



SEN Policy

Chair of Governors: Gaurav Srivastava		Headteacher: Miss Cotchin	
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1. AIMS

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At William Harding School, we are committed to providing appropriate and high-quality education for pupils, so that all can achieve their potential. By providing the support, encouragement and challenge needed, we create a happy, caring and inclusive environment that promotes learning for all.

Equal importance is placed on academic achievement through a stimulating, broad and balanced curriculum which is enhanced by an enrichment and personal development curriculum. We respect the unique contribution every individual can make to our school community, with every teacher being a teacher for every pupil. Caring for the wellbeing of all pupils, including those with Special Educational Needs and Learning Difficulties and Disabilities is fundamental to the school's ethos.

OBJECTIVES

- To provide all pupils, regardless of their needs, with inclusive **quality first teaching** which will enable them to make the best possible bespoke progress from their individual starting points and feel valued members of the whole school community.
- For all pupils with Special Educational Needs and those working with them to have high expectations set for them against national data and based on their age and starting points.
- To use our best endeavours to give pupils with SEN the support they need, whilst having access to a broad and balanced curriculum.
- For all our pupils to become confident individuals able to make a successful transition to the next phase of their education.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEN pupils, with the pupils themselves and their parents or carers.
- To deliver training and support for all staff working with pupils with SEN in order to develop our practice within the guidance set out in the Code of Practice 2014.

2. LEGISLATION AND GUIDANCE

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

[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 (SENCOs) and the William Harding Local Offer.

3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice (2014), states they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

4. ROLES AND RESPONSIBILITIES

All staff have roles and responsibilities to ensure pupils with SEN achieve their best.

Class Teachers are responsible for:

- Progress and development of every pupil
- Ensuring plans are implemented in the classroom including effective deployment of additional adults in the classroom
- Regular liaison with parents and the SENCO
- Identifying on class planning the provision for pupils with SEN including effective differentiation
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEN

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes accurately
- Following advice from specialists including learned helplessness guidance
- Record keeping
- Maintaining specialist equipment/resources for pupils
- Regular communication with the class teacher and SENCO

The SENCO is responsible for the following and must be a fully qualified teacher and hold (or in training to hold) the National SENCO Accreditation:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy, SEN report and provision in the school
- Having day-to-day responsibility for the operation of SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Liaising and building strong relationships with parents of children with SEN so they feel knowledgeable and supported
- Updating the SEN Register and maintaining individual pupil records, including co-ordinating meetings and annual reviews

- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching, including monitoring the quality of provision and impact of interventions
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources, including line managing support staff with responsibility for SEN, to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and attend any relevant meetings
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring all pupil with SEN are encouraged to participate in all clubs, trips, visits and in-school experiences and endeavour to put appropriate support in place to enable them to do so

The SEN governor is responsible for:

- Helping to raise awareness of SEN issues at governing board meetings – including SEN reports to the governing body
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher is responsible for:

- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability.

5. SEN INFORMATION REPORT

5.1 CATEGORIES of SEN

The SEN Code of Practice 2014 identifies four broad areas of special educational needs:

1. Communication and Interaction where children have difficulty in communicating with others which may be because:
 - It is difficult to say what they want
 - It is difficult to understand what is being said to them
 - They are not able to use social rules
 - They cannot understand social rules
2. Cognition and Learning where children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:
 - Moderate Learning Difficulties (MLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia affect one or more specific aspect of learning

3. Social, Emotional and Mental Health where children may experience a wide range of social and emotional difficulties which may include:
 - becoming withdrawn or isolated
 - displaying challenging, disruptive or disturbing behaviour
 - Underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained
 - Other children may have disorders such as Attention Deficit Disorder (ADD), Attachment Disorder, or Attention Deficit Hyperactive Disorder (ADHD)

4. Sensory and/or Physical where children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These may include:
 - Vision Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical disability
 - Medical needs

Medical Needs

The school recognises that pupils with medical conditions should be supported so that they have full access to education, including enrichment activities and trips and physical education. Parents complete a medical questionnaire on admission and this information is added to the pupil's record.

Pupils with medical needs will not necessarily be considered as having SEN and/or Disability but may need some additional provision to accommodate their medical conditions. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the *Equality Act 2010*. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability.

