curriculum for every child in their class and have a large amount of experience in working with a variety of SEND with the emphasis always on 'quality first' teaching. However, children may be withdrawn or work in a small group and use may be made of resources from other year groups as appropriate.

We use a variety of resources, techniques and specific interventions personalised to the child's needs. This may include using workstations to reduce distractions, visual prompts, concentrators (fiddle toys), sloping desks, sit and move cushions, sensory diets, movement breaks, enlarged texts, laptops etc.

We do not believe in placing a 'glass ceiling' on any child. Our passion is to bring out the potential of ALL our children. Children may work in a small group or have specific one to one support depending on their need.

Where professionals outside the school are involved, such as speech therapists, often resources are provided for school and home use. We will always endeavour to undertake these activities but as always, where home and school work together, progress is significantly quicker. Sometimes there are some activities that it is not possible for school to offer e.g. OT sometimes suggest activities that would be unsuitable to undertake in a school environment, and the onus remains on the parent/carer to undertake these activities.

To support children, young people and their families the Children and Families Act requires all local authorities to set out a '**Local Offer**'. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on

<http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>
Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment.

This document, '**SEN Support: what Wokingham expects can be reasonably provided by education settings from the funding available to them**' can be found on the Local Offer page.

8. What expertise and training of staff is provided to support children and young people with SEND? How will specialist support be secured?

All staff – We have access to training through Wokingham School Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology Service, Learning Support Service, Foundry College or the Speech and Language therapy service. We meet at a School Planning Meeting to discuss our training needs on a termly basis. Through The Keys Academy Trust and Local Schools Hub, we can identify training needs and plan training in a cost effective way as well as using our SENDCo Network Meetings as a professional forum to share expertise across schools.

Our SEND Lead

Name of SEND Lead	Email Address	Telephone Number
Mrs Sarah Combe	scombe@sonning.wokingham.sch.uk	0118 9693399

Our SEND Lead currently works 2 days per week in a non-class based role.

Training Profile

BSc Psychology, PGCE Primary Education, National Award for SEND Co-ordination, MA Inclusive Education, Certified Relax Kids Coach, Advanced Drawing and Talking Therapy Practitioner, Certified Creative Wellbeing and Mindfulness Coach, Certified Story Massage Instructor.

The role of our SEND Lead

The legislation requires that:

- The SEND Lead must be a qualified teacher working at the school.
- Any newly appointed SEND Lead must be a qualified teacher and, where they have not previously been the SEND Lead at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award must be a postgraduate course accredited by a recognised higher education provider.
- Schools should satisfy themselves that the chosen course will meet these outcomes and equip the SEND Lead to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SEND Lead has responsibility in school for:

- Determining the strategic development of SEND policy and provision in the school with the head teacher and governing body.

- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date..

In order to carry out these duties effectively, as a school we ensure that the SEND Lead has sufficient time and resources to carry out these functions. The SEND Lead role is a part time non-teaching role (2 days per week).

9. How does Sonning C of E Primary School evaluate the effectiveness of their provision?

Most children and young people who have SEND respond to Quality First Teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention. Regular meetings between support staff and class teachers ensure rigorous monitoring of interventions and adjustments are made to ensure that the impact of them is as great as it can be. Records are maintained by the provider of the intervention after each session and monitored by the class teacher and SEND Lead to ensure that support remains appropriate. Where a teaching assistant provides the intervention, planning and monitoring is overseen by the class teacher and reviewed with the SEND Lead at least half termly, earlier where an intervention is short e.g. half a term. The SEND Lead and teaching assistants have regular

meetings and discuss the interventions they are involved with. The SEND Lead suggests appropriate strategies to use to deliver the intervention and this is recorded in the child's notes.

10. How will my child be fully included at Sonning C of E Primary School?

We ensure that all our pupils, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. All children have full access to activities within the classroom, with adaptations to the environment made where needed, e.g. work stations. Where the children are outside the classroom, e.g. on a school trip, an additional risk assessment is completed if the child's needs would render this necessary e.g. a child with a behavioural need such as anxiety or impulsivity. Where indicated, the child may be provided with a one to one support adult.

No child is exempt from joining any after or before school club and the same arrangements as above are implemented. Where the club is provided by an external company, the child's needs are drawn to the provider's attention and advice given if this would ensure successful participation.

11. How does Sonning C of E Primary School meet the social and emotional development of their pupils?

Sonning C of E Primary School takes the social and emotional wellbeing of our children seriously. It is the role of every adult in the school to ensure that children are heard and valued and through modelling and intervention, ensuring children also respect and value each other. We have recently implemented a bespoke Wellbeing Curriculum throughout the school. This is to ensure that all children leave Sonning with the tools and strategies needed to cope and thrive in life. All our pastoral work is based in the context of our core Christian values which promote love, respect, curiosity, courage and aspiration. Amongst many resources and strategies, we use targeted materials to support the children's social and emotional development, enabling them to understand why and how to use the internet safely through explicit teaching of e-safety, we have a school house point reward system and a range of playground support systems including Playground Leaders. For some SEND pupils, a trusted adult is available to them allowing for more individualised support when needed.

During the review process of Individual Support Plans, the child has the opportunity to discuss their progress with their teacher or teaching assistant. This allows them to safely share their thoughts and for them to be recorded in an appropriate way that has meaning for the child.

Bullying

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will

constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with pupils at a number of levels including:

- At whole school level – through assemblies when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole school will be informed of the progress of the anti-bullying policy and any changes which may be introduced.
- At classroom level – during circle time, PSHCE and Wellbeing Projects.
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

Sonning C of E Primary School recognises that whilst all children are vulnerable to bullying, children with a SEND are more so. There are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Children are encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Similarly, if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

12. What professionals and specialist practitioners is Sonning C of E Primary School able to access?

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Sonning C of E Primary School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- Listen to parents to ensure we know which services they use and are valued by them.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Use person centred approaches with all our pupils who have SEN to ensure that interventions are coordinated and so add extra value.
- Value the contribution of all.
- Engage with local authority services in a timely and professional way.
- Meet with the school nurse for staff training on administering medication to those with life-threatening diseases and for specific children with medical needs, as well as the yearly height and weight measures in Reception and Year 6;
- Meet with our Educational Psychologist, Learning Support Specialist and Behaviour Support Specialist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision.
- Meet with our Speech and Language therapist termly to discuss our current caseload.

If a need is identified, we also have access to the following services:

- Child and Adolescent Mental Health Service (CAMHS)
- ASSIST – Autism Outreach Service
- Sensory Consortium – for pupils with visual and/or hearing impairment
- Virtual Headteacher for Looked After Children
- Teacher for Traveller Education Support Services

Referrals to these support services are subject to their own guidelines and time frames. Available for both parents and professionals to access information:

Children and Young People's Integrated Therapies (CYPIT) Toolkits

13. What are the arrangements for handling complaints about SEND provision at Sonning C of E Primary School?

We know that all parents/carers want the best for their child and we will always seek to resolve any concerns quickly. Where parents/carers have a concern about the provision being made initially they should contact the Class Teacher; SEND Lead, Mrs Sarah Combe; Head teacher, Mr Luke Henderson or the Inclusion Governor, Mrs Barbara Jones. If this does not resolve the situation, representation should be made to Mrs Clare Borsberry-Lewis, the Chair of Governors. If the complaint is still unresolved, it should then be referred for review by the governing body's complaints panel.

Additional Information

How funding is made available to Sonning C of E Primary School to meet the needs of pupils who have special educational needs at SEN Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to six thousand pounds of individual support. Further information on funding for SEND can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the Exceptional Needs Funding mechanism.

Exceptional Needs Funding

(This model is currently under review by Wokingham)

Wokingham has developed an **Exceptional Needs funding model** which can provide the additional resources to meet learning needs in mainstream settings. Sonning Church of England Primary School is part of a **cluster of schools** who discuss individual cases where the school feels that the **support needs for that pupil are exceptional**. We also use our cluster meetings as a **professional support forum** to share ideas and expertise about how different approaches, provisions and interventions could be used effectively.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional

needs funding can be found in the **document 'Exceptional needs funding: Procedures and guidance'**

When would Sonning C of E Primary School 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the **child's needs are so complex that they cannot be met from the resources which are normally available to a school**. In the past any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEN for any new referrals from September 2014 with a new process called **Education, Health and Care needs assessments**. These needs assessments may result in an **Education Health and Care Plan**.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

When they receive a referral, **all** local authorities are expected to consider:

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- Used all the resources available within the last 12 months.
- Made any appropriate health referrals.
- ISPs/provision plans which are relevant to the presenting need. Targets are SMART, reviewed and show progression.
- Made provision which is appropriate to the child, young person and specific to them/ their needs.

- Made provision which has been evidence based and cost effective.
- Undertaken an assessment of unmet needs where appropriate.
- Fully and appropriately involved parents.
- Involved relevant professionals/practitioners have been involved in the last 12 months.
- Evidenced that their advice/strategies being followed and evaluated.

