



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

This policy complies with the statutory requirements laid out in the Children and Families Act (2014): Section 69, the Special Educational Needs and Disability Regulations (2014) and the 0-25 Special Educational Needs and Disability Code of Practice (2015). It has been drawn up in consultation with school staff and governors and will be reviewed annually.



OUR VISION

Rooted in our local community and inspired by the welcoming arms of Jesus, our school extends love, care and respect to all. We strive to nurture the full potential of every pupil, helping them grow physically, academically and spiritually, equipping them with the skills to flourish. Our vision is reflected in our motto

'Feeding body, mind and soul'

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Next review date: August 2026

Definition of Special Educational Needs (The Education Act 1996)

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made. For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by schools within the area of the local educational authority.

A child has special educational needs if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in schools within the area of the local educational authority.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).

Admission arrangements

Boyne Hill CE Infant and Nursery School is pleased to consider applications for the admission of children with special educational needs and disabilities. The parents/carers of children with an Education, Health and Care Plan (EHCP) have the right to nominate the school as their choice and the Local Authority (LA) will take this into account when allocating places.

The school will also need to ensure that the admission of a child with special educational needs or disabilities (SEND) will be compatible with the needs of all children within the school, including the applicant, and the efficient use of the school's resources.

Aims

The governors and staff of Boyne Hill CE Infant and Nursery School recognise their duty to ensure the safety and wellbeing of all the pupils in school and the statutory entitlement of all pupils to have access to a broad and balanced curriculum.

At Boyne Hill, we aim to:

- promote their physical, spiritual, moral, social and cultural cognitive development;
- satisfy the requirements of current legislation, relating to the National Curriculum for Key Stage 1 pupils and the Early Years Foundation Stage statutory requirements;
- provide a learning programme and experiences to meet their educational needs and offer challenges to them in a safe, secure environment which is rich in love and respect for others in our multi-cultural community.

The following principles underpin our Special Educational Needs and Disabilities Policy:

1. The importance of maintaining high expectations in respect of all pupils and ensuring that their needs are equally considered. We will do this by providing for those pupils who require extra time and resources and conversely to motivate and extend the more able pupils by the development of enrichment and extension activities.
2. The realisation that teaching should build upon children's strengths and give them a positive self-image. All children should experience success, a sense of achievement and feel valued.
3. Recognition of the importance of good communication and liaison within the school, with parents/carers and also with outside agencies so that a close partnership develops between all concerned parties.

4. Recognition that appropriate teaching styles, classroom organisation and the learning environment play a crucial part in the success of each pupil's educational development and progress.
5. The importance of a whole school approach to supporting pupils with special educational needs and disabilities.

The involvement of parents/carers at all stages

All parents/carers are actively encouraged to participate in their child's education through:

- induction meetings, both with the teaching staff and with the Head Teacher
- regular contact with class teachers
- consultation evenings
- information sessions throughout the year
- regular newsletters and other letters when appropriate

Criteria for evaluating the success of our Special Educational Needs & Disabilities policy

1. Pupils with SEND are experiencing a sense of achievement and success. They have positive attitudes to their work which will develop and maintain their good self-image.
2. The extent to which regularly assessed individual targets and individual education plans (IEPs) have been effective in meeting needs in order to help pupils achieve their potential.
3. Pupils with SEND are effectively included in the life of the school.
4. Pupils' needs are being met in the classroom by using appropriate teaching styles and classroom organisation. Professional judgement is used in selecting appropriate assessment tasks and tests, e.g., statutory and non-statutory assessment.
5. Early identification and provision for pupils with SEND.
6. Recognised needs are made known to all who teach and support the children, e.g., via monitored IEPs which are written by class teachers in conjunction with Learning Support Assistants and the special educational needs co-ordinator (SENCo).
7. Parents/carers are fully involved in the partnership and are well informed at each stage. Where appropriate, the voice of the child is taken into account.
8. Learning Support Assistants, specialist teaching support and resources are used and shared throughout the school to best meet the needs of all the pupils with SEND.
9. There is a close partnership with outside agencies.

Policy guidelines

These guidelines apply to those children about whom the class teacher (with or without input from other parties) has expressed concerns in any of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These children have an entitlement of access to a curriculum which is appropriate to their needs, as set out in current legislation and the 0-25 Special Educational Needs and Disability Code of Practice (2015).

Pupils will, for as much of the time as is appropriate, be taught as part of a larger group and at such times, plans may be made for common goals rather than specific individual needs. The school will, as much as it is able, provide facilities for pupils who have physical, hearing or visual impairment.

