



**WOKINGHAM  
BOROUGH COUNCIL**

Aspiration and Achievement

## **SEND Policy and Guidance for Schools**

Adopted by Shinfield Infant and Nursery School  
September 2019

Meeting the needs of children and young people with Special Educational Needs and Disability in Wokingham

This 'model' policy is intended for schools to use as a framework, which can be personalised. The Children and Families Act 2014 makes a number of changes to legislation. Detailed and 'readable' exemplification is provided by '*The Code of Practice: 0 - 25*'. The code is statutory guidance, which schools must 'have regard to'. In effect, 'have regard to' means that you either follow it or you have an alternative which is equal to it or better than, and therefore we recommend that this guidance is followed.

The legislation requires that certain SEN information is published on the school website. The Code interplays 'information' and 'policy'. This document provides the mandatory information to put on the school's website – the sections are in **bold** font and numbered for ease on both the contents page and throughout the document. The document is all phases of statutory-aged education and settings will be able to personalise to their phase. Most sections contain some suggestions for text which may be helpful.

The model policy is linked closely to the Code and, in addition to the mandatory information, contains other information about SEND which allows schools to have a composite document which can be put on the web.

If you have any questions, please contact the SEN Team on (0118) 974 6216 or [sen@wokingham.gov.uk](mailto:sen@wokingham.gov.uk)

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## **Purpose of this document**

This document sets out how Shinfield Infant and Nursery 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 we will meet the requirements at Shinfield Infant and Nursery School through the funding made available to us, through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out 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**

The Children and Families Act 2014 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, free schools and further education settings) along with 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 replaced 'Statements of SEN'. From September 2014, all new statutory assessments went under the new regulations and existing Statements were transferred to EHC plans by summer 2018. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant to all age levels and educational settings.

### **What are settings 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 Shinfield Infant and Nursery School we follow the advice of the CoP 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 the 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
- monitor SEND expenditure
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (*see SEN Regulations 2014*)
- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure **all** policies take SEND into account through Equality Impact assessments

- keep under constant review the arrangements for pupils present with a disability and have anticipatory arrangements for future pupils 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.

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 their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education 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>

## **Meeting special educational needs in Shinfield Infant and Nursery School**

### **1. What needs can the school meet?**

**At Shinfield Infant and Nursery School we believe that:**

- Every child should be given the opportunities and support to 'shine in their own field' (our school mission) and to succeed;
- It is important to consider the individual needs of pupils when planning our curriculum, and that some pupils will need additional support to ensure access to the whole curriculum, while others will need opportunities for challenges to extend their learning;
- We recognise the importance of early identification and assessment of pupils with special educational needs;
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs;
- We recognise the vital role of parents/carers in the identification and assessment of, and response to, their children's needs;
- All children should have a positive self- image and be motivated to learn;
- Children are regularly reviewed formally and informally with parents, teachers, SENCo, Headteacher and outside agencies.

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 CoP has the following definitions in the introduction 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 CoP defines special educational provision in the introduction 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.

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

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

At Shinfield Infant and Nursery School we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners. The school works with many professionals on a regular basis and will not hesitate to seek support when needed. Currently, we are working with: Educational Psychologists, Visually Impaired Teachers, Sensory Consortium, Occupational Therapists, Speech and Language Therapists, Physio, Foundry College, Parenting Support Advisors, Learning Support Advisors, LAC advisors and Social Workers through the Wokingham Early Help Hub.

## **2. How do we identify pupils who are having difficulties with learning and/or special educational needs?**

All children are offered full access to a broad, balanced and relevant curriculum at Shinfield Infant and Nursery School, including an appropriate curriculum for the Foundation Stage, following the guidelines recommended by

the appropriate bodies. In accordance with the provision outlined in the SEND Code of Practice January 2015, every effort will be made to make buildings and procedures accessible to as many pupils as possible whatever their physical needs (See Disability Equality Plan), so that all can be included.

### **Identification and Implementation**

The model of assessment and provision as outlined in the SEND Code of Practice is used as a basis for identification and implementation. An Individual Support Plan (ISP) will be set up for children identified as in need of support, and entered on the special needs register. The ISP will set the short term targets for the child and identify possible teaching strategies to use. The SENCo and class teacher, together with curriculum co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including use of ICT. An external specialist may act in an advisory capacity, or provide additional specialist assessment, or be involved in teaching the child directly. The Individual Support Plan will be shared and reviewed with the parents, who will be given a copy and will be kept regularly informed of the child's progress. Reviews of children with SEND will be monitored regularly by the class teacher, SENCo and at School Planning Meetings. Parents will be informed accordingly, and asked to provide appropriate support at home. All identified children are also reviewed formally at a termly School Planning Meeting with other professionals through the Local Authority.

### **SEND Support**

This is implemented when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. This can include the involvement of extra teaching assistants or teachers and may also require the use of different learning materials, special equipment or a different teaching strategy. Teachers may become aware of the need for intervention where there is little progress in the child's ability despite targeted teaching, where there are difficulties in core areas, where there are persistent emotional and behavioural difficulties or where there are sensory or physical problems.