A Care Plan will be drawn up for pupils with ongoing medical conditions that require reasonable adjustments to be made, or for those for whom specialist First Aid training for staff might be required. Care Plans are drawn up by medical professionals and will be displayed in the medical room, staff room and attached to pupils' records. First Aiders in the school will be informed of all Care Plans and any changes to them. The school Matron is responsible for the administration of medicines and health care plans and protocols. Specific staff will receive training to support specific needs, e.g. technical training to maintain auxiliary aids and equipment.

William Harding has two Additionally Resourced Provisions with combined places for 16 pupils who have EHCPs. All ARP pupils are members of our mainstream classes and are integrated into these classes through adjustments where needed. Allocations and admissions are controlled by the Local Authority who have entry criteria. The ARP is for the following two areas of SEN:

- Speech and Language and Communication Needs
- Physical Disabilities

As a school we ensure we comply with the DfE Legislation detailed in 'Supporting pupils at school with medical conditions'.

5.2 IDENTIFYING PUPILS WITH SEN AND ASSESSING NEED

We recognise the benefits of early identification of children's special educational needs to ensure effective provision is made to improve long-term outcomes. The purpose is to work out what action the school needs to take to support the child's learning, not to fit the pupil into a category. It is also important to identify the child's full range of needs, not simply the primary need of an individual pupil.

We assess each pupil's current skills and levels of attainment on entry, which builds on previous settings and Key Stages information, where appropriate. Class teachers also undertake half termly assessments for all pupils and have Pupil Progress Meetings with a member of the SLT. It is during these meetings where expertise may be used to identify the below:

- Significantly slower progress than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap
- Or any other concerns such as social needs or attendance

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Some children who are Looked After (in care) may also have Special Educational Needs. Where this is the case, their needs will be met in the same way as other children who have Special Educational Needs. However, close collaboration will take place between the SENCO, the designated safeguarding officer and outside agencies supporting the Looked After Child. During this process, we also aim to find out strengths and interest of the individual to ensure a person-centred approach.

5.3 CONSULTING AND INVOLVING PUPILS AND PARENTS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the **graduated response** and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO 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 and 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. Staff will regularly review the effectiveness and impact of support/interventions during pupil progress meetings every half term.

Where a pupil continues to make limited progress, the SENCO may conduct a classroom review to observe the pupil in context and to meet with the class teacher to obtain further information about the child's needs. At this stage, extra teaching or short-term interventions may be put in place to reduce the child's barrier to learning or to help

further identify their needs. Progress will be monitored over a term to establish whether a Special Educational Need is present. If this interim support is effective at narrowing the gap or the SENCO identifies that the support needed can be provided by adaptation, then a child might not be considered SEN. Where it is agreed that the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN Register and the SENCO will contact the parents.

5.5 SUPPORTING PUPILS MOVING BETWEEN PHASES

The importance of smooth transitions is recognised and is key to pupil success. Early Years staff will hold events for prospective parents and pupils, as well as carrying out home visits and events where parents are able to stay with their children to help them settle in.

For pupils with SEN joining William Harding School mid-year, electronic and paper files will be accessed from the child's previous school. The SENCO may request a meeting with the parents and child in order to discuss the nature of the child's SEN and to find out what support the child has benefitted from previously.

'Move up, stay up' takes place in July, where all pupils move to their new classroom with their new class teacher to reduce any anxiety over the summer holidays and ensure all are prepared and ready for the new academic year in September. Those pupils who may benefit from additional transitional support will be identified by staff and parents informed.

When transitioning to secondary school information is passed to the receiving school for all pupils and for those with EHCPs and other pupils with high level SEN individual/additional transition processes may be carried out.

5.6 OUR APPROACH TO TEACHING PUPILS WITH SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class and this is discussed with them at half termly Pupil Progress Meetings, to ensure teachers are held to account for provision for all of their pupils, including those with SEN. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. There also may be further adaptations required for SEN pupils or specific interventions. These will be detailed on the child's Individual Provision Map.

