Policy Name	Policy for Pupils with Special Educational Needs/ Disabilities
Approved by	FGB
Date of Approval	October 2026
Date of Next Review	September 2027
Review Cycle	Annual
Type of Policy	Statutory
Policy Owner	Diana Choudhry- SENCO
Policy Published on School Website	Yes
This Policy should be read in conjunction with	See also:- ● Geoffrey Field Junior Inclusion Strategy ● Behaviour Policy (including Strategies for Inclusion) ● Positive Handling and Use of Reasonable Force Policy ● Curriculum Policies (including guidance on Generative AI and online content) ● Teaching and Learning Policy (including guidance on Generative AI) ● Accessibility Policy and Action Plan (Schedule 10 compliance) ● The Combined Information Report and Local Offer for SEN ● Anti-Bullying Policy (including online risks, misinformation, and disinformation) ● Supporting Pupils with Medical Conditions Policy ● Child Protection and Safeguarding Policy (updated for KCSIE 2026, including new online harms and statutory attendance links) ● Attendance Policy (incorporating Emotionally Based School Avoidance / EBSA guidance)

1. Purpose, Principles & Legal Framework

Purpose

The purpose of this document is to encapsulate the principles and associated practices underlying the provision for SEND and communicate these to staff, parents, pupils, external agencies, governors, and Reading Borough Council.
This policy operates alongside and directly supports the Geoffrey Field Junior School Inclusion Strategy, which establishes our strategic vision for equity, access, and belonging across all settings by the end of 2026.

Legal Framework

This policy is written in line with the statutory requirements of:

- Part 3 of the Children and Families Act 2014. Geoffrey Field Junior School will use its best endeavours (Section 66) to secure special educational provision for pupils with SEND.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- The Special Educational Needs and Disability Regulations 2014 and SEN Information Report Regulations (Reg 51, Schedule 1).
- The Equality Act 2010 duties (including avoiding discrimination, making reasonable adjustments, auxiliary aids, and Schedule 10 Accessibility Planning).
- Working Together to Improve School Attendance (August 2024 Statutory Guidance).
- Keeping Children Safe in Education (KCSIE 2026).
- Working Together to Safeguard Children (Updated Dec 2023).
- Supporting Pupils at School with Medical Conditions (December 2015).
- Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England (May 2023).
- Teachers' Standards (2012 / updated 2021).
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014.

Contact details for Named Leads

Geoffrey Field Junior School has a named SENCO and a Governor responsible for SEND who ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

- SENCO: Ms Diana Choudhry (0118 9375475) holds the National Award for SENCO qualification.
- Governors:Lauren Marcham

2. Beliefs, values and statement of aims

Beliefs and values

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to ensure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided in the differentiated mainstream curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014 and update January 2015).
In addition to statutory principles, we celebrate every child's successes through our enriched curriculum, rewards systems and the GFJS Values Awards (celebrating kindness, honesty, respect, resilience and responsibility).

Core Principles (Section 19, Children and Families Act 2014)

1. **Views & Wishes:** The views, wishes, and feelings of the child and their parents/carers are sought and actively taken into account.
2. **Participation:** The child and their parents participate as fully as possible in decisions, receiving necessary support and information.
3. **Outcomes & Adulthood:** Supporting the child and parents to facilitate development and help them achieve the best possible educational and life outcomes, preparing them effectively for adulthood.

3. School Aims & Core Commitments for SEND

As a school, we aim to deliver an inclusive education that removes barriers to learning, raises aspirations and enables every child with SEND to achieve their full potential through five core commitments:

3.1. High-Quality & Adaptive Teaching

- **Inclusive Classrooms:** Use our best endeavours to secure high-quality teaching for all pupils, ensuring learning is adaptively planned to meet individual needs while maintaining high ambitions.
- **Accessible Environment:** Provide a calm, structured, and predictable environment where all pupils can access the full curriculum, supported by physical and sensory adaptations.

- **Embedded Provision:** Ensure SEND provision is embedded across all subject schemes of work, whole-school planning, monitoring and assessment frameworks.