Where the child has not been able to make expected progress despite the extra targeted intervention the school will seek external advice from the LA's support services, the local Health Authority or from Social Services. For example, this may be advice from a Speech and Language Therapist (SALT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. This may also include one-to-one support and the involvement of an Educational Psychologist. As well as the use of external services, this requires more detailed planning of interventions for children whose progress has been limited. A child's progress at this stage should also be reviewed regularly (i.e. at least once a term) and an Individual Support Plan (ISP) should also be written to assist the child.

### **Education and Health Care Plan (EHCP)**

The school or the parent can initiate a request for the Education and Health Care Plan (EHCP). The SENCo at this stage will be required to provide evidence to show what support has been given and its impact and why a EHCP is needed to further support the child. Prior to an EHCP application it is advised that the school apply to the Borough for Exceptional Needs Funding at a Cluster Moderation Meeting.

All SEND support is funded through the SEN formula and paid through the school budget. Allocation of the budget is then decided following a provision mapping exercise.

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 in our school we believe that all teachers are teachers of pupils 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

### **Assessment**

For all pupils we carry out ongoing assessment which informs future planning. We record assessment data on a half termly basis in SIMS. Pupil progress reviews with the Head and SENCo and class staff teams take place on a half termly basis and actions are identified for the next half term to enable pupils to close any gaps in their learning or to work at greater depth.

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'. We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's SENCO
- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/s or carer/s, and advice from any other support professionals
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences (ABC)
- we plan for provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions. SEN pupils are identified in class planning
- 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
- 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 parent/s or carer/s, and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly school planning meetings
- we draw up a SEN Support Plan or ISP.

**The SENCO is:** Charlotte Massey

**Contact details:** [cmassey@shinfield.wokingham.sch.uk](mailto:cmassey@shinfield.wokingham.sch.uk) Telephone: 01189 883389

### **3. Involving parents in their child's education**

Parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. At Shinfield Infant and Nursery School and Nursery, we demonstrate this by:

- **always** discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say

- identifying outcomes to be achieved with parents and carers
- planning interventions and discussing this with parents and carers
- meeting with parents/carers to review their child's 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 SEN 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.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEN Support and with Statements of SEN / EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children. This is done formally every term but children are constantly discussed and reviewed with their parents and other professionals involved, as their needs are often complex and changing.
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse
- ensure our looked after children, especially 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
- normalise life experience wherever possible.

At Shinfield Infant and Nursery School we have a designated teacher who oversees the support in place for LAC children and helps them to fulfil their potential.

**The LAC coordinator is:** Helen Belas

**Contact details:** [HBelas@shinfield.wokingham.sch.uk](mailto:HBelas@shinfield.wokingham.sch.uk)

#### **4. Arrangements for consulting children and young people with SEND and involving them in their education**

The Children and Families Act is clear that:

- **all** children and young people should 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
- children and young people should be involved in discussions about their learning, progress and how provision is made for them

At Shinfield Infant and Nursery School, we consult all pupils by asking them to provide feedback about their learning. Where a child has asked for more help, this is planned in and feedback from the teacher ensures the child understands how well they have learnt in future. In addition, where pupils have special educational needs, we ensure that:

- **all** pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing, PowerPoint etc.
- any interventions or strategies will be explained and discussed with pupils
- **all** pupils will be 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. Outcomes reflect what is important to, and for, the pupil.

#### **5. How we assess and review progress of children with SEND**

- Set clear measurable targets in the form of an ISP. These are reviewed formally termly. However, children are regularly discussed and monitored when a need arises throughout the term with teachers and parents. Targets are highlighted to show achievements.
- Meetings with parents whenever a need arises. This can be with class teacher, SENCo and professionals.
- If outside agencies are involved then termly meetings are arranged with all professionals involved.
- Termly reviews at School Planning Meetings take place with Educational Psychologist, Learning Support and Foundry College.
- Half termly Pupil Review meetings take place with Class teacher, TA, Headteacher and SENCo.
- The SENCo will meet with outside agencies such as SALT, Physio, Occupational Therapy, Learning Consortium and Learning Support to discuss progress through specific targets, when targets are met, and arrange for reassessment when necessary.
- If a child's progress has been slow then evidence in books and observations will be used to show progress and indicate best interventions.

If it is decided that a child is not making sufficient progress then interventions will be changed to meet the need/provision adapted.

#### **6. Preparing for transition**

Transition is a continuum in our planning for pupils and we are continually considering the skills our pupils will need in order to access the next phase of their learning. When their learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood aims to support independence and choice making. Opportunities to practise these skills are introduced as early as appropriate. For all pupils we make opportunities to practise developmentally appropriate 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 preparing children when approaching a significant transition in school such as the move to a new year group or school in-year or at the end of Key Stage One. The level of the child's need determines the level of support for transition they receive and how long this goes on for

- All children have a transition programme when moving year group.
- SEND children have a more in depth transition programme if needed.
- Children with significant SEND have an individual transition programme.

The Infant school works closely with the Junior school to ensure a smooth transition and to keep anxiety levels low for children. Successful transition is a strength in this school.