SEND Continual Professional Development (CPD) for staff

It is recognised that all teaching staff are professionally trained to teach pupils with special educational needs through differentiation and adaptations within the mainstream classroom. The Teachers' Standards refer to: 'Adapt teaching to respond to the strengths and needs of all pupils'. However, their knowledge and skills are developed further through additional training as and when appropriate. In the case of a pupil with very specific needs, usually a child with an Education, Health and Care Plan, specific training may be given for those who work more closely with the child.

Responsibilities of the class teacher

The class teacher has the prime responsibility for delivering high quality teaching, appropriately differentiated and adapted to meet the needs of all pupils in the class. This includes identifying individual needs and devising and ensuring the delivery and monitoring of suitable programmes and interventions after consultation with parents/carers and the SENCo. The class teacher will update information, including IEPs, provision maps and tracking data three times a year (or more often if necessary) and submit this to the SENCo and/or the Head Teacher. Teaching and learning support staff work under the direction of the class teacher.

Responsibilities of the SENCo

The SENCo has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with special educational needs or disabilities.

The SENCo will:

- maintain a register and appropriate records of pupils with special educational needs and disabilities
- give appropriate advice and support to teachers and support staff regarding pupils with special educational needs and disabilities
- ensure procedures as set out in the 0-25 Special Educational Needs and Disability Code of Practice (2015) are followed
- liaise with (or arrange liaison with) all relevant parties concerned with the overall development of such pupils, including the child themselves, parents/carers, educational psychologists, other support agencies, medical and social services and voluntary bodies
- co-ordinate provision for such pupils
- support the transition into another school or setting and ensure that information is shared with the receiving school or setting
- attend relevant SENCo meetings and training sessions

Responsibility of the Office Manager

The office manager will ensure that current data is stored securely on the school's management system and submitted as part of census returns to the Local Authority.

If/when a pupil transfers to another school, full records are sent to the receiving school and additional information given if requested.

Responsibilities of School Governors

School governors have statutory duties as defined in the 0-25 Special Educational Needs and Disability Code of Practice (2015).

It is also the responsibility of the governors to:

- determine, in co-operation with the Head Teacher, the school's general policy for SEND and its approach to the school's provision for this. The Head Teacher has the responsibility for keeping the Governing Board fully informed of the work within SEND
- appoint a named governor to oversee the provision for SEND within the school (currently Mrs Amy Lovell)
- establish appropriate staffing and funding arrangements
- monitor the provision made within the school
- ensure that the school's SEND policy is available to parents/carers

Dealing with complaints

In line with the school's ethos, it is believed that self-esteem, self-discipline, social responsibility and academic achievement are all cornerstones of the personal development of every child. Pupils with special educational needs and disabilities are no exception to the need for holistic development.

If a parent/carer has any concern about the way their child's special educational needs and disabilities are being met within the school, they may speak to:

- the class teacher
- the SENCo
- the Head Teacher
- the governor with responsibility for SEND

Any complaints will be fully investigated and recommendations for action will be made and seriously considered for action.

Procedures

Pupils identified as having special educational needs and disabilities will be provided for and monitored within the mainstream classes. When possible and appropriate, they may be taught or given targeted support in smaller groups or individually, with a focus on the specific learning objectives identified in their individual education plans or linked to their identified areas of need, e.g., communication and interaction. As soon as a pupil is entered onto the SEND register, their progress will be formally monitored by the class teacher, SENCo and/or the Head Teacher on the tracking register using the graduated approach of 'Assess-Plan-Do-Review'. Children will normally be identified as having a special need through the following processes:

- **On entry to school**
On acceptance onto the school roll, through interview with parents/carers or via any previous school or nursery records, information will be gathered as to whether the child has already shown signs of having a special educational need or disability. Information will also be gathered at this stage as to whether the child is already involved with any outside agency, e.g., social services, speech therapy, child psychologist etc.
If a child has already been assessed for speech, language and communication needs and has a Speech Therapy Plan in place, we will request a copy of the Plan to enable us to support the child in school. Children in Foundation Stage 2 or Key Stage 1 will have their Plans regularly reviewed in school by a Speech Therapist from the Children and Young People's Integrated Therapies Service (CYPIT).

- **The class teacher raises concerns**

If the class teacher has any concerns about a particular child, including their speech, language and communication skills, he/she will notify the SENCo, highlighting the concerns and ensure any additional support received is recorded on the class provision map alongside the child's name and date any support started/ended. This will be discussed with any other appropriate members of staff. Parents/carers will be notified of the concern and action by the class teacher, in a way appropriate to the family circumstances, and suggestions made for parental/carer support and feedback.