3.2. Early Identification & The Graduated Approach

- **Early Intervention:** Identify and assess pupils' additional needs as early as possible through continuous monitoring, baseline assessments and information gathered from parents, previous settings and external agencies.
- **The APDR Cycle:** Address identified needs using the statutory Graduated Approach framework (**Assess–Plan–Do–Review**).
- **Targeted External Support:** Engage effectively with specialist health, social care and educational support agencies when additional expertise is required.

3.3. Pupil Agency & Personal Development

- **Small-Step Success:** Support children to take increasing ownership of their learning by co-establishing small, achievable, time-bound targets.
- **Fostering Independence:** Deploy adult support strategically to boost self-esteem while actively fostering independence, avoiding over-reliance on teaching assistants.
- **Social & Emotional Growth:** Provide structured opportunities, positive adult role models, and clear, consistent behavioural boundaries to support social skills, mental health and emotional well-being.

3.4. Partnership with Parents & Carers

- **True Co-Production:** Work in genuine partnership with parents and carers—listening to, valuing and acting upon their insights to shape their child's support plan.
- **Accessible Communication:** Maintain clear, proactive and accessible communication channels that suit the individual needs of families.

3.5. Leadership, Staffing & Resourcing

- **Continuous Professional Development (CPD):** Regularly develop the skills, knowledge and expertise of all teaching and support staff in identifying and meeting diverse SEND needs. The school is structured so that every teacher works alongside a full time Teaching Assistant (TA).
- Flexible additional support is also provided for particular children at particular times if this is required.
- All teachers and support staff undertake induction on taking up a post and this includes a

meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- **Strategic Funding:** Allocate SEND funding and resources effectively and transparently to secure high-impact, evidence-based provision.

4. Identifying special educational needs

What are Special Educational Needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them *(Children and Families Act 2014, S.20)*.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a **significantly greater difficulty in learning** than the majority of others of the same age, or
b) Have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. In England, Health care provision or Social Care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

Identifying Special Educational Needs

The code of practice describes four broad areas of need:

Communication and Interaction

This incorporates those students with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others, as well as children on the Autism Spectrum (ASC).

Cognition and Learning

- This focuses on those children who learn at a slower pace than their peers, even with appropriate differentiation, ranging from moderate learning difficulties (MLD), to severe (SLD) and profound and multiple learning difficulties (PMLD). It also encompasses Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

- Includes pupils who may become withdrawn or isolated, as well as those displaying challenging, disruptive or dysregulated behaviour that reflects underlying mental health difficulties (eg.,anxiety, depression, self-harm, substance misuse, eating disorders, attachment differences, physical symptoms that are medically unexplained). It also includes pupils with ADHD, ADD or executive functioning needs.

Sensory and /or Physical

- This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided. This includes children with Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), physical disabilities and sensory processing differences that require specialist support or physical adaptations.

Holistic Need Recognition:

These broad areas provide an overview of the range of needs we plan for. However, individual pupils often have needs that overlap across these categories, and we consider the needs of the whole child rather than simply fitting a pupil into a single label.

At Geoffrey Field Junior School, there can be as wide an attainment range within year groups as there is across them, so tasks need to be tailored to meet the needs of individuals and groups within the class. A number of pupils come to the school achieving either below or above the age-related expectations at KS1. Not all these children will have SEND; the school organises itself to ensure that it meets the needs of all of its pupils. When assessing need and developing provision we therefore consider the following factors:

The **curriculum** that is being offered to pupils
The **social environment** in which the learning takes place
The **physical environment** and how barriers to learning are overcome
The **nature of support** provided by adults and peers.

