



SEND Policy

Policy (Including EYFS)

Policy Review Date: October 2022

Reviewed By: M Ashton & SLT

Next Review: October 2023 (or following incident, legislation or interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Sept 2019	Policy Aims	Hyperlinks updated	4
Sept 2019	Storage and management of information	Update to reflect new procedures.	10
Sept 2019	Provision for pupils with EHCPs	Update to reflect changes in provision for pupils with EHCPs	11
Jan 2020	Policy Aims	Hyperlinks updated	4
September 2021		Updated after review	
October 2022		Updated after review	

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Policy Aims

This policy applies to the whole school, including EYFS

Our SENDCO for the EYFS is Mrs Lucy Hunt and our SENDCO for the main school is Mr Martin Ashton, supported by Mrs Karen Fleming, Mrs Alison Roberts and Mrs Debra McGregor.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

Aims

Our overall aim is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs

- ☞ Identifying at an early age those individuals who require extra support or attention.
- ☞ Enabling each child to reach his or her full potential both curricular and extra-curricular.
- ☞ Enabling each pupil to participate in and contribute to school life.
- ☞ Endeavour to meet the individual needs of each child.
- ☞ Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- ☞ Providing for individual children's needs by supporting them in various ways; whole class, small group or individual.
- ☞ Monitoring closely those with SEND by review and assessment to enable us to record achievements.
- ☞ Working with parents and other agencies to provide support and opportunities for those children with SEND.
- ☞ Using a variety of teaching styles, this includes different learning styles, to facilitate meaningful and effective learning for all children.
- ☞ Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- ☞ Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- ☞ Including the voice of the child in the reviewing and monitoring of pupil profiles.

SEN identification

SEND is divided into 4 categories:

- ☞ Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- ☞ Cognition or learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- ☞ Social and Emotional or Mental Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- ☞ Sensory and or Physical Needs – this includes children with sensory, multi-sensory and or physical needs and difficulties.

Behavioural difficulties do not necessarily mean that the child or young person has SEND and should not automatically lead to a person being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. (Code of Practice Jan 2015)

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010;

'A physical or mental impairment which has a long term and adverse effect on their ability to carry out normal day to day activities.'

This definition provides a relatively low threshold. 'Long term' is described as a 'year or more' and substantial is described as minor or trivial. This definition includes sensory conditions such as those affecting hearing or sight and long term health conditions such as asthma, diabetes, epilepsy or cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. A disabled child or young person who requires special educational provision will also be covered by the SEND definition.

As a school we observe 2 key duties:

- ☞ We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- ☞ We must make reasonable adjustments, including the provision of auxiliary aids and services to ensure, that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

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.

This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of difficulty experienced by the child. However it is important to state at this stage that our initial observations and discussions about any difficulties that a child may have with learning are not a diagnosis of 'special educational needs', they are the beginning of a process that helps us to identify areas where we can provide targeted support.

Continuous teacher assessment (and some standardised assessment data such as INCAS, PUMA and PIRA scores) to enable us to keep track of children's progress. These help us to identify when a child may be finding learning difficult and/or experiencing barriers to their learning. We believe that the early identification of these difficulties offers the best chance for school and parents to work together for the benefit of each individual child, thus enabling them to achieve their full potential.

Roles and responsibilities

The class teacher is responsible for

- Identifying, planning and delivering the lessons which allow pupils with SEND to fully access the curriculum.
- Writing IEPs with support from the SENDCo with regard to the views of the child and the parents;
- Discussing the profile with parents as targets are reviewed and set in January and April.
- Making reasonable adjustments to their teaching in accordance with the guidance given by the SENDCo or outside agencies;
- Checking that the pupil's progress is in line with academic potential and setting achievable targets;
- Using a range of strategies to meet pupils' special educational needs;
- Ensuring that lessons have clear objectives and that work is differentiated accordingly;
- Ensuring that assessment is used to inform the next stages of learning.

The SENDCo is responsible for

- Overseeing the day-to-day operation of the SEND policy;
- Identifying pupils with SEND in consultation with class teachers;
- Overseeing and supporting the Class Teachers producing the SEND Profile with regard to the views of, the child and the parents;
- Ensuring that a program of work relating to the pupil's need is written - focusing on manageable SMART targets;

- Liaising with parents of pupils with SEND, inviting comments re their pupil's strengths and weaknesses and setting a target to achieve for each term;
- Liaising and working in partnership with outside agencies in terms of support for pupils with SEND such as the educational psychologist, ophthalmologist, speech therapist, GPs, other schools, nurses and social services as well as the school's Designated Safeguarding Lead (DSL) The school does not pay for outside agencies; the parents pay for these private services;
- Maintaining the SEND register for the whole school;
- Maintaining records of interventions securely;
- Overseeing resources for SEND and the learning support areas;
- Professional development of other staff in areas related to SEND pupils.
- Manage any Teaching Assistants within the SEND department.
- Review the 3 year accessibility plan

Other staff within school providing support for pupils with SEND

- Teaching Assistants assigned to support pupils in the classroom;
- The Headteacher has an overview and also provides counselling if needed;
- The Headteacher will deal with any complaints about the SEND programme; this will be done through the school's complaints procedure.