## **7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment**

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 via:

<http://www.wokingham.gov.uk/our-local-offer/>

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' can be found on the Local Offer page.

The school Local Offer is available on the school website.

## **8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured**

Our staff have access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

### **Describe the training undertaken by individual staff**

**Our SENCO Charlotte Massey:** Qualifications: BA, PGCE. Charlotte has been SENCo for 12 years.

The legislation requires that:

- the SENCO must be a qualified teacher working at the school
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been a SENCO at their current or any other 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 requirements and equip the SENCO to fulfil the duties outlined in the CoP. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO 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 operation of the 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/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting 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 SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the head teacher 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

As a school, we ensure that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

### **9. Evaluating the effectiveness of our 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 review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

### **10. Inclusive practice**

At Shinfield Infant and Nursery School we pride ourselves in the inclusion of all pupils. We provide opportunities for all children and put in appropriate support if needed to help them achieve this. The school looks at all children as individuals and helps to nurture them and fulfil their potential. We ensure that **all** our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part, for example:

- 1:1 has been provided for disco, clubs and other events after school if necessary
- School has paid for children with SEN to attend holiday clubs and have support there when there has been a high need
- Technical jobs have been created for children to provide appropriate roles in a Christmas play where a need is such that the child would struggle to perform on stage in front of others
- Preparation and careful planning has been put in place for all events such as sports days, charity themed days etc to make them successful and accessible to everyone.
- The level of support is constantly reviewed and changed to meet the need of the child and to enable them to access all opportunities.

### **11. The social and emotional development of our pupils**

- Key adults are out at playtimes to ensure vulnerable children have support to play games and learn new social skills.
- Nurture Groups are set up for vulnerable children and the focus is tailored to their needs; self-esteem work, playground skills eg: find the friendship bench or go to the USport leader, and social skills eg: learning scripts to interact successfully with others at playtime
- The whole school follows the Jigsaw scheme of work for PSHE which includes relationships
- A 'circle of friends' is sometimes created to help a child interact without fear of being bullied at playtimes
- The school rules 'Be Ready, Be Respectful, Be Safe' have non-verbal signals created by the children and underpin all that we do in school to support children.

- The SENCo works with children individually to collect information for an EHCP or other reviews and to give them the opportunity to express their voice.
- We have a children's Anti Bullying Policy which forms part of our school Anti Bullying Policy. Bullying is rare in our school and dealt with using the school Behaviour Policy and school rules as above

## 12. Working with other professionals and practitioners

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 Shinfield Infant and Nursery 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/carers 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 to ensure that interventions are co-ordinated
- use person-centred approaches with **all** our pupils who have SEND to work towards the pupil's aspirations
- value the contribution of all
- liaise with all services in a timely and professional way
- attend, book or run specific training, such as Attachment Disorder (through our designated LAC teacher) and Childhood Anxiety (through our Parent Support Advisor).

## 13. Arrangements for handling complaints about SEND provision

We know that all parents and carers want the best for their child and we seek to resolve these concerns quickly. Where parents/carers have a concern about the provision being made for their child, they should initially contact the SENCo Charlotte Massey. If this does not resolve the situation, they should follow the school Complaints Procedure on the school website. We advise parents to make use of parent liaison services such as SENDIASS to help them address their concerns with the school and resolve any issues that they may have.

### Additional Policy Information

#### How funding is made available to schools to meet the needs of pupils who have special educational needs at SEN Support

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 £6000 of additional support. Further information on funding for SEN 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 process.

## Exceptional Needs Funding Process

Wokingham has developed an Exceptional Needs Funding model which can provide the additional resources needed to meet special educational needs in mainstream settings. Shinfield Infant and Nursery School is part of a cluster of schools who discuss individual cases where schools agree 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 apply for this funding stream where the learning needs of the child/young person are exceptional but do not require their needs to be met within a specialist resource/school or significant levels of intervention from health or social care impacting on their education. Further information about exceptional needs funding can be found in the document '*Exceptional needs funding: Procedures and guidance*'.

## When would school 'refer' to the local authority'?

The school refers a child to the Local Authority when they believe that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. Historically, any child who underwent a statutory assessment may have received a Statement of SEN which set out their needs, the objectives they needed to achieve and the resources which would be provided to help them achieve these. Since September 2014, schools can request the local authority to consider carrying out an Education, Health and Care needs assessment. An EHC needs assessment could result in an Education Health and Care Plan.

Education, Health and Care plans are required for those pupils:

- where the resources required to meet their special educational needs **cannot** reasonably be provided from the resources **normally available** to mainstream settings; 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 being made may still represent adequate progress relative to the child/young person's ability.

When they receive a request for an assessment, 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 9.14

In all circumstances, this school will ensure that prior to submitting a request for an EHC assessment to the local authority, it has:

- utilised all appropriate resources available for at least the last 12 months
- made any appropriate health and social care referrals
- created and implemented IEPs/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 and their needs
- made provision which is both evidence based and cost effective
- fully and appropriately involved parents/carers
- involved relevant professionals/practitioners over the last 12 months and evidenced that their advice/strategies have been followed and evaluated.