



Special Educational Needs and Disability Policy

September 2018

1 Definition of Special Educational Needs and Disability (SEND)

- 1.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(Code of Practice)

'A child under compulsory school age has SEND if they are likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not provided for them.'

(Children & Families Act)

'Difficulties related solely to limitations in English as an additional language are not SEN ' 'Slow progress and low attainment **do not necessarily** mean that a child has SEN however, may be an indicator.' 'Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'

(Code of Practice)

2 Legislation and Regulation

- 2.1 This policy has regard to:
- The Equality Act 2010;
 - The Children and Families Act 2014;
 - SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
 - The General Data Protection Regulation 2016 (GDPR)
 - Working together to Safeguard Children, statutory guidance 2018
 - Supporting Pupils at School with Medical Conditions, statutory guidance 2017
 - Reasonable Adjustments for Disabled Pupils, statutory guidance 2015

3 Principles underlying Practice

- 3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. Long Close School aims to:
- Focus on inclusive practices and removing barriers to learning, fully integrating each child with SEND or a medical condition into school life;
 - Identify early the special educational needs of children;
 - Make high quality provision to meet the needs of young people and to ensure equality of opportunity both in and outside of the classroom;
 - Take into account the views of young people and their families;
 - Enable young people and their parents to participate in decision-making;
 - Collaborate with partners in education, health and social care where appropriate;
 - Ensure that appropriate resources are available for children with temporary or long-term special needs;
 - Acknowledge that all young people have the right to a broad, balanced and relevant education that enables them to make a successful transition into adulthood to live fulfilling and confident lives; and
 - Provide support for teachers to meet the learning needs of a child.

- 3.2 Long Close School takes a sympathetic and professional whole-school approach to children with SEND. Attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of children with identified learning difficulties and/or disabilities within the mainstream setting.
- 3.3 Children with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 3.4 To ensure the needs of children with SEND are addressed, the Head of Learning Support will:
- Identify and assess children with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
 - Develop and monitor support measures where a need is identified;
 - Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
 - Work in close liaison with teaching and support staff to ensure confidential communication on learning needs and progress of children;
 - Support children according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
 - Communicate effectively with parents/guardians on the learning needs of children;
 - Provide a support document for those children on the SEND Register and ensure that these are circulated to the staff of specific children; and
 - Collate evidence to support applications for additional funding and access arrangements in examinations.
- 3.5 Long Close School recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. (See Able, Gifted & Talented Policy)

4 Identifying Special Educational Needs

- 4.1 The purpose of identification is not to categorise a child, but to identify the actions needed to be taken by the school. At Long Close School we consider the needs of the whole child, including their special educational needs, during the identification process and whilst supporting them. We also recognise that their needs may change over time and so will continually review and amend our support provision to address these changes. Concerns relating to a child's behaviour will be investigated as it could be a response to an underlying SEND difficulty.
- 4.2 Early identification of children's needs is the key to unlocking the potential of children who may have special educational needs. We adopt a graduated approach to ensure that children who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.
- 4.3 In attempts to understand the learning needs of children, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

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Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Children who experience difficulty with speech, language and communication.	Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Children's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Children who have difficulty paying attention, or forming attachments with adults also fall into this category.	Children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

- 4.4 Identified social, pastoral or behavioural difficulties may be the result of underlying SEND difficulties (eg. specific conditions such as Autistic Spectrum Disorder or Attention Deficit Disorder), requiring SEND support, and will be investigated where required by the Head of Learning Support. Alternatively children may be identified as needing behaviour moderation programmes where support will follow the procedures outlined in the Long Close Behaviour Policy. (see Behaviour Policy)

5 Early Years

- 5.1 This policy applies to children in the Early Years.
- 5.2 Prior to starting at the Long Close Early Years setting there will be a meeting with the parent/guardian and child in a home visit, at an introductory session or at a settling in period, the parent/guardian's concerns with their child's development is discussed.
- 5.3 All children complete an 'All About Me' form.
- 5.4 A baseline assessment is completed within the first two weeks of the child being in the setting for the following areas.