Provision and support for children with identified SEN can take many forms including:

- **'Ordinarily Available Provision'** (Buckinghamshire Council)
- Adult supported small group work within the classroom
- Individual support within the class for specific lessons
- Individual withdrawal support
- Evidence based interventions
- Extra help from a teacher or teaching assistant
- Supervised break / lunch
- Individualised resources e.g. Visual timetable, visual aids, social stories
- Physical / Sensory Support
- Behaviour support
- Counselling
- Speech and Language Therapy
- Occupational Therapy/Physiotherapy Programmes
- Reward charts, behaviour logs
- Home-school communication book (where appropriate)
- Any others as needed
- Interventions used at William Harding include, but are not limited to:
 - PiXL therapies
 - Pre and post teaching
 - Rainbow Road

- Precision Monitoring
- Speed Reading

5.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc...
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 ADDITIONAL SUPPORT FOR LEARNING

We have many teaching assistants who are trained to deliver interventions such as; speech link, rainbow road, PiXL to name a few.

Teaching assistants will support pupils on a 1:1 basis when this suits the pupils needs and is required to ensure they can access the curriculum and make progress. However, we also do not want to promote learned helplessness with our pupils so we will also use small group work where appropriate and promote pupil independence as much as possible.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Autism Outreach Team
- Specialist Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Paediatric Health Team
- Occupational Therapy Service
- Social Services

5.9 OUR ARP

ARP - Additionally Resourced Provision

William Harding has two Additionally Resourced Provisions with combined places for 16 pupils who have EHCPs. All ARP pupils are members of our mainstream classes and are integrated into these classes through adjustments where needed. Allocations and admissions are controlled by the Local Authority who have entry criteria. The ARP is for the following two areas of SEN:

- Speech and Language and Communication Needs
- Physical Disabilities

Organisation of the ARP

Within the ARP the SENCO works closely with outside therapists and professionals to assess the individual needs of the pupils as defined by their EHCPs and develop appropriate programmes of work to include speech and language, occupational therapy and physiotherapy as appropriate. Pupil timetables of APR are carefully planned so that when pupils access the ARP they continue to receive a broad and balanced curriculum. All teachers at William Harding are deemed as ARP teachers and have responsibility for their pupils with support from the SENCO, SLT and external professionals.

5.10 EXPERTISE AND TRAINING OF STAFF

Programmes of in-service training for both class teachers and support staff are offered to meet the needs of all pupils and to continue the professional development of staff. These training sessions may be delivered by school staff or by outside professionals with specialist skills and knowledge. Additionally, school staff may receive specific training and expertise in speech and language, occupational therapy, literacy and numeracy interventions, ASD, dyslexic tendencies and behaviour strategies, including physical interventions and restraint training. The SENCO has undertaken the National Accreditation for SENCOs and regularly attends meetings to share good practice with colleagues and keep up to date with SEN developments both in and outside of the school.

5.11 SECURING EQUIPMENT AND FACILITIES

The school works closely with the Occupational and Physiotherapists with regards to any child's specific equipment needs, this is monitored and reviewed throughout the year. All equipment: hoists etc are serviced every 6 months. The school carry out risk assessments for any child where specific equipment is required.

5.12 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.13 ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and afterschool clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Prior to the admission of a student with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority and staff at the school.

When current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing required additional resources/facilities.

Physical Access:

- Single-story layout
- Ramps
- Wide Corridors and doorways
- Disabled parking bays for staff and visitors
- Disabled toilets and changing facilities
- Hoists
- Resources to support learning
- Library shelves at wheelchair-accessible height

Our school aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

For further information please see [Accessibility Policy](#)

5.14 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN have opportunities to work closely with both the SEN and Pastoral Teams.
- Pupils with SEN have opportunities to play/look after animals at the school to reduce stress and anxieties.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Nurture groups to promote teamwork/build friendships.

We have a zero-tolerance approach to bullying.

5.15 WORKING WITH OTHER AGENCIES

Often there is a need to work with several agencies when working with a SEN child and their families -The School works closely with the following services to support families and pupils:

- Educational Psychology Service
- Cognition and Learning
- Specialist Teaching Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse
- Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- The Pupil Referral Unit (PRU)
- Child Protection Service and Safeguarding Team
- Social Care
- The Family Resilience Team
- Young Carers

5.16 COMPLAINTS ABOUT SEN PROVISION INCLUDING DETAILS FOR RAISING CONCERNS

We always aim to resolve any concerns or complaints as soon as possible as this is in the best interests of pupils, parents and staff. We recognise and value the importance of parents' specific and detailed knowledge of their child. As such, any parent or carer who has a concern regarding their child's progress is very welcome to make an appointment to discuss their concerns with the class teacher or the Special Educational Needs team.