A Graduated Approach to SEND Support

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

At Avalon, we adopt a "high quality teaching" approach. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- ☞ is significantly slower than that of their peers starting from the same baseline
- ☞ fails to match or better the child's previous rate of progress
- ☞ fails to close the attainment gap between the child and their peers
- ☞ widens the attainment gap

The first response to such progress is high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place.

Assess

- **STEP 1:** sharing information from the previous school or setting, this is known as 'transition information'.
- **STEP 2:** a combination of screening data and baseline assessments and concerns raised by the class teacher is analysed and possible SEND pupils identified by the class teacher, parent or SENDCo.
- **STEP 3:** class teacher discusses his/her concerns regarding the child's needs with the SENDCo who makes suggestions regarding strategies or differentiation methods. Reasonable classroom adjustments/differentiation for pupils in the day-to-day classroom teaching take place e.g. small group support with a teaching assistant.
- **STEP 4:** an initial concern form is filled in by the class teacher, shared with the SENDCo and the parents are informed that the school will be undertaking further analysis of a potential concern.
- **STEP 5:** further screening tests are then carried out by the class teacher and / or SENDCo. The pupil's views are sought where applicable. A meeting is held with the teacher, parents and SENDCo to determine how support will proceed. It could be a) in class b) withdrawal by SENDCo or SEND TA c) request to parents for further analysis from an outside specialist such as an Educational Psychologist may be made.

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

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 SENDCO should contact them (if the parents agree).

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We will look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

For higher levels of need, we may need to draw on more specialised assessments from external agencies and professionals. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we may involve specialists, including those secured by us or from outside agencies. We may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents will always be involved in any decision to involve specialists. In most cases, further investigation by Educational Psychologists may be necessary. This is normally paid for by parents.

Plan

- **STEP 6:** An IEP will be produced by the Class Teacher and SENDCO and copy given to the parents. Targets and provision will be reviewed and updated, regularly by the Class Teacher and SENDCO.

Where it is decided to provide a pupil with SEND support, the parents must be notified. The teacher and the SENDCO 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. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The school will continue to use the system of IEP's to record the steps taken to meet the needs of individual pupils. The SENDCO is responsible for ensuring that records are kept and available when

needed. All IEP's are stored in each child's SEN file on the school network, a hard copy is also kept in each child's file in the SEND cabinet. These are available to share with parents upon completion and as they are amended.

IEP's are completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.

Targets should be in addition to the normal learning targets and should be:

- ✿ SMART –specific; measurable; achievable; realistic; time-bound.
- ✿ Only three or four in number
- ✿ Relate to the area of need for the child: communication, English, Maths, behaviour and social skills.

These plans are reviewed by the class teacher and SEND team termly (or earlier as necessary) and updated and amended as appropriate. If a child is not making the expected progress towards their targets, then further intervention may be required. (see review)

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- **STEP 7:** Targets and provision will be reviewed and updated, regularly by the Class Teacher and SENDCo.
- **STEP 8:** If necessary then an Education, Health and Care plan will be made and shared in the same way (EHCP). The EHCP was formally known as a 'statement'.

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care Plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

Monitoring progress

The success of the school's SEND policy and provision is evaluated through:

- ☞ monitoring of classroom practice by the Headteacher and SENDCO
- ☞ analysis of pupil tracking data
- ☞ monitoring of procedures and practice by the SEND governor
- ☞ School Self-Evaluation processes
- ☞ Local Authority moderation process and OFSTED inspection arrangements
- ☞ meetings of parents and staff, both formal and informal

Storage and Managing Information

The school will continue to use the system of IEP's to record the steps taken to meet the needs of individual pupils. The SENDCO is responsible for ensuring that records are kept and available when needed. All IEP's are stored in each child's SEN file on the school system, a hard copy is also kept in each child's file in the SEND cabinet. These are available to share with parents upon completion and as they are amended.

All staff members have access to individual information via the school system. Paper copies of completed are collated by the SENDCO and the school office.