2 years old

1. Communication and Language
2. Personal, Social and Emotional
3. Physical Development

3-5 years old

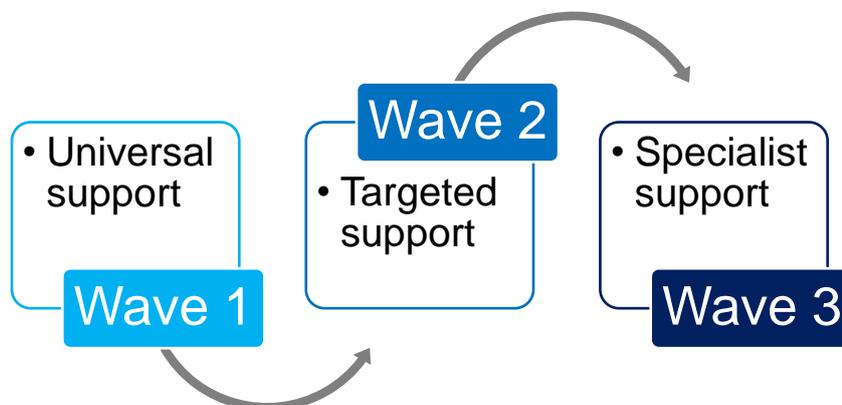
1. Communication and Language
2. Personal, Social and Emotional
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

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- 5.5 For children aged 2 years, a '2 Year Check' is completed within the first 6-8 weeks of the child joining the setting, which is shared with the parent/guardian.
- 5.6 Continuous progress observations are documented in individual children's 'Learning Journals', using Tapestry online journals, which is a portfolio that follows the child through their time in the Foundation Stage.
- 5.7 Concerns arising from 'next steps' or 'developmental goals' not being met are recorded in an Individual Education Plan (IEP), in consultation with the parent/guardian.
- 5.8 Where targets are consistently not being met and progress is not seen, the school, with parent/guardian permission, will refer to Slough Borough SENCO to involve the relevant outside agencies.
- 5.9 The 'Tapestry SEND Journal' will be used to track the child's progress. This uses smaller steps within each area of development.
- 5.10 Should a child be consistently exceeding expectations in some areas of development, an IEP will be raised to extend their individual learning.
- 5.11 All IEPs are reviewed and updated in consultation with all parties concerned, every 6-8 weeks. (See EYFS policy for further information)

6 Categorisation of Children

6.1 We use a simple categorisation of children which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that children’s needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all children they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual children. We review the progress of all children at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers’ understanding of the needs of individual children they teach. In addition, we talk to children and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to help children catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p> <p>We also provide longer term targeted support when we consider it appropriate to make additional special educational provision to remove or reduce any obstacle to a children’s learning.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for those children who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for children with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list. Assessments or support from a specialist professional may incur additional costs to the parent/guardian.</p>