The following factors are not SEN in themselves but may impact on progress and attainment;

- Disability (unless it causes a learning difficulty or requires special educational provision)
- attendance and punctuality (including Emotionally Based School Avoidance)
- health and welfare
- English as an additional language (EAL)
- being in receipt of pupil premium funding

- being a child looked after (CLA), children with a social worker or children in kinship care
- being a child of Service Personnel

5. Universal Provision & The Graduated Approach

Tier 1: Universal Provision – High-Quality Adaptive Teaching

High-quality adaptive teaching is the baseline of our SEND provision and is the responsibility of every class teacher (Teachers' Standards). Through continuous formative assessment, teachers adapt strategies, physical resources and task structures. In line with the SEND Code of Practice, high-quality adaptive teaching is universal provision and does not, on its own, constitute special educational provision.

Core Principles of Adaptive Teaching

Teachers adapt delivery in real-time based on continuous assessment. We do not lower expectations or artificially create separate tasks for different groups. Adaptive teaching includes:

- **Scaffolding & Auxiliary Tools:** Providing temporary supports (e.g., visual models, word banks, graphic organisers, assistive technology) that are gradually faded as pupil independence increases.
- Targeted Pre-Teaching & Re-Teaching: Introducing key vocabulary and core concepts prior to main lessons or reinforcing them through small-group follow-ups.
- **Flexible Grouping:** Utilising fluid, dynamic groupings based on specific task objectives rather than fixed-ability labelling.
- **Multimodal Delivery:** Presenting instructions clearly through auditory, visual and practical formats, supported by explicit checks for understanding.

Tier 2: Targeted Support – Small Group & Catch-Up Interventions

Where progress monitoring indicates that a pupil requires support additional to universal classroom adaptation, Targeted SEN Support is implemented through the Assess–Plan–Do–Review (APDR) cycle.

- Provision includes structured, time-limited, small-group interventions (e.g., phonics catch-up, precision teaching, ELSA sessions or guided social skills groups).
- Interventions are evidence-based, closely tracked, and designed to complement—not replace—core classroom learning.

Tier 3: Specialist & Intensive Provision

For pupils with significant or complex needs, additional and highly specialised support is provided.

- Specialist Input: Involves advice and recommendations from external professionals (e.g., Educational Psychologists, Speech Therapists, Occupational Therapists or Specialist Teachers).
- Individualised Plans: Highly specific programs tailored to the pupil's exact EHCP outcomes or SEN Support targets.

Individualised Curriculum Pathways

For pupils working significantly below age-related expectations (below Key Stage 1 standards), teachers design a highly individualised curriculum pathway framed around Pre-Key Stage Standards to ensure meaningful, measurable progress.

6. Organisation of SEND Provision, Inclusion and Equal Access

6.1. Whole-School Responsibility

Provision for children with SEND is a whole-school responsibility. While the Governing Body, Headteacher and SENCO oversee strategic direction and compliance, day-to-day delivery relies on all staff:

- **Class Teachers:** Under the Teachers' Standards, all teachers are teachers of children with SEND. They hold primary responsibility and accountability for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- **Teaching Assistants:** Deployed strategically to facilitate independent learning, deliver targeted evidence-based interventions and support adaptive teaching under the direct direction of the class teacher.

6.2. Full Access to the Curriculum and School Life

In accordance with the Equality Act 2010 and the SEND Code of Practice (2015), all pupils with SEND are fully integrated into all aspects of school life, including:

- Class activities, physical education and swimming.

- Assembly, break times and lunchtimes.
- Extra-curricular clubs, school trips and residential visits.

Reasonable Adjustments & Safety: We proactively make reasonable adjustments—including auxiliary aids, adapted transport and additional staffing—to ensure full participation. Where safety or complex medical/sensory needs are a factor, comprehensive, co-produced risk assessments are conducted alongside parents/carers to establish adjustments that enable safe inclusion.

6.3. Target Interventions & Minimising Withdrawal

Out-of-class withdrawal is kept to a minimum and is only used when a child requires highly targeted, short-term, or evidence-based intervention. Interventions are carefully timetabled to ensure pupils do not miss out on a broad and balanced curriculum or their favourite subjects.

6.4. Allocation of SEND Resources & Funding

The school receives a Notional SEND Budget annually from the Local Authority to support pupils with identified special educational needs.