SEN Register and Educational Reports

The SEN register is managed by the SENDCO and is available for reference on the School network. Reports written by other professionals, are kept on the School network (password protected as needed)

Valuing Parents

Avalon School welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents informed. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress in addition to regular parent/pupil achievement meetings. This includes at least an annual meeting with parents but they are offered to attend at additional times depending on the individual child's needs and their IEP.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Considering the Pupil's Views and Opinions

At Avalon School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Specialist support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

SEN at Avalon School

<p>What support will there be for my child's overall well being at Avalon?</p>	<ul style="list-style-type: none"> • The school is fully inclusive and all staff provide high levels of pastoral support and care for all pupils. • School may discuss a referral to an appropriate outside agency to support your child and family
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	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Support in class to facilitate access to curriculum (either class teacher or teaching assistant). This could be 1:1 or small group to supports children to break down language barriers to facilitate access).</p> <p>The specialist advice of a Speech and Language Therapists who work with children receiving intervention.</p> <p>Close liaison with Speech and Language Therapist, for identified children, to enable staff to support individual Speech and Language programmes.</p>	<p>The SENDCo is able to advise staff on strategies and to carry out more detailed assessments where children are not making expected progress.</p> <p>TA's offer interventions in literacy and numeracy</p> <p>Specialist teacher support, as appropriate.</p>	<p>Staff have had training in behaviour management techniques.</p> <p>The school works closely with outside agencies, sometimes via the TAF process, to support children and families. The school accesses specialist support e.g. from CAMHS</p>	<p>The school has a good working relationship with multi-agencies e.g. Occupational Therapists, Educational Psychologists.</p>

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How are the School's resources allocated and matched to children's special educational needs?	<p>In class support to aid delivery of targets.</p> <p>Speech and Language support / interventions – group / 1:1.</p> <p>Additional planning for transition.</p> <p>Access arrangements for ALL assessments.</p> <p>Use of ICT.</p> <p>Visual timetable.</p> <p>Now and Next Boards.</p> <p>Social Stories.</p>	<p>In class TA literacy and numeracy support.</p> <p>Catch up programmes.</p> <p>Intervention groups – to ensure expected progress is made.</p> <p>Differentiated resources – word banks, spelling lists etc...</p> <p>1:1 precision teaching.</p> <p>Small group, in class, English programmes</p> <p>Small group, in class, Maths</p> <p>Access arrangements for ALL assessments.</p> <p>Additional planning for transition.</p> <p>Coloured visual aids / interactive boards linked to laptops /background suited to cohort.</p>	<p>Monitoring at break/lunch time.</p> <p>Staff trained in Mental Health First Aid</p> <p>Access arrangements in place for assessment.</p>	<p>Handwriting / fine motor programmes.</p> <p>Additional planning for transition.</p> <p>TAs to monitor safety and give discreet support to enable key children to be as independent as possible.</p> <p>Specialist seating if required</p> <p>Use of noise defenders if required.</p>

Education, health and care needs assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Provision for pupils with EHCPs

From 1 May 2015, there have been no new statements of SEN. Education, Health and Care Plans (EHCPs) have been introduced instead.

In accordance with the school's admissions policy, Avalon School admits children who will benefit from the education offered and who will contribute to and benefit from the ethos and activities of our school community. In respect of an application for a place for a pupil with SEND, including a pupil with an EHCP, the school will have regard to these criteria and also to whether, given its limited facilities for pupils with SEND, the school can make reasonable adjustments to cater adequately for such a pupil. Similarly, the school will not refuse admission for a child with SEND on the grounds that he or she does not have an EHCP, but will make a judgement with regard to the criteria above and whether appropriate reasonable adjustments can be made. This may include supporting parents in the application for a statutory assessment for an EHCP.

The school acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with SEND, whether or not they have an EHCP. Accordingly, where assessment determines that a pupil's individual needs may be best served by a statutory assessment for an EHCP, the SENDCO will inform parents and will assist them in the necessary preparations and application for such an assessment. The school will meet its duty to respond to any request from the local authority for information relating to a statutory assessment, within 6 weeks of receipt.

Where a pupil at the school has an EHCP, the school will ensure:

- ✿ Co-operation with the local authority in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress. Any advice and information gathered will be sent to all those invited to an annual review meeting at least two weeks prior to the meeting. The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting and will enable the local authority to undertake a review of a pupil's EHCP at least 7 months before transfer to another phase of education.
- ✿ Co-ordination by the SENDCO of the specific provision made to support individual children who have EHCPs, together with the monitoring and review of its efficacy.
- ✿ Facilitation by the SENDCO of additional staff training as required to meet the terms of the plan
- ✿ Provision of information by the SENDCO to ensure that all those teaching or working with a

- ☞ child named in an EHCP, are aware of the pupil's needs and the arrangements in place in to meet them.
- ☞ Co-operation, as appropriate, with health and social care providers to meet the terms of the plan.
- ☞ Preparation, where a pupil wholly or partly funded by a local authority is registered at the school, of an annual account of income received and expenditure incurred by the school in respect of that pupil, for the local authority and, on request, the Secretary of State.

