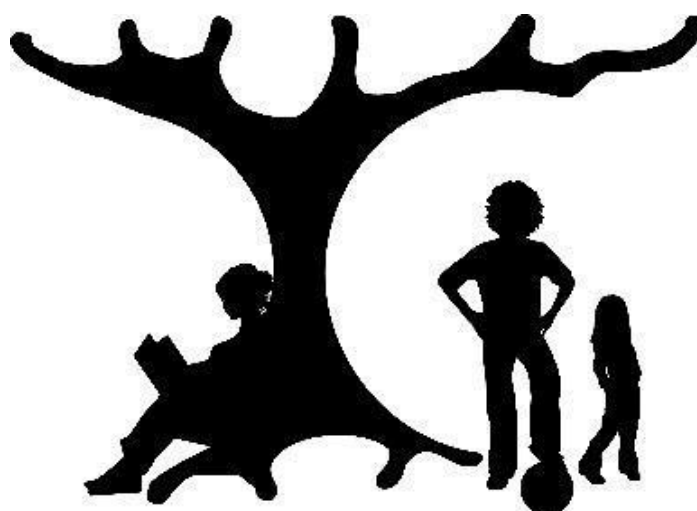


New Forest Small School

Special Educational Needs and Disabilities (SEND) Policy



Member of Staff Responsible	Headteacher
Regularity of Review	Annual
Approved By	Lead Proprietor
Last reviewed	June 2025

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Rationale

Our SEND policy and information report aims to:

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

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCo

The SENDCo will:

- Work with the headteacher and SEND advisor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND advisor

The SEND advisor will:

- Help to raise awareness of SEND issues at advisory board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the advisory board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCo and SEND advisor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

Review by Governance Advisory Board

As part of its commitment to ensuring that the school consistently meets the Independent Schools Standards, the Governance Advisory Board is asked to comment on SEND provision at its meetings, and may make recommendations to the Headteacher if necessary. The annual Parents' Meeting also provides an opportunity for parents to give their feedback on SEND-related issues that may affect an individual or a group of children.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example autistic spectrum continuum (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

Needs are identified by:

- Liaison with previous schools, for children who are joining a Primary or Secondary class
- Reference to EYFS, for children who are moving up from Kindergarten to Class 1
- Screening tests and other assessments
- Observation of emerging difficulties in the classroom
- Concerns raised by parents or students
- Concerns raised by teachers
- Concerns raised by other professionals involved with young people.

Factors which may affect progress, but do not constitute SEND are:

- Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language (EAL)
 - Receiving the Pupil Premium
 - Being a Child in Care
 - Being a child of a person serving in the military
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- The progress, wellbeing and behaviour of individual children are discussed in the regular staff meetings. Concerns about slow progress and low attainment, persistent disruptive or withdrawn behaviours, or other events that may lead to learning difficulties or wider mental health difficulties (such as bullying or bereavement) may be raised by subject teachers or by the SENDCo in these meetings. An action plan may be agreed if necessary in consultation with parents and students.
 - If it is thought housing, family or other domestic circumstances may be contributing to the behaviour a multi-agency approach (spearheaded by the DSL's liaison with Child Protection Services) may be appropriate.
 - It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. This is particularly true of autistic spectrum conditions.
 - Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or arises from SEND.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We recognise that individual children, especially those with autistic spectrum conditions, may have needs that cut across all of these areas, and that their needs may change over time. The SEND provision for a particular child at NFSS is based on a holistic understanding of their strengths as well as their needs.

Consulting and involving pupils and parents

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions suitable to the individual child and their need.

A Graduated Approach to SEND Support

At New Forest Small School all teachers are responsible and accountable for the progress and development of all students in their classes, including where students access support from

support staff. We follow a graduated approach based on the four stages of 'Assess, Plan, Do, Review' set out in the SEND Code of Practice:

- o **Assess** needs in collaboration with parents, students, and other professionals where necessary (e.g. LSAs, specialist teachers, health care providers, social services, educational psychologists, etc.);
- o **Plan** evidence-based interventions and support delivered by practitioners with relevant skills and knowledge, with a clear focus on the outcomes that are being sought and the expected impact on progress, development and/or behaviour (either through the formal EHCP process, where applicable, or through an in-school Individual Education Plan process for those with less complex needs);
- o **Do** the agreed actions, with support from the SENDCo;
- o **Review** the quality and impact of the interventions regularly, with reference to the child's progress and development.

It is important to distinguish between support available to help all students achieve their potential, general support for those at risk of underachievement, and SEND Support for students specifically identified as having a special educational need.

SEND Support is determined by the SENDCo based on regulatory and SEND specific guidance. Interventions to support an individual's progress are determined based on this. A student may have a recognised disability (e.g. dyslexia) but may not meet the criteria and threshold for SEND Support.

For higher levels of need the school draws on the support of a wide range of other professionals. If the school believes that it cannot meet a student's needs through SEND Support then a formal Education, Health and Care Needs Assessment may be requested. A parent may also make a request for a Statutory Assessment directly to the Local Authority.

Students are placed on SEND Support based either on information from a previous school at transfer or in consultation with staff and a student's parents where new needs are identified.

A student's needs will be assessed, planned for and progress reviewed after an appropriate intervention. This may include a formal EHCP process in the case of students with complex needs, or may be carried out within the school for those who do not meet the criteria for EHCP assessment (see below). The school's Individual Education Plans are available on a school SEND database which all teachers and LSAs may access, for essential information about a student's individual needs.