- Resources, auxiliary aids, adaptive equipment and specialist staffing are allocated dynamically based on continuous assessment of pupil needs across the school.
- Funding allocation is monitored regularly by the SENCO, Headteacher and Governing Body to ensure maximum impact and value for money.

7. Specialised Provision & External Agency Support

Where a pupil continues to make less than expected progress despite targeted classroom support, the school collaborates with external specialist services. All external referrals are co-produced with parents/carers and coordinated through the SENCO.

7.1. Social, Emotional and Mental Health (SEMH) Support

- **Universal & Targeted Provision:** Emotional literacy, self-regulation and social skills are taught universally through PSHE. Targeted interventions include 1-to-1/small group ELSA (Emotional Literacy Support Assistant) support, CBT-informed strategies and mindfulness groups.

- **Family Worker:** Our Family Worker provides dedicated support to overcome social or emotional barriers to learning, working directly with pupils/families and liaising via the Team Around the Family (TAF) framework.
- **Specialist Services:** The school works in partnership with:
  - Mental Health Support Team (MHST)
  - Reading Inclusion Support in Education (RISE)
  - CAMHS (Child and Adolescent Mental Health Services): The SENCO gathers evidence (SDQ/SCQ tools, observations) for referrals to Autism or ADHD pathways. Recognising external assessment waiting times, the school actively provides early internal support while assessments are pending.

7.2. Cognition and Learning

- **Educational Psychology (EP):** Pupils experiencing sustained, complex difficulties with core learning may be referred to the Educational Psychologist for assessment and advice. Recommendations are integrated into the pupil's support plan.

7.3. Communication and Interaction

- **Speech and Language Support:** Supported via tailored classroom adaptations, targeted SENCO delivery and specialist referrals to NHS Speech and Language Therapy (SALT) via Berkshire Healthcare CYPIT.

7.4. Sensory and Physical Needs

- **Sensory Impairments:** Pupils with significant hearing or visual impairments receive specialist support from the Sensory Consortium Service (QTHI/QTVI advisers).
- **Physical & Occupational Therapy:** Referrals for Occupational Therapy (OT) and Physiotherapy are made through CYPIT. Individualised risk assessments and Personal Emergency Evacuation Plans (PEEPs) are established for pupils with physical disabilities.

8. Criteria for Exiting the SEND Register

The SEND register is a dynamic record updated termly prior to the school census, though pupils may be added or removed at any point during the academic year as their needs change.

A pupil will be removed from the SEND Register if it is determined, through the Assess–Plan–Do–Review cycle, that:

- They have made sustained progress and are attaining broadly in line with age-related expectations.
- The gap between the pupil and their peers has closed sufficiently.
- Their progress can now be sustained solely through universal High-Quality Adaptive Teaching.
- They no longer require provision that is *"additional to or different from"* that provided for all pupils.

9. Supporting Pupils and Families: Co-Production & Voice

9.1. Pupil Voice

Children and young people with SEND have unique insights into their own learning preferences and needs. We actively include pupils in setting targets, reviewing progress and planning provision at an age-appropriate level:

- **Target Setting & Reviews:** Pupils contribute to their own Assess–Plan–Do–Review reviews and child-centred profiles.
- **Annual Reviews for EHCPs:** For pupils with an Education, Health and Care Plan (EHCP), pupil views are formally gathered and presented to the Local Authority during the Annual Review process. Pupils are encouraged to attend and participate in their review meetings wherever appropriate.

9.2. Partnership with Parents and Carers

In line with Section 19 of the Children and Families Act 2014, we view parents and carers as equal partners in their child's education. Parents possess vital knowledge about their child's development and we are committed to true co-production.

Our Commitments to Parents:

- **Transparent Communication:** Communicate using accessible methods tailored to family needs, ensuring documents for meetings are shared in a timely manner.
- **Balanced Focus:** Celebrate pupil strengths while addressing areas of additional need.
- **Collaborative Decision-Making:** Work constructively alongside parents to establish a shared consensus on difficulties, priority targets and evaluation criteria.
- **Support & Guidance:** Ensure parents understand statutory frameworks, their rights and how to access independent advice.

Parental Collaboration: We encourage parents to maintain open communication with the school, share key information about home circumstances or changes in needs and actively participate in joint review meetings to evaluate support plans.

9.3. Access to Information and Local Support Services

- **School SEN Information Report & Policy:** Our SEND Policy and statutory SEN Information Report are published on the school website, detailing how provision is implemented in practice.
- **Reading Local Offer:** Families can explore local services, statutory guidance and community support via Reading's SEND Local Offer hosted on the Reading Borough Council website.
- **Reading SENDIASS:** Independent, confidential and impartial information, advice, and support is available to parents/carers and young people through Reading SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service):
    - **Telephone:** 0118 937 3421
    - **Email:** iass@brighterfuturesforchildren.org

10. Admissions Arrangements & Medical Needs

10.1. Admission Arrangements

- **Standard Admissions:** Pupils with SEND are admitted on an equal basis with all other prospective pupils, in accordance with the school's standard Admissions Policy and criteria.
- **Pupils with an EHCP:** Admissions for pupils with an Education, Health and Care Plan (EHCP) are managed through the Local Authority statutory consultation process. In line with Section 39 of the Children and Families Act 2014, where our school is named in a child's EHCP by the Local Authority, the Governing Body will admit the child.
- **Physical Environment & Accessibility:** The school building is arranged across two floors with open-plan learning areas. In line with our statutory duties under the Equality Act

2010 (Schedule 10), we make proactive reasonable adjustments, provide auxiliary aids and adapt learning spaces where necessary to ensure full physical inclusion *(see our Accessibility Plan for full details)*.

10.2. Supporting Pupils with Medical Conditions

In accordance with Section 100 of the Children and Families Act 2014 and the statutory guidance *Supporting Pupils at School with Medical Conditions (DfE, 2015)*, we ensure pupils with medical conditions are properly supported so they can participate fully in all aspects of school life, including physical education, school visits and extra-curricular activities.

- **Medical Diagnosis vs. SEND:** A medical diagnosis or disability does not automatically mean a child has special educational needs. Provision is determined by the child's individual educational and access needs rather than a diagnosis alone.
- **Individual Healthcare Plans (IHPs):** Where a pupil has a long-term or complex medical condition, an Individual Healthcare Plan (IHP) is co-produced alongside parents/carers, school staff and healthcare professionals to outline daily management, emergency procedures and adjustments.
- **Data Management & Confidentiality:** Medical information is collected upon transition, updated regularly through parental communication and professional medical reports and securely recorded on the school management information system. Key medical details are distributed to relevant teaching and support staff in line with data protection guidelines to ensure child safety.

11. Statutory Assessment (EHC Needs Assessment) and EHCP Management

11.1. Requesting an Education, Health and Care (EHC) Needs Assessment

Most pupils with SEND have their needs met within mainstream school resources through high-quality adaptive teaching and targeted SEN Support. However, where a child's needs require provision beyond what the school can reasonably provide from its notional budget, an EHC Needs Assessment may be requested under Section 36 of the Children and Families Act 2014.

- **Who can request:** A request can be submitted directly by parents/carers or by the school (with explicit parental consent).
- **Evidence Base:** When submitting a request, the school collates comprehensive evidence of the Graduated Approach (APDR), including:
    - One-Page Profiles, Individual Support Plans and target evaluations.

- Longitudinal attainment, progress and intervention outcome data.
- Specialist reports and diagnostic advice (e.g., Educational Psychologist, SALT, OT, CAMHS).
- Formal views of the parents/carers and the child's own voice.
- Relevant health and social care information.

11.2. Statutory Timelines & Personal Budgets

- **Initial Decision:** The Local Authority (Reading Borough Council) must decide whether to conduct an assessment within 6 weeks of receiving the request.
- **Plan Issuance:** If an EHCP is agreed, the final plan must normally be issued within 20 weeks of the initial request *(SEND Regulations 2014, Regs 4 & 13)*.
- **Personal Budgets:** Where an EHCP is granted, families have the right to request a Personal Budget in accordance with the *Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014*. The school collaborates with the Local Authority regarding provision that can be delivered flexibly via personal budgets.

11.3. Management and Annual Review of EHCPs

In line with Section 44 of the Children and Families Act 2014, any EHCP issued for a pupil must be formally reviewed at least once every 12 months.

The Annual Review is a collaborative process involving parents/carers, the pupil, school staff and external multi-agency professionals:

- **Meeting & Report:** The school conducts the review meeting and submits the detailed outcome report to the Local Authority (and all attendees) within 2 weeks of the meeting.
- **LA Decision:** Within 4 weeks of the meeting, the Local Authority must notify parents and the school of its decision to maintain, amend or cease the plan.
- **Amended Plans:** If the LA decides to amend the plan, the final amended EHCP must be issued within 12 weeks of the review meeting date.
- **Interim / Emergency Reviews:** If a pupil's needs change significantly, or if there is a risk of placement breakdown, an Early/Interim Review can be convened at any point.

11.4. Phase Transfers (Year 5 & Year 6 Transition)

- **Year 5 Review:** Reviews in Year 5 initiate discussion regarding secondary preferences, necessary adaptations and preliminary transition planning.

- **Year 6 Deadline:** In line with statutory requirements *(SEND Code of Practice, para 9.179)*, the EHCP must be reviewed and amended to name the secondary placement no later than 15th February of the year of transfer (Year 6). Secondary SENCOs are invited to participate in Year 6 transition reviews.

11.5. Provision and Staffing for Pupils with EHCPs

- **Inclusive Classroom Delivery:** In line with Section 66 duties (*best endeavours*), pupils with EHCPs are educated alongside their peers wherever possible. Work is adaptively planned using scaffolding, specialised resources, auxiliary aids or assistive technology to promote maximum independence.
- **Targeted Adult & Specialist Support:** Where an EHCP specifies individual or small-group support, high-skilled Teaching Assistants or external specialists (e.g., Speech Therapists, Advisory Teachers) are deployed to deliver target-specific interventions.
- **Teacher Accountability:** The class teacher retains primary responsibility for the daily learning, progress and target integration of pupils with EHCPs, overseeing work carried out by support staff and external partners.

Statutory & Legal References

- Children and Families Act 2014 (Sections 36, 37, 39, 44, and 66)
- SEND Regulations 2014 (Regulations 4–7, 13, and 18–22)
- SEND Code of Practice: 0 to 25 years (2015) (Chapters 6 and 9)
- Equality Act 2010 (Sections 20–21 and Schedule 10)
- Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014

12. Multi-Agency Partnerships and External Services

High-quality SEND provision relies on effective multi-agency working. The school works in close partnership with health, social care and Local Authority services to ensure holistic support for pupils and their families.

12.1. Children's Single Point of Access (CSPOA) & Early Help

The Children's Single Point of Access (CSPOA) serves as the central contact point for all Early Help and Children's Social Care services in Reading.

- **Support & Safeguarding:** Where a pupil or family requires targeted Early Help support, or where there are safeguarding concerns regarding significant harm, the school liaises directly with CSPOA.
- **Parental Engagement:** Early Help referrals are co-produced with families to ensure early intervention and coordinated support via the Team Around the Family (TAF) framework.

12.2. Safeguarding & SEND

In line with Keeping Children Safe in Education (KCSIE 2026), we recognise that pupils with SEND can face additional safeguarding vulnerabilities. Safeguarding concerns are managed immediately by the Designated Safeguarding Lead (DSL / SENCO Ms. Diana Choudhry) and the safeguarding team.

Social Care Liaison: Where a pupil with SEND is supported by Social Care (Child in Need or Child Protection plans), the school actively participates in multi-agency meetings, contributing educational monitoring and ensuring EHCP outcomes align with social care support.

12.3. Health & Pastoral Services

- **School Nursing Team:** The SENCO or Family Worker can request involvement from the School Nurse service to support families with health, sleep, continence or general well-being needs that impact school access.
- **Medical & Specialist Services:** We collaborate with NHS community health teams, paediatricians and therapies via Berkshire Healthcare NHS Foundation Trust.

12.4. Attendance Support & EBSA

Following statutory guidance *Working Together to Improve School Attendance (August 2024)*, where attendance difficulties or Emotionally Based School Avoidance (EBSA) are linked to SEND, we work collaboratively with families and the Attendance Support Worker to integrate adaptations directly into the pupil's APDR plan.

12.5. Virtual School Head (VSH)

The school collaborates closely with the Virtual School Head (VSH) to promote the educational achievement of:

- Children Looked After (CLA) and Previously Looked After Children (PLAC).
- Children with an allocated Social Worker and pupils in kinship care arrangements.

The SENCO is also the Designated Teacher for Looked After Children and she ensures Personal Education Plans (PEPs) are co-produced termly and aligned with any existing EHCP or SEN Support plans.

13. Governance and Strategic Reporting

The Governing Body holds strategic oversight for SEND compliance, statutory effectiveness and the school's overarching **Inclusion Strategy**. The Governing Body and Senior Leadership Team evaluate the implementation and impact of inclusive practice through systematic quality assurance.

13.1. Leadership Tracking & Quality Assurance

Senior Leaders and the SENCO track and monitor inclusive provision through:

- **Classroom Practice:** Regular learning walks, peer observations and book looks focusing specifically on Adaptive Teaching strategies, environment adaptations and pupil engagement.
- **Attendance & Belonging:** Monitoring of attendance data disaggregated for pupils with SEND (both SEN Support and EHCPs). Early identification and tailored support (including EBSA pathways) are deployed to prevent chronic absence.

13.2. Governance Oversight & Reporting

The Governing Body maintains rigorous oversight through:

- SEND Link Governor Liaison: The designated Link Governor for SEND (Lauren Marcham) meets regularly with the SENCO to conduct learning walks, review monitoring data and evaluate resourcing.
- Termly Executive Reporting: The Headteacher presents termly reports to the Governing Body covering:
    - Progress against the overarching Inclusion Strategy.
    - Attendance rates and persistent absence trends for SEND cohorts compared to national averages.
    - Quality of education and classroom adaptive practice monitoring outcomes.

- Suspension, exclusion and reduced timetable data for pupils with identified needs.
- Funding allocations and intervention impact metrics.

- Annual Statutory Review: Evaluating and approving this SEND Policy and the statutory SEN Information Report annually to ensure ongoing statutory compliance and operational effectiveness.

14. Roles & Responsibilities

Role	Core Responsibilities
Governing Body	Holds strategic oversight for SEND compliance and the Inclusion Strategy; ensures "best endeavours" (S.66); approves annual SEND Policy and SEN Information Report; oversees budget and Link Governor liaison.
Headteacher	Holds overall operational management of SEND, budget and safeguarding; reports termly to Governors; supports the SENCO with dedicated resources and time.
SENCO (Ms. Diana Choudhry)	Leads day-to-day operation of the SEND policy and APDR cycle; coordinates provision; acts as primary contact for external agencies, Reading LA and SENDIASS; maintains SEND Register.

Class Teachers	Retain primary accountability for progress of all pupils in their class (Teachers' Standards); deliver High-Quality Adaptive Teaching; implement One-Page Profiles; direct TAs; participate in APDR reviews.
Teaching Assistants (TAs)	Work under teacher direction; deliver evidence-based interventions; scaffold learning to foster pupil independence; provide daily feedback on target outcomes.
Subject Leaders	Ensure subject schemes of work are adaptively structured and accessible for SEND pupils; advise on subject-specific auxiliary tools and software.
Parents/Carers	Parents/carers act as primary experts on their child's needs. They are expected to act as collaborative partners by sharing timely insights about their child's needs and working alongside staff to review support plans. Additionally, they should maintain open, two-way communication with school and engage regularly with the graduated approach (Assess, Plan, Do, Review) to ensure consistent support at home and school.