For pupils in Foundation Stage 1 (Nursery), for whom concerns have been raised in relation to their early communication levels, identified by continuous assessment and tracking using the Early Years Foundation Stage (EYFS) Development Matters statements and the Every Child a Talker (ECaT) statements, recommendations will be made for parents/carers to take them for an initial assessment. Parents/carers of nursery pupils are recommended to self-refer for a Speech and Language Therapy (SaLT) assessment by completing the online referral form which can be accessed using the link below, stating clearly that there are concerns about the child's speech and language development.

<https://forms.berkshirehealthcare.nhs.uk/CYPF/CYPFParentCareReferralForm.aspx>

If parents/carers need further assistance completing the form, they are advised to contact the school office to arrange an appointment with the SENCo for further guidance.

Pupils in Foundation Stage 2 (Reception) or Key Stage 1 (Years 1 and 2), for whom concerns have been raised in relation to their speech, language and communication skills, will be discussed at the termly triage meeting with the CYPIT Speech Therapist and parental/carer consent sought in order to carry out an assessment. This may result in a Speech Therapy Plan being drawn up and support would take place in school as well as recommendations for parents/carers to be able to support their child in the home environment.

Following the 'Assess-Plan, Do, Review' method, the class teacher/SENCo will draw up a monitoring programme for a specific length of time, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress and a clear date for review, which will normally be within one term, and monitor the child's progress in the areas of concern. At this stage, any related staff development needs will be identified and, where possible, addressed.

Reviewing the effectiveness of interventions in enabling pupils to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

At the end of the specific period of time, the class teacher/SENCo will review the situation, focusing on the progress made by the pupil, the effectiveness of any special help, and the future action to be taken. At this stage, the decision may be taken to remove them from the SEND register.

Where there is little or no improvement in the child's progress, the decision may be taken to continue at this stage for another specified period of time with renewed objectives or more specialist assessment may be called for from specialist teachers, educational psychologists or from health, social services or other agencies beyond the school. Where professionals are not already working with the child, the SENCo will contact them, with the parents' agreement, and they will be invited to be part of the discussion.

Application to the Local Authority for an Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, and/or the child has complex needs that cannot be met as part of school's current SEND/universal provision, the SENCo may review further with parents/carers and relevant professionals and a decision be made to request an Education, Health and Care (EHC) needs assessment. IEPs and reviews, where relevant, will be continued as before.

NB: It will take up to 20 weeks to put an Educational Health Care Plan (EHCP) in place for a child or young person if they need one. The EHCP is then reviewed at least every year with the family and the current educational setting.

Further guidance on EHCPs can be found here:

[AfC Info website - Windsor and Maidenhead :: Local Offer / Information And Advice / Education, Health and Care Plans / Education, Health and Care Plan - guidance and forms / About Education, Health and Care Plans](#)

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with special educational needs and disabilities. Schools have an amount identified within their overall budget called the 'notional SEN budget'. This is not a ring-fenced amount and it is for the school to provide high quality, appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding though. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible Local Authority, usually the authority where the child lives, should provide additional top-up funding where the cost of the special educational provision required to meet their needs exceeds the nationally prescribed threshold. In such circumstances, additional funding will need to be requested via the EHCP process described above.

Parents'/Carers' request for private assessments and diagnosis of SEND needs

Whilst we understand that parents/carers may sometimes wish to seek private assessments for their child in the hope of getting a diagnosis, e.g., ASC, ADHD, Dyslexia etc. please be advised that school are not able to give personal recommendations on private organisations/services.

In addition, we are not ordinarily able to complete referral, assessment or review forms etc., for private organisations unless it has been directed by RBWM's Children's Services or other known professional body, e.g., if parents/carers have elected to utilise their Right to Choose to use a private service recommended to them by a NHS medical professional, such as their child's GP or paediatrician.

If parents/carers are concerned that their child may be displaying potential signs of an undiagnosed need such as ASC, ADHD, Dyslexia etc., then they should share their concerns with their child's class teacher initially. The class teacher may also discuss your concerns with the SENCo who will also be happy to discuss potential routes of assessments with parents/carers via NHS services such as CAMHS, subject to certain criteria being met.

Parents'/Carers' request for privately sourced professionals to see their child in school

Whilst we understand that parents/carers may sometimes wish to seek external support privately, e.g., private speech therapists, occupational therapists etc., we are not able to accommodate them coming into school to work with/observe children unless it has been agreed as part of their provision through an EHCP or has been directed by RBWM's Children's Services. Parents/Carers are still welcome to seek advice and support from private sources as they feel appropriate for their child but any appointments etc. should be scheduled for out of school hours where possible.

GLOSSARY

CPD	Continual Professional Development
CYPIT	Children and Young People Integrated Therapies Service
CYPDS	Children and Young People Disability Service
ECaT	Every Child a Talker
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
IEP	Individual Education Plan
LA	Local Authority
SaLT	Speech and Language Therapy
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty