



SEND Policy

10 June 2024

About This Document

Annual Policy Period	2025 - 2026
Policy Adopted by Governors	27 February 2019
Last Policy Review	10 June 2025
Next Policy Review	September 2026

History

Version	Date	Name	Description
0.1	27 Feb - 2019	René Esterhuizen, Clerk to Trustees	First release. DRAFT
1.0	27 Feb - 2019	School Governors	Approved and adopted.
1.1	20 Aug - 2021	School Governors	Reviewed and approved.
1.2	15 Sep - 2022	School Governors	Reviewed and approved.
1.3	26 Jun - 2023	School Governors	Reviewed and approved.
1.4	8 May - 2024	School Governors	Reviewed and approved.
1.5	10 June - 2025	René Esterhuizen	Reviewed, no changes.

Contents

1. Introduction	4
2. Principles And Objectives	4
3. Management Of SEND Within The School	5
4. Education, Health and Care (EHC) plans	5
5. Responsibility For Co-Ordination Of SEN Provision	6
6. Arrangements For Co-Ordination Of SEN Provision	6
7. Admission Arrangements	7
8. Specialist SEN Provision	7
9. Facilities For Students With SEN Or Who Are Disabled	8
10. Allocation Of Resources For Vulnerable Pupils, Those With SEN Or Who Are Disabled	8
11. Identification, Assessment, Monitoring And Review Of Pupil Needs And Progress	8
12. Monitoring And Review	9
13. Access To Curriculum, Information And Associated Services	9
14. Inclusion Arrangements For Pupils With SEN Or Who Are Disabled	9
15. Evaluation Procedures	9
16. Procedures For Concerns.....	10
17. Staffing Policies And Partnership With External Agencies.....	10
18. Support Services Available.....	10
19. Partnership With Parents	10
20. Pupil Participation.....	11
21. Links With Other Agencies, Schools And Voluntary Organisations.....	11

1. Introduction

- 1.1. This policy includes our admissions statement for children with SEND and should be read in conjunction with our Admissions Policy and Accessibility Plan.

2. Principles And Objectives

- 2.1. The Vine Christian School has regard to the definition of SEND stated in the 2014 SEND Code of Practice: "A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than most others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." Children have a learning difficulty if they:
 - i. have a significantly greater difficulty in learning than most children of the same age; or
 - ii. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools
 - iii. are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'
- 2.2. others of the same age in mainstream schools."
- 2.3. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'
- 2.4. Not all children and young people with a disability have SEN but often there is an overlap.
- 2.5. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 2.6. Special educational provision means:
 - i. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
 - ii. for children under two, educational provision of any kind.
- 2.7. We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e., communication and interaction needs, cognition and learning difficulties, social, emotional, and mental health difficulties, and sensory and/or physical development.
- 2.8. We work closely with all parents to listen to their views to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- 2.9. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- 2.10. We believe that all practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.

- 2.11. Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- 2.12. We believe in equal opportunities and try to meet the physical, emotional, and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- 2.13. Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- 2.14. Parents are encouraged to discuss any issues and concerns with the Head Teacher.

3. Management Of SEND Within The School

- 3.1. Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- 3.2. Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- 3.3. All children will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken in to account:
 - i. Setting suitable learning challenges
 - ii. Responding to pupils' diverse learning needs
 - iii. Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- 3.4. We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- 3.5. Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

4. Education, Health and Care (EHC) plans

- 4.1. The Vine Christian School will meet its duty to work with the local authority if it is named on a pupil's EHC plan.
- 4.2. The school will:
 - i. admit any child that names the school in an EHC plan.
 - ii. ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
 - iii. request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
 - iv. cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

- v. ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- vi. seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- vii. send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- viii. cooperate with the local authority during annual reviews.
- ix. prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- x. ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

5. Responsibility For Co-Ordination Of SEN Provision

- 5.1. The SENCO (Special Educational Needs Co-ordinator) for our school is Mrs René Esterhuizen.
- 5.2. Mrs René Esterhuizen instigates and co-ordinates formulating this policy.
- 5.3. The Governing Body and Head Teacher:
 - i. Ensure that provision is made for pupils who have SEND
 - ii. Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
 - iii. Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
 - iv. Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
 - v. Report to parents on the implementation of the school's policy for pupils with SEND
 - vi. Have regard to the Code of Practice when carrying out its duties to pupils with SEND
 - vii. Ensure that parents are notified of the decision of any extra provision being made for their child.
 - viii. The Governing Body is involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment, and personnel resources.
 - ix. The quality of SEND provision is continually monitored, evaluated, and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

6. Arrangements For Co-Ordination Of SEN Provision

- 6.1. The SENCO is responsible for:
 - i. overseeing the day-to-day operation of the SEND policy.

- ii. co-ordinating provision for children with SEND.
 - iii. ensuring there is a liaison with parents and other professionals in respect of children with SEND.
 - iv. managing learning support assistants / monitors.
 - v. ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated.
 - vi. liaising with external agencies.
- 6.2. Liaison is ensured by written and verbal communication. All staff are responsible for children with SEND.

7. Admission Arrangements

- 7.1. Provision for children with SEND is a matter for the entire school.
- 7.2. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- 7.3. All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
- 7.4. Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

8. Specialist SEN Provision

- i. Autistic Spectrum Disorder, we would train staff in this area.
- ii. Hearing Impairment, we would ask a staff member to learn sign language.
- iii. Moderate Learning Difficulty, the diagnostic tests are used to determine a child's ability and PACEs are set accordingly.
- iv. Multi-Sensory Impairment.
- v. Other Difficulty / Disability, the school has ramps for children in wheelchairs.
- vi. Physical Disability.
- vii. Profound & Multiple Learning.
- viii. Severe Learning Difficulty
- ix. Social, Emotional & Mental Health
- x. Specific Learning Difficulty
- xi. Speech Language & Communication

9. Facilities For Students With SEN Or Who Are Disabled

- 9.1. Wheelchair access.
- 9.2. Disabled toilets with handrails.
- 9.3. All mainstream classrooms are carpeted (excluding cloakroom and practical areas and pre-school classroom).
- 9.4. Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- 9.5. Ramps to outside doors to allow for wheelchair access.
- 9.6. Individual adaptations will be made for specific pupils e.g. chair supports and individual workstations.

10. Allocation Of Resources For Vulnerable Pupils, Those With SEN Or Who Are Disabled

- 10.1. A modest proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.

11. Identification, Assessment, Monitoring And Review Of Pupil Needs And Progress

11.1. IDENTIFICATION AND ASSESSMENT

- i. We are committed to the early identification and intervention of children who may have SEND.
- ii. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- iii. The graduated response, adopted in the school, through the monitoring of individual children's progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.
- iv. School Action - If a teacher identifies a child who may have SEND it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The Supervisor liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half- term/term, or as appropriate.
- v. Further advice and professional support are sought and implemented as is considered necessary for the individual needs of the children.
- vi. School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.

12. Monitoring And Review

- 12.1. The ISP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- 12.2. In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.
- 12.3. The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- 12.4. The SEND policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.
- 12.5. The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

13. Access To Curriculum, Information And Associated Services

- 13.1. All children are entitled to a broad, balanced, and relevant curriculum, using PACEs and extra curriculum. Progress is continually monitored using the regular check- ups, Self-Tests and PACE tests within the ACE curriculum and through observation.
- 13.2. All information gained is used to support planning to aid progress. Associated services would be used for any children with SEND

14. Inclusion Arrangements For Pupils With SEN Or Who Are Disabled

- 14.1. We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and we watch for early identification of barriers to learning and participation.

15. Evaluation Procedures

- 15.1. The Governing body, will on a regular basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- 15.2. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- 15.3. We will review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- 15.4. SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

16. Procedures For Concerns

- 16.1. We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class supervisor in the first instance, the SENCO, and Head Teacher and a response will be made as soon as possible.
- 16.2. Parents/carers can obtain support, advice and information if they wish.
- 16.3. If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher or SENCO. The chair of Governors may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

17. Staffing Policies And Partnership With External Agencies

- 17.1. PROFESSIONAL DEVELOPMENT FOR STAFF
 - i. We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
 - ii. Relevant training is provided for all the staff as is appropriate.
 - iii. All new staff are required to read the school's policy and procedures for SEN.

18. Support Services Available

- 18.1. We believe that effective action on behalf of children with SENDs depends upon close co-operation between the school and other professionals, e.g., the LEA, SEND support services, health services, social services, etc.

19. Partnership With Parents

- 19.1. The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, assemblies, and informal meetings.
- 19.2. Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- 19.3. We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school contact books.
- 19.4. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- 19.5. We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

20. Pupil Participation

- 20.1. Children, who can form views, have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- 20.2. Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
- 20.3. We encourage pupils to participate in their learning by setting their own daily goals and being responsible for scoring their own work where appropriate

21. Links With Other Agencies, Schools And Voluntary Organisations

- 21.1. We aim to maintain useful contact with support services in Children and Young People's Services.
- 21.2. If support is needed, we will work with Wokingham Borough Council and other agencies including:
 - i. Hearing Specialist
 - ii. Speech and Language Therapy Service
 - iii. Other Children and Young People's Services
 - iv. Community Health Service
 - v. Family support and safeguarding
 - vi. Parent Partnership Service