15. Transition Arrangements & Links Between Settings

Smooth transition is vital for pupils with SEND to ensure continuity of learning, pastoral care and provision.

15.1. Secondary Transition (KS2 to KS3)

- **Early Planning (Year 5):** Transition discussions begin during Year 5 reviews to allow parents/carers time to explore suitable secondary placements.
- **Year 6 Transition Reviews:** Secondary SENCOs and Year 7 transition leads are invited to Year 6 EHCP Annual Reviews and SEN Support handover meetings.
- **Statutory Transition Deadline:** For pupils with an EHCP, the Local Authority must finalise the amended plan naming the secondary setting no later than 15th February of Year 6 *(SEND Code of Practice, para 9.179)*.
- **Enhanced Transition:** Vulnerable pupils participate in enhanced transition arrangements, including additional site visits and social stories.

15.2. In-Year & Cross-Primary Transfers

- **Secure Data Transfer:** When a pupil transfers to or from another setting, academic, SEND and safeguarding records are transferred securely via digital systems without delay.
- **Integration Planning:** Where necessary, bespoke integration plans and induction visits are arranged to ensure minimal disruption to the pupil's education and support framework.

16. Complaints Procedure Regarding SEND Provision

The school is committed to working in partnership with parents and carers to resolve any concerns swiftly and constructively.

16.1. Informal Resolution

Parents and carers are encouraged to raise any initial concerns regarding their child's SEND provision, support or progress with the **Class Teacher** or the SENCO as early as possible. Most issues can be resolved quickly through informal dialogue and collaborative target adjustment.

16.2. Formal School Complaints

If a concern cannot be resolved informally, parents should follow the school's formal Complaints Policy (available on the school website):

- **Stage 1:** Formal complaint submitted in writing to the Headteacher.
- **Stage 2:** Formal complaint escalated to the Chair of Governors if unresolved by the Headteacher.

Note: Complaints regarding the day-to-day delivery of special educational provision by the school fall under the internal school Complaints Policy.

Local Authority Concerns, Mediation and Statutory Appeals

Where concerns relate to statutory decisions made by the Local Authority (Reading Borough Council)—such as decisions not to conduct an EHC Needs Assessment, decisions not to issue an EHCP or the content/school named in an EHCP—parents have rights under the SEND Code of Practice (2015, Chapter 10):

- **Local Authority Consultation:** Parents can contact the Reading Borough Council SEND Team directly to discuss statutory decisions.
- **Dispute Resolution & Mediation:** Families have access to independent mediation and disagreement resolution services before lodging an appeal with the First-tier Tribunal.
- **First-tier Tribunal (SEND):** Parents/carers have the statutory right to appeal LA decisions regarding EHCPs to the First-tier Tribunal (Special Educational Needs and Disability).

Disability Discrimination Claims

Under the Equality Act 2010, parents/carers of pupils with disabilities have the right to lodge a disability discrimination claim with the First-tier Tribunal (SEND) if they believe the school has discriminated against their child.

Claims can be made regarding:

- **Unlawful discrimination** in the provision of education and associated services.
- **Failure to make reasonable adjustments**, including the provision of auxiliary aids and services.
- **Disability discrimination relating to suspensions or permanent exclusions** *(to be lodged within 6 months of the alleged act)*.

Independent Advice & Support (SENDIASS)

Parents and carers can access free, confidential and impartial information, advice and support at any stage of a concern or appeal through Reading SENDIASS.

- **Telephone:** 0118 937 3421
- **Email:** iass@brighterfuturesforchildren.org
- **Role:** SENDIASS can assist parents in preparing for meetings, understanding statutory frameworks, accessing mediation and acting as an intermediary.

Reviewing the policy

The policy is reviewed annually by the SENCO and is then agreed and adopted by the Head Teacher and Governors.