7. The Graduated Approach

- 7.1 The school's approach to identifying and supporting SEND is informed by the SEND Code of Practice 2015, which recommends a graduated response to children who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.
- 7.2 The first response to existing SEN or possible SEN is High Quality teaching in all subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. This ensures that the individual provision is both targeted and S.M.A.R.T. (Specific, Measureable, Achievable, Realistic & Timed). Sources of information might include:
- Standardised tests (e.g. GL Assessment, NFER, CAT4, MIDYIS, YELLIS, PTM, PTE, Access Read, Diagnostic Spell, Salford Read & NGRT Reading Comprehension);
 - Educational Psychologist (EP) or Specialist Teacher reports;
 - Information from previous schools for new children;
 - Dyslexia screening;
 - Discussions with parents;
 - Observations in lessons;
 - In-class assessments; and
 - Discussions with the Head of Learning Support.
- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where children have not made progress despite this approach, the teacher will meet with the Head of Learning Support to consider alternative support strategies before the cycle begins again. This may incorporate further specific interventions such as:
- Additional involvement by the Learning Support Team;
 - Targeted one-to-one or small group lessons with member of the Learning Support Team, which has a fixed number of Teaching and Learning Support Assistants to provide support both within and outside of the classroom, to help with literacy, comprehension, study skills, writing skills, or revision techniques such as but not exclusively:-
- | | |
|----------------------------|---------------------------------------------------------------------------------------|
| Reading and Writing | Read Write Inc 1:1 / Fresh Start
Toe by Toe
Lifeboat
Start Write, Stay Right |
| Spelling | Spelling Made Easy
Lifeboat |
| Maths | Maths Clinic for senior children
My Maths
Purple Mash
Numeracy Workout |
- Programme to support processing speeds
Touch Typing Club
Specific individually sources aids and resources
Specialist Teacher private tuition;
- Mentoring/counselling sessions; and
 - The Head of Learning Support may observe lessons and offer advice regarding additional strategies in subject lessons.

7.4 Once again, the child's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- EHCP request; and/or
- GP review.

This further testing with a specialist or professional may need to take place outside of school and could incur additional costs to the parent/guardian. The school will require a copy of the report generated by the referral, in order that reasonable adjustments can be made to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency.

7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue. It is recognised that over time a child's needs may change and the support provided will be adapted accordingly.

7.6 There is no assumption that all children will progress at the same rate. Adequate progress can be measured in a number of ways,

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Similar progress to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills; and
- Demonstrates improvements in the child's behaviour.

7.7 At any time in the graduated process, the teacher and Head of Learning Support may decide that the needs of the child require for the support and progress to be monitored through the school's SEND support documentation (Individual Provision Map-IPM or Concern) and the child's details added to the SEND register. The documentation will be completed by the Head of Learning Support in consultation with the child's teachers and parent/guardians.

7.8 For a very small number of children, this graduated provision combined with specialised and professional support may not adequately support their more complex needs. A parent/guardian or SEND child can request a statutory assessment from the Local Authority, preferably with the support of the school, in consultation with the Head Teacher. The school will complete the forms required by the authority, provide educational information about the child, drawing on record keeping for differentiation, provision and interventions; test results, diagnostic and/or specialist assessments. All provision and interventions will remain in place during the assessment process.

7.8 Form/subject teachers will liaise with parent/guardians throughout the graduated process. The Head of Learning Support will support teachers with this, including attending meetings with parent/guardians as required.

7.9 The Head of Learning Support will co-ordinate assessments and observations by specialists and/or professionals in liaison with parent/guardians.

8 Responsibility for SEN

- 8.1 The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a child's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in a Concern document or Individual Provision Map. The Head of Learning Support and Learning Support Team works closely with teaching staff, children and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including children who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

9 Managing Learning for Children on the SEND Register

9.1 SEND documentation

- Concern documents are developed for children who are not responding to the classroom support being provided, where teaching staff feel that the Learning Support Team need to be more closely involved in the monitoring of their difficulties, progress and the support provision. They may also be developed for a child with an identified learning or other difficulty, who, though managing their own difficulties for the most part, need support and monitoring to do so effectively.
- Individual Provision Maps (IPM) are developed for children with learning or other difficulties that have been identified through the regular reviewing of progress as continually not responding to the support and interventions being provided and/or where a qualified professional has identified specific needs which impact on their ability to access the curriculum without additional interventions.
- The documentation recognises that the child has special educational needs or disabilities which require additional support and/or interventions are necessary that are additional to or different from those provided as part of the schools usual differentiated curriculum.

9.2 SEND documentation contains information about the whole child.

- It includes the child's strengths and difficulties.
- It provides support strategies for teaching and learning, including appropriate differentiation, intervention programmes and additional provision appropriate for supporting the child.
- The child is encouraged to provide their own ideas of what, in their opinion, their teachers can do to help them.
- All targets included in a document are SMART (specific, measurable, achievable, realistic and time limited) aimed at supporting the child in overcoming a specific difficulty that has been identified.

Where the support proves successful and significant progress is made, the level of SEND support can be reduced or even withdrawn completely. The child's progress will be monitored in class, with differentiated strategies, so that the child's needs continue to be met. Targets are set to ensure that progress is maintained. The child may need to be provided with the additional SEND support again, at a later stage.

9.3 All Concern and Individual Provision Maps are working documents.

- The documentation and provision is reviewed at least 3 times per year, with specified targets and interventions reviewed every 6-8 weeks.
- For those whose needs are considered short-term the review period may be shorter. In all cases the review period will be flexible.
- Where the support proves successful and significant progress is made, the level of SEND support can be reduced or even withdrawn completely. The child's progress will, however, continue to be monitored and supported with differentiated strategies so that the child's needs continue to be met. The child will be set targets to ensure that progress is maintained. SEND support is flexible and the child may need to be provided with the additional SEND support again, at a later stage.

9.4 All SEND documentation is drawn up by the Head of Learning Support with the form teachers, specialist English / Mathematics teachers and in consultation with the child and their parent/guardians.

- Teaching staff meet with the Head of Learning Support, setting and reviewing targets and assessing the effectiveness of the support strategies.
- Consultation between all staff is vital to provide a comprehensive support programme for the child that caters for all of their needs. All staff involved with the child's learning, together with the child's parent/guardians, liaise closely to ensure maximum support is given and optimum progress is made.
- The Head of Learning Support ensures that the SEND documentation is up to date on the school's internal computer system, for all staff to access, ensuring that all staff are aware of and provide the individual SEND support needed. Any amendments to these documents are advised to all relevant staff by the Head of Learning Support.
- Where it becomes apparent that access arrangements for external exams will need to be applied for by the school, the Head of Learning Support will keep a log of and collate all evidence to support an application in the future. The Head of Learning Support will liaise with the Exams Officer to ensure the paperwork is in order and all applications are completed within the timescales dictated by the exam governing body.
- The School offers an 'open door' policy for parent/guardians with meetings in both formal and informal settings: at parent/carer evenings, before or after school and at pre-arranged set times.
- If appropriate, the child will be asked to assess his/her own progress, and may be present at the review meetings with their parent/guardians.
- A copy of the IPM documentation is provided to the parent/guardians following each review.
- The Head of Learning Support will attend transition meetings, at the end of each school year, to ensure the support provision for a SEND child is continued through to the next school year.

10 EHC Plans

- 10.1 An Education, Health and Care Plan (EHCP) brings all the different professionals together To meet the child's needs. A child with an EHCP will have their needs and progress reviewed in meetings involving their teachers, the Head of Learning Support, their parent/guardians, representatives of outside agencies, professionals supporting them, and the Local Authority. Everyone involved in providing support for the child will continue to keep detailed records. The school will continue to use the IPM to record support and intervention information.
- 10.2 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. In accordance with the regulations, Long Close School will also make sure that particulars of educational and welfare provision for children with EHC plans are made available to parents, parents of prospective pupils and, on request, to the Chief Inspector or independent inspectorate.

11 Recording SEND

- 11.1 We are required by law to keep a record of those children who have been identified as having SEND, and the provision we make for such children. For each child with SEND, the Head of Learning Support will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a child no longer requires the additional provision or support, the entry will be deleted from the SEND register.
- 11.2 An Individual Provision Map or Concern document, for each child on the register, will provide more detailed information, support, and review records.

12 External Agencies and Professionals

- 12.1 We always work proactively and collaboratively with external agencies and professionals. We make reasonable adjustments to the support we provide, as recommended in reports and liaise with external agencies regularly to ensure the best possible outcome for the child.