Complaints about SEN provision in our school should be made in line with the school's complaints policy which can be found on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

SEN team can be contacted via Office@williamharding.school - please make sure you go through the Class Teacher first.

Excellent Pastoral / Family Liaison Team at William Harding - contact Office@williamharding.school. Families are signposted to the Bucks Local Offer for Support Services Available SENDIAS – Bucks information and advice service.

5.18 THE LOCAL AUTHORITY OFFER

Our contribution to the local offer is detailed at the end of this report.

Our local authority's local offer is published here

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility policy
- Behaviour policy
- Equality information and objectives
- Teaching and Learning Policy
- Curriculum Policy
- Supporting pupils with medical conditions

William Harding School Local Offer – updated September 2023

What is the local offer?

The Children and Families act (2014) outlines the Government's plans to require Local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. At William Harding, we firmly believe that every child has the right to progress and flourish, regardless of their age, gender, ethnicity, religion, impairment, disability or background. We are committed to providing a high quality and challenging education for all our pupils, giving them every opportunity to reach the highest level of personal achievement. All pupils, including those with a special educational need or disability (SEND) have access to an

inclusive, broad, balanced, relevant and challenging academic and social curriculum, appropriate to their individual abilities, talents and personal qualities, as well as an entitlement to be fully involved in all the school offers.

SEND Provision at William Harding School

William Harding is a mainstream community primary school and pre-school, serving children from 2-11 years of age. William Harding is a four-form entry, with 4 classes in each year group, except Year 6 which only has 3 this academic year. Children are taught in single age year groups and follow the National Curriculum. William Harding also has two Additional Resourced Provision's (ARP) - a SLCN ARP and a PD ARP.

Facilities to include pupils with SEND

William Harding School site covers a wide area and all buildings used by children are on one level. The school's buildings are DDA compliant. The main buildings are accessible for wheelchair users and there are three toilets available for disabled users. There are disabled parking bays in the staff and visitors' car parks. Personal Emergency Evacuation Plans (PEEPS) are produced when needed. The physical environment will be assessed and adapted for every pupil who joins us with physical needs.

Identifying Pupils with Special Educational Needs

Early identification, assessment and provision for any child at William Harding School is crucial. When a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school will consider all the information about the child's development from within and beyond the setting to investigate whether a child has special educational needs and/or disabilities (SEND). Concerns raised by parents or other specialists are also taken into consideration. If a child whose first language is not English presents with difficulties accessing the curriculum it is vital to consider all aspects of their education. At William Harding School we are aware that lack of English must not be equated with learning difficulties, however at the same time, when a child is making slow progress, it should not be assumed that their language status is the only reason. So early identification of the specific difficulties a child is having is vital to ensure the best possible support can be put in place for them. The process of such an investigation will always involve close liaison with parents/carers and might include some, or all, of the following:

- Observations in school by school and/or external agencies (such as speech and Language Therapists, Occupational Therapists, Educational Psychologists)
- Assessments undertaken in school or by external agencies
- Medical assessments
- Liaison with other nursery / school settings.

Arrangements for Consultation

At William Harding School, we actively encourage the involvement of pupils and parents of children with SEND in their education. Individual Provision maps are reviewed each half term and then adapted for the following half term as needed. Pupils, parents, teachers and TAs are all involved in this process, with pupils and parents recording their evaluations on the provision maps in addition to those of the class teacher. Parents/carers are invited formally to parents' evenings and other "Meet the Teacher" events but know that they can request a meeting with the Class Teacher or SENDCO to discuss progress or concerns at any time. When a child has an EHCP these are also formally reviewed at least annually. Communication between School and home may also occur through letters or a home/school book.

William Harding's Approach to Teaching Pupils with SEND

Teaching at William Harding is of a high quality and includes effective differentiation and target setting. However, many children, at some point in their school life, may need extra support to enable them to reach their potential, such as extra help in the classroom or additional programmes of support. Reasonable adjustments to the curriculum and learning environment are therefore made, as and when required, to meet their individual needs.

This may include the provision of one-to-one or small group support, both in and out of class; specific intervention programmes; specific seating arrangements or the use of specialist equipment. The school's pupils and practice are well supported by external agencies, including Educational Psychology, Specialist Teaching Service, Speech and Language Therapy and Occupational Therapy, who provide individualised programmes and professional advice as appropriate.

Children assessed as having SEND have Individualised Provision maps, which show how support is targeted and the effectiveness of that support. Provision maps identify support received that is additional to or different from what is provided as part of the school's usual differentiated curriculum. They are reviewed by class teachers with both pupils and parents.

Pupils and parents are consulted about the provision being put in place. Inclusion is promoted in all aspects of school life, including extra-curricular activities, trips and clubs and children with SEND and without SEND are encouraged to take an active part. Risk assessments are carried out and reasonable adjustments made to enable all pupils to become active participants in the wider school community.

William Harding has a strong nurturing ethos and aims to provide a secure and positive environment where children understand that they are important and valued. Children's self-esteem, self-believe and self-confidence are seen as essential ingredients in the process to learning. All pupils take part in PHSE and circle times but additional social skills and play therapy groups, as well as Pastoral Support, are provided to support children with social, emotional and mental health needs. Occasionally, a child may be referred to Child and Adolescent Mental Health (CAMHS) for extra support.

If a pupil has an additional medical need, a detailed care plan will be compiled in consultation with the school matron/parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support put in place.

ARP - Additionally Resourced Provision

William Harding has two Additionally Resourced Provisions with combined places for 16 pupils who have EHCPs. All ARP pupils are members of our mainstream classes and are integrated into these classes through adjustments where needed. Allocations and admissions are controlled by the Local Authority who have entry criteria. The ARP is for the following two areas of SEN:

- Speech and Language and Communication Needs
- Physical Disabilities

Organisation of the ARP

Within the ARP the SENCO works closely with outside therapists and professionals to assess the individual needs of the pupils as defined by their EHCPs and develop appropriate programmes of work to include speech and language, occupational therapy and physiotherapy as appropriate. Pupil timetables of APR are carefully planned so that when pupils access the ARP they continue to receive a broad and balanced curriculum. All teachers at William Harding are deemed as ARP teachers and have responsibility for their pupils with support from the SENCO, SLT and external professionals.

Evaluation of provision and reviewing progress of Pupils with SEND

Evaluation of the effectiveness of provision and the review of pupil's progress is undertaken at least termly. The tools used to gauge the effectiveness and impact of the interventions being delivered include:

School banding assessment levels, showing progress made Formal testing at the beginning and at the end of each termly provision
Records maintained by Learning support assistants (LSAs) when interventions are delivered Classroom observations
Assessment by external agencies
Review meetings with parents and pupils Feedback from the pupil (recorded on the evaluated provision map)
Feedback from the parent (recorded on the evaluated provision map).

Staff Training

School staff regularly take part in internal and external training courses to develop their understanding and expertise in supporting children with SEND, including guidance on strategies to use in the classroom with students who have specific needs.

Transition and Transfer Arrangements Between Education Providers

The importance of smooth transitions is recognised and is key to pupil success. For pupils with SEN joining William Harding School mid-year, electronic and paper files will be accessed from the child's previous school. The SENCO may request a meeting with the parents and child in order to discuss the nature of the child's SEN and to find out what support the child has benefitted from previously.

When transitioning to secondary school information is passed to the receiving school for all pupils and for those with EHCPs and other pupils with high level SEN individual/additional transition processes may be carried out.

The School's Partnerships

William Harding School involves other professional bodies to meet the needs of pupils with SEND and their families. These include.

- Educational Psychology Service
- Cognition and Learning
- Specialist Teaching Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse
- Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- The Pupil Referral Unit (PRU)
- Child Protection Service and Safeguarding Team
- Social Care
- The Family Resilience Team
- Young Carers

Key Contacts

Head Teacher: Miss Trudy Cotchin / Deputy Head Teacher: Mrs Abi Fuller

SENDCO Sarah Chowdhri

SEN Admin: Alex Jones

SEN Team: Barbara Craft/ Flic White /Tanya Kapinski- Noades

All of the above may be contacted via the school office on 01296 421733 or Office@williamharding.school

Associated Policies and Information

*Further information can be read in the following policies, which are available from either the school office and/or the school website.

SEN Policy

Child Protection Policy Sept 2020

Accessibility Policy

Behaviour Policy

Complaints Policy

Equalities Information and Objectives