The SEND provision map contains details of all children with SEND (with targets drawn from Education, Health and Care Plans where applicable, or identified by the SENDCO in collaboration with class teachers in the case of those who do not meet the criteria for an EHCP) are reviewed within the school during the Annual Review process.

Education, Health and Care plans are reviewed annually with all stakeholders.

The SENDCo responds (usually within 48 hours) to all phone calls and emails from parents who have a concern their child may have SEND.

SEND Support at Different Stages

Early Years (Kindergarten)

NFSS is committed to identifying students with SEND at the earliest opportunity. We use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- o communication and language
- o physical development
- o personal, social and emotional development
- o literacy
- o mathematics
- o understanding of the world
- o expressive arts and design

The Early Years Foundation Stage (EYFS) Profile provides all children with a statutory assessment, usually in the final term of the year in which they turn five, although the school may use its discretion to complete the profile at an older or younger age. The EYFS Profile is used to give parents, teachers and (where appropriate) other professionals an overview of the child's knowledge, understanding and abilities, and to identify any future support needs as they move up from Kindergarten to Class 1. The school keeps records according to the requirements of the EYFS Framework.

We recognise that a delay in learning and development in the early years does not always mean that a child has SEND, i.e. a learning difficulty or disability that calls for special educational provision. Similarly, difficult or withdrawn behaviour does not always mean that a child has SEND. In particular, children with challenging home environments and those for whom English is an additional language may face difficulties that are not defined as SEND.

Primary and Secondary Classes

- o Parents are encouraged to contact the SENDCo at any time if they have a concern.
- o The Annual Report process may highlight concerns around specific skills that a student has not yet acquired (in comparison to others of the same age) and facilitate the identification of emerging SEND or progress that is slower than expected.
- o **High quality teaching, differentiated for individual students, is the first step in responding to students who may or may not have SEND.**
- o The Primary and Secondary staff meetings (normally held weekly, sometimes fortnightly) provide an opportunity for staff to discuss the progress of individual students and review their learning across the whole curriculum. At these meetings, previously unidentified SEND may come to light (often through the discussion of challenging behaviour or specific problems with learning that have been identified in two or more classes) and teachers may share ideas about possible interventions.
- o The school is committed to ensuring that students with SEND participate in the activities of the school alongside those who do not have SEND.
- o Teachers are encouraged to have high expectations of all students, including those with SEND, and set targets that are deliberately ambitious. Lessons are planned to identify

and address possible areas of difficulty in advance, as well as building on pupils' strengths, so that pupils with SEND are enabled to access the full national curriculum to the greatest extent possible,

- o The school is conscious of the need to provide extra support for students with SEND at transition stages throughout their time at school. For students with SEND joining the school, the SENDCo liaises with their previous school to gather information about their needs and how they may be supported.
- o Within school years, the IEP and EHCP provide new teachers and LSAs with a detailed picture about a student's SEND.
- o The SEND overview spreadsheet, which summarises key recommendations from each child's IEP or EHCP in a single document organised by class (currently Secondary classes only; extending to Upper Primary from September 2018), may be used by all teachers and LSAs for tracking pupils' targets, interventions and progress.

Class 5

- o In secondary classes, outcome setting should focus on preparing students for adulthood as well as for public examinations.
- o The school engages with further education providers as necessary to support transitions.
- o Tailored careers guidance is available for SEND students to help them develop high aspirations about employment, independent living and community participation.
- o The school works with employment services, businesses, housing agencies, disability organisations, arts and sports groups, and people who are successful in their work or have made a significant contribution to their community (including adults with disabilities), to help students understand what is available to them as they get older, and what it is possible for them to achieve.
- o For students with EHC plans, Personal Budgets can be used to access activities that promote greater independence and important life skills.

Adaptations to the curriculum and learning environment

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

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

Additional support for learning

We have teaching and learning support assistants (LSAs) who are trained to deliver interventions on a one to one and small group basis

We work with external agencies and professionals to provide support for pupils with SEND:

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Pupil conversations
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops and extra-curricular activities etc.

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

Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be full members of the school community and take an active part in leading and collaborating during community meetings
- Pupils with SEND are also encouraged to be part of any clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

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

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

Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives

- Supporting pupils with medical conditions policy

Other school documents relevant to students with SEND can be found on the school's website.

Glossary of terms:

EHCP – Education, Health and Care Plan

EP – Educational Psychologist

IEP – Individual Education Plan

KS – Key Stage

LA – Local Authority

SENDCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

Contacts:

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SENDCo - Karolina Hudson karolina@newforestsmallschool.com

Appendix A: Examples of reasonable steps to ensure that the inclusion of students with SEND in a class is not incompatible with the effective education of others

Type of SEND	Steps that may be taken
Strategies for working with a child with challenging behaviour within a primary school class	<p>Addressing factors within the class that might exacerbate the problem, e.g. using circle time to discuss difficult relationships and identify constructive responses</p> <p>Teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress</p> <p>Providing the child with a channel of communication, for example use of peer support</p> <p>Using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers</p> <p>Ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage</p> <p>Drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation</p> <p>Ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers</p>
Strategies for working with a student with ASC within a secondary school class	<p>Ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks</p> <p>Ensuring that the child is taught a means of communicating wants and needs using sign, symbol and/or spoken language, as appropriate</p> <p>Working with a member of staff on a structured programme of activities designed to prepare them for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour</p> <p>Having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence</p> <p>Ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early</p>