13 Exam Concessions

- 13.1 We will ensure exam concessions are given, where appropriate, in all internal exams. The school is responsible for applying for exam concessions if the external exams are being taken on the school premises. If the exams are being taken at an alternative setting, the parents will be responsible to such applications. The school will support these applications should evidence of need be available to us.
- 13.2 The governing body for exam boards sets out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no child is given an 'unfair advantage'. The Head of Learning Support, in liaison with other specialists will assess needs and update the evidence. There are many arrangements available to consider, all of which will require evidence of a normal way of working within the school to allow the concession to be considered. This evidence must be available to the governing body's inspector when they visit the school. (see Access Arrangements Policy)

14 Use of Laptops and Word Processing

- 14.1 If a report by an Educational Psychologist, or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, children should aim to type faster than they write and touch typing classes are suggested to support this. Additionally the school may consider the use of a laptop in class based on the individual child's handwriting ability. If the laptop is part of a normal way of working in lessons then it may be used in examinations. (see Policy for Word Processor use in Exams)

15 Extra Time

- 15.1 In order to qualify for extra time in an examination, the school will adhere to the governing body for exam boards regulations. Alongside specific assessment test outcomes stipulated by these regulations, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school and that there is evidence that it is beneficial to support a child's specific difficulties.

16 Transition

- 16.1 Transition can be challenging for many children, but in particular for those children with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for children needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:
- An exchange of effective and meaningful documentation in order to understand prior learning need.
 - Head of Learning Support will attend transition meetings with the previous school, as required.
 - New children to the school will be offered taster days where they spend time with their new class. Any other support, such as familiarisation meetings with teachers, can also be arranged.
 - Great care is taken in helping parent/guardians and the child choose a future school or college that has the facilities to cater for their specific needs. Senior Management Team offer advice to parent/guardians about child's future school or college placement or employment. Future schools presentations provide information about the different options. During Year 10, the child will also be offered a 'work experience' opportunity.
- 16.2 Where children with SEND leave the school, the Head of Learning Support will work cooperatively with the receiving school to provide information about the child.

17 Supporting Children with Medical Conditions

- 17.1 We recognise that children with medical conditions, some of whom may also have SEND, need to be supported to enable them access to a broad and balanced education, including, but not exclusively, school trips, physical education and After School clubs. Due regard is given to our duties under the Equality Act 2010 and the current statutory guidance and we aim to follow an inclusive practice, removing all barriers to learning.
- 17.2 All staff regularly complete up to date training to enable the support of children with medical conditions. We liaise closely with the child's parent/guardian and health professionals, making reasonable adjustments to give them full curricular access.

18 Management and Roles

- 18.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for children already attending the school, but also to consider what be needed to ensure that any future child with a disability joining the school are not disadvantaged.

The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole school provision as part of their approach to school improvement.

At Long Close School due consideration is given to the duties and obligations under the Equality Act 2010, when planning school visits, leisure and cultural activities or after-school clubs to ensure they are accessible to all children, including those with SEN, medical conditions and/or disabilities.

18.2 Class and subject teachers

- Responsible for the progress of all children, including those with SEND;
- Responsible for the support delivered by Learning Support Assistants in their class;
- Identify children of concern in their class;
- Differentiate work in class with a graduated approach to support;
- Keep up to date information about the SEND children they teach;
- Liaise with the Learning Support Team and parents/guardians of identified children;
- Ensure they are fully aware of the SEND support requirements for children in their class.

18.3 The EYFS Manager

- Co-ordinate the school SEND arrangements for Nursery and Reception children;
- Maintain records of concerns arising from 'next steps' or 'developmental goals' not being met, in consultation with the parent/guardian;
- Refer to Slough Borough SENCo to involve the relevant outside agencies;
- Liaise with the Head of Learning Support regularly to co-ordinate SEND provision across the whole school.

18.4 The Head of Learning Support

- The Head of Learning Support has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for children with SEND in Years 1-11.
- The Head of Learning Support provides guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with children, parents/guardians and other professionals to ensure children with SEND receive appropriate support.
- The Head of Learning Support plays an important role with the Head and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of children with SEND.

18.5 The Head of Learning Support - Additional Responsibilities

In compliance with the Special Educational Needs and Disability Regulations 2014, the **Head of Learning Support** is also responsible for the following:

- In relation to each of the registered children who the Head of Learning Support considers may have special educational needs, informing a parent/guardian of the child that this may be the case as soon as is reasonably practicable;
- Co-ordinating the screening for specific learning difficulties each school year, in some cases for children at the end of Year 2 and always at the beginning of Years 3, 6 and/or 7.
- In relation to each of the registered children who have special educational needs:

- Identifying the child's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
- Monitoring the effectiveness of any special educational provision made;
- Supporting individual or small groups in and out of the classroom;
- Securing relevant services for the child where necessary;
- Liaising with external agencies, including the Health and Social Services, local council support services, professional and voluntary organisations;
- Liaising with the school Exams Officer to provide the paperwork and evidence for concessions in external exams;
- Liaising regularly with the EYFS Manager to co-ordinate SEND provision across the whole school;
- Ensuring the records of the child's special educational needs and the special educational provision made are maintained and kept up to date;
- Advising teaching staff when a child's special educational provision has been updated, ensuring a continuation of consistent support across the curriculum;
- Liaising with and providing information to a parent/guardian of the child on a regular basis about that child's special educational needs and the special educational provision made;
- Ensuring that, where the child transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting and training Learning Support Assistants who work with children with special educational needs;
- Advising teachers at the school about differentiated teaching methods appropriate for individual children with special educational needs;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of children with special educational needs; and
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

18.6 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

19 Document Retention

19.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines

20 Complaints

20.1 All complaints should be dealt with via the school's agreed Complaint Procedure. (see Complaints Policy)

21 Local Authority Services

In accordance with the Code of Practice, the local authorities now publish a directory of maintained schools that are able to offer specialised support and integrated units for children with specifically identified SEND difficulties. They also provide details of voluntary support services available in the area. (website addresses provided at the end of this document).

22 School Contacts

School contact details:

info@longcloseschool.co.uk
01753 520095

SEND Governor
Head teacher:

Danuta Tomasz
Ms Melissa McBride (Maternity Leave
from 4th September)
Ms Kamaldeep Nijjar
Mr David McCarthy

Interim Head teacher
Head of Senior School,
Senior School Designated Safeguarding Lead
and SMT SEND Senior School representative
Head of Early Years and Junior School,
Lead Designated Safeguarding and
SMT SEND EYFS/Junior School representative
Head of Learning Support
EYFS Manager and SENCo
Exams Officer

Mrs Sarah Harris

Ms Kim Wall
Mrs Paula Reynolds
Mr Liam Bailey

23 Useful Outside Contacts and Information

www.slough.gov.uk

Offers Local Authority information and contact details on support and services available in the slough area and also provides a full copy of the SEND Code of Practice 0-25 2014

www.buckscc.gov.uk

With a local office in High Wycombe, this offers Local Authority information and contact details for support and services available to those living in areas within the Buckinghamshire County Council.

www.patoss-dyslexia.org

The Professional Organisation of Teachers and Assessors of Students with Specific Learning Difficulties (SpLD) offers contact details for a range of professionals, providing their qualifications and areas of expertise.

[Number 22 Counselling/Youth Talk](#) 01628 636661/01753 842444

Non judgemental counselling by phone or in person (with an appointment)

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Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (role)	Director of Education
School Owners	Headteacher - Melissa McBride (Maternity leave from 4 th September 2018) Interim Headteacher - Kamaldeep Nijjar Head of Learning Support (Kim Wall)
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy Admissions Policy Behaviour Policy Inclusion Policy Safeguarding & Child Protection Policy Able, Gifted & Talented Policy Access Arrangements Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2018
Review date	Review and update for implementation from September 2019