Appendix A – Individual Needs Profile



Sonning C of E Primary School Individual Needs Profile



Name	Date of Birth	Date
Year Group / Teacher	Status: <i>Looked after, English as an Additional Language, Pupil Premium</i>	Attendance
Current Attainment		
Reading	Writing	Maths
Child's area(s) of strength		
Child's View		
Parent/Caregiver's View		
Highlight the area(s) of need causing concern		
COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	
SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL	

HIGHLIGHT THE SPECIFIC FACTORS THAT ARE HINDERING THE PUPIL'S EDUCATIONAL PROGRESS.	
LEARNING SKILLS	
Attention to task Comprehension of tasks Completion of tasks Interest in tasks	Age appropriate skills Confidence in attempting tasks Gross/fine motor skills
RESPONSE TO TEACHING STYLE	
Ability to work well in a group Motivation 1:1 Ability to take responsibility for own work Maintenance of motivation in class/group	Working independently Organisation of possessions Asking for help
SOCIAL SKILLS	
Distraction of others Easily distracted Attention seeking Withdrawn/anxious Cooperation	Self Control Playtimes Friendships Attendance Home/school cooperation
SUBJECT COMPETENCE	
Speaking Listening Reading Comprehension	Writing Spelling Numeracy Other
Brief Summary of Concerns	
What have you already tried? (Quality First Teaching)	
Agreed Outcomes and Next Steps	
Teacher Signature: _____ SEND Lead Signature: _____ Review Date: _____	

Appendix B – Individual Support Plan / Provision Map



Sonning Church of England Primary School



PROVISION MAPPING

<p>My name is XXXXX</p> <p>INSERT PHOTOGRAPH</p> <p>Date of Birth:</p> <p>Year:</p> <p>Class:</p>	Significant Background Information		Brief Description of Needs
			<p>AREA OF NEED Specific Area/Diagnosis</p>
	Strengths	Things I Enjoy...	Quality First Teaching and Notable Strategies
	★	★	★

SEND Assessments

Spelling Assessment

Year / Academic Year

Single Word Spelling Test

DATE Test				DATE Test			
Standardised Score				Standardised Score			
Percentile				Percentile			
Chronological Age				Chronological Age			
Spelling Age				Spelling Age			

Reading Assessment

Year / Academic Year

Neale Analysis of Reading Ability

DATE Form 1				DATE Form 2			
CA:	Accuracy	Comprehension	Rate	CA:	Accuracy	Comprehension	Rate
Reading Age				Reading Age			
Standardised Score				Standardised Score			
Percentile				Percentile			
Stanine				Stanine			

Additional External Agency Involvement Information:

Name of Agency	Date referred	Date assessed	Report received	Action Taken and Recommendations

Autumn Term 2020

Overarching target for the year:

Assessment Overview	Interventions	Meetings/Observations
RWI Phonics: Reading: Writing: Maths:		

SMART Targets What we want to achieve this term...	Outcomes How will we know this has been achieved?	Provision What approaches will be used?	Review
Area of Need:			Achieved / Partially Achieved / Not Achieved
Area of Need:			Achieved / Partially Achieved / Not Achieved
Area of Need:			Achieved / Partially Achieved / Not Achieved

PUPIL _____ PARENT _____ TEACHER _____ HEAD _____ SEND LEAD _____

Spring Term 2021

Overarching target for the year:

Assessment Overview	Interventions	Meetings/Observations
RWI Phonics: Reading: Writing: Maths:		

SMART Targets What we want to achieve this term...	Outcomes How will we know this has been achieved?	Provision What approaches will be used?	Review
Area of Need:		★	Achieved / Partially Achieved / Not Achieved
Area of Need:		★	Achieved / Partially Achieved / Not Achieved
Area of Need:		★	Achieved / Partially Achieved / Not Achieved

PUPIL _____ PARENT _____ TEACHER _____ HEAD _____ SEND LEAD _____

Summer Term 2021

Overarching target for the year:

Assessment Overview	Interventions	Meetings/Observations
RWI Phonics: Reading: Writing: Maths:		

SMART Targets What we want to achieve this term...	Outcomes How will we know this has been achieved?	Provision What approaches will be used?	Review
Area of Need:		✳	Achieved / Partially Achieved / Not Achieved
Area of Need:		✳	Achieved / Partially Achieved / Not Achieved
Area of Need:		✳	Achieved / Partially Achieved / Not Achieved

PUPIL _____ PARENT _____ TEACHER _____ HEAD _____ SEND LEAD _____