Through its evaluation procedures, the school will seek to identify improvements in outcomes. This will include, as appropriate, consultation with pupils and their parents, taking into account:

- ☞ Prevention.
- ☞ Early identification/recognition.
- ☞ How pupils and their families will be able to access services.
- ☞ How transitions between life stages and settings will be managed, including from Early Years to primary education.
- ☞ How provision and support services will enable pupils to prepare for their future adult life.

Confidentiality

The school will not disclose any EHCP without the consent of the pupil's parents with the exception of disclosure:

- ☞ To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- ☞ On the order of any court for the purpose of any criminal proceedings.
- ☞ For the purposes of investigations of maladministration under the Local Government Act 1974.
- ☞ To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- ☞ To ISI or Ofsted inspection teams as part of their inspections of schools and local authorities.
- ☞ To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start secondary/higher education

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment (formerly Statement of Educational Need). More information about an EHC can be found here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/346221/Education_health_and_care_plans.pdf

Pupils with English as an Additional Language

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The school will work to achieve the following for EAL pupils

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- to welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school
- Enable them to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- to ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities

Teaching and Learning

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English. During lessons teachers will:

- 👉 Show differentiated work in their planning.
- 👉 Have high expectations, expect pupils to contribute and give more than single word answers.
- 👉 Recognise that EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- 👉 Recognise that EAL pupils need more time to process answers.
- 👉 Allow children to use their mother tongue to explore concepts.
- 👉 Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- 👉 Use groups to ensure that EAL children hear good models of English;
- 👉 Use collaborative group activities.
- 👉 Provide a range of reading books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the child.
- 👉 Provide phonic software and audio books as appropriate.
- 👉 Ensure that there are many opportunities for talking to both adults and peers.

Criteria for exiting the SEND register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENDCO regularly attends local network meetings in order to keep up to date with local and national updates in SEND.

SEND in the EYFS

Providers who are funded by the local authority to deliver early education places must have regard to the SEND code 2015. This means:

- ☞ We plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- ☞ We have a clear approach to identifying and responding to SEND.
- ☞ In addition to the two specific points in the EYFS for formal assessment, we monitor and review progress throughout the early years.
- ☞ Where a child appears to be behind expected levels, a methodology is outlined in the SEND code 2015 for gathering information and seeking "Early help" (see Working Together), if appropriate. The cycle of action: assess / plan / do /review, should be used to create a graduated response to needs.
- ☞ Guidelines are given for seeking external help of specialists or requesting an EHC assessment.

- ✿ Decisions to involve external specialists are taken in discussion with parents and parents are informed if their child is receiving SEND support.
- ✿ We ensure early years staff are aware of the changes and recognise their responsibilities for identifying and supporting children with SEND
- ✿ Review our core teaching and wider policies so that all early years staff are meeting the requirements of the *SEND code 2015*
- ✿ Identify and deliver any training needed by staff
- ✿ Engage with the Wirral LEA in relation to relevant changes, such as the development of the local offer and the implications of personal budgets

Storing and managing information

Documents relating to pupils on the SEND register will be stored in lockable cabinets. SEND records will be passed on to a child's next setting when he or she leaves

The school has a Confidentiality policy which applies to all written pupil records.

Supporting Pupils and families

Families are directed towards Wirral's Local Offer for more information. The Local Offer sets out what is available for children in Wirral if they have special educational needs and/or a disability. Our SEND support includes planning and preparation for the transitions between phases of education To support transition, the school will share SEND information with the school, college or other setting the child or young person is moving to.

Admissions

- ✿ Avalon will do all that is reasonable to comply with its legal and moral responsibilities under equality legislation in order to accommodate the needs of SEND applicants for which, with reasonable adjustments, We can cater adequately although the physical layout of the site and buildings may restrict the movement of individuals with particular difficulties with mobility.
- ✿ We have a three year plan in compliance with the Special Educational Needs and Disability Act. We define a reasonable adjustment as one which can reasonably be undertaken within the normal staffing, facilities and resources of our school.
- ✿ Where we need to draw on additional expertise or resources, the cost may be passed on to parents. We need to be aware of any known SEND which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at Avalon.
- ✿ Parents of a child who has any SEND should provide us with full details prior to the admissions procedure at registration, or subsequently before accepting the offer of a place. We need this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and we can cater adequately for the child's needs should an offer of a place be made.

- ✎ We will do all that is reasonable to ensure that the information and application procedure is accessible for SEND candidates and will make such reasonable adjustments as necessary. For example, we may be able to provide work in large font for a visually impaired pupil.
- ✎ Similarly, if SEND becomes apparent after admission, we will consult with parents about reasonable adjustments that may allow the child to continue at our school.

Accessibility

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Complaints

We have a complaints procedure which applies to complaints about SEND provision. This can be found on Avalon School website.

Revised September 2022

Review September 2023