Roehampton Church
Forest School

Special Educational Needs and Disabilities Policy

'People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.'

Mark 10:13-14

Intent

We seek to ensure that all children have access to a broad and balanced curriculum to include the National Curriculum and Statutory Framework for the Early Years Foundation Stage Curriculum. At Roehampton Church Forest School, we believe with the UN Convention on the Rights of the Child and support Article 28, which states that "Every Child has the Right to an Education." With this in mind, we believe that the curriculum should be taught with respect for ethnic origin, gender, aptitude, disability and special educational needs (SEND). We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the pupils are identified early and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.

This intent can only be achieved through the partnership of staff, governors, parents/carers and the children themselves. We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision making about their special educational provision.

Roehampton Church Forest School is committed to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities (SEND). This policy is written in line with the requirements of the revised SEND Code of Practice (2014 and should be read in conjunction with the Behaviour Policy, Safeguarding Policy and any other policies relevant to SEND in our school.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority, or
c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language in which they will be taught.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we endeavour to ensure that such provision is made for those who require it.

A Graduated Approach for SEND

The progress of all children within the school is very carefully monitored in a variety of ways including through termly teacher assessments and pupil progress meetings with the senior leadership team. Where concerns regarding progress and achievement are raised, either by the school or by parents, we adopt a graduated response which involves parents at every step.

What is the Graduated Approach?

The SEND graduated approach is a structured cycle of Assess, Plan, Do, Review that ensures pupils receive appropriate support which is regularly evaluated and adapted to meet their needs.

Assess

- Identify the pupil's strengths, needs, and barriers to learning.
- Gather information from teachers, parents/carers, the pupil, and any relevant professionals.
- Consider progress, attainment, behaviour, attendance, and wellbeing.

Plan

- Agree on the support required and the outcomes to be achieved.
- Set clear, measurable targets.
- Define who will provide the support, how often, and how progress will be monitored.

Do

- Implement the agreed interventions and classroom strategies.
- The class teacher remains responsible for the pupil's progress, even when specialist support is involved.
- Support should be tailored to the pupil's identified needs.

Review

- Evaluate the effectiveness of the support.
- Measure progress against the agreed outcomes.
- Gather feedback from the pupil, parents/carers, and staff.
- Decide whether to continue, adapt, increase, or reduce support.

Where concerns persist, children will be identified and discussed more formally in termly SEND provision meetings with the SENDCo and class teacher. Decisions are made during these meetings with regard to any changes to the SEND provision list, in the context of the most recent assessment of each child's needs. Where appropriate, interventions will be planned or reviewed and any necessary referrals to external agencies will be discussed.

Broadly we provide for the following needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and/or Physical

If a child is identified as having difficulties, by ongoing staff consultation or through the termly audit of need meeting, the procedure is as follows:

Initial Concern

When concerns are initially raised regarding a pupil, they may firstly be placed on our Pre-SEN support list. These children are not classified as having Special Educational Needs, as their needs are not significant but we closely monitoring their progress, and they may be receiving some input to address minor concerns or specific mild difficulties. This may include input from outside agencies such as Speech and Language in the case of the EYFS children. Steps to tackle any concerns are agreed between the class teacher and parent/carer and these are recorded on the Pre-SEN support list which is reviewed termly. Some children may be placed on Pre-SEN for a short time and then be removed.

SEND Support

Where concerns persist, as stated above, a child may be placed on SEND Support and more intensive extra provision will be agreed in liaison with parent/carers. At this stage a child will be given a SEND Support Plan, which identifies provision, individual targets and outcomes. Where concerns persist over a longer period of time or are particularly complex, it may be necessary to refer a child to external/LA agencies such as the Schools and Community Psychology Service, behaviour and Learning Support Service, Speech and Language, Paediatricians etc. The outside agencies will assess the child and suggest targets and/or objectives which will be incorporated into individual Support Plans. These support services together with the SENDCo and the class teacher may all be involved in the implementation of the SEND Support Plan.

Children and parents are made aware of their targets and given support to understand how to meet their targets. This could include extra support within the school, in class, by resource, through interventions outside the classroom, or via outside agencies. The individual SEND Support Plan will be reviewed termly by the class teacher with outcomes made clear and new targets set which build on previous progress. When new SEND Support Plans are sent home to parents, they include details of the outcomes from the previous term. If adequate progress has not been made, further strategies or interventions are put in place, or referrals are made to outside agencies.

Education Health Care Plans (EHCPs)

For some pupils with more complex needs, the SENDD provision required to meet their needs cannot reasonably be provided from the regular SEND resources at school level. Where this is the case, in liaison with parents/carers, the school will request that the local authority carries out an assessment of Education, Health and Care needs. If the authority agrees to carry out an assessment and concludes that a higher level of support is required, an Education Health Care Plan will be prepared, which focuses on the short and long term outcomes being sought for the pupils across the education, health and care sectors. In most cases the SENDCo will act as lead Professional in the preparation and ongoing monitoring of pupils with an EHCP. They will receive a higher level of support, dependent on the level of funding awarded by the local authority. Provision is carefully planned via personalised

timetables, weekly targets identified by class teachers and termly SEND Support Plans reviews. The progress of pupils with EHCPs is more formally reported in their Annual Review.

Roles and responsibilities:
The Governing Body, Headteacher, Senior Leadership Team (SLT), SENDCo, teachers, and support staff all play a vital role in ensuring effective provision for pupils with Special Educational Needs and Disabilities (SEND).

Governing Body

In partnership with the Headteacher, the Governing Body is responsible for:

- Ensuring that the SENDCo is a qualified teacher with appropriate experience and/or specialist qualifications.
- Promoting high-quality provision and outcomes for all pupils.
- Recognising and valuing SEND as a key aspect of school improvement and inclusion.
- Determining and reviewing the school's SEND policy and strategic approach.
- Ensuring appropriate staffing, resources, and funding arrangements are in place to support pupils with SEND.
- Maintaining oversight of the effectiveness of SEND provision across the school.
- Appointing a designated governor to monitor SEND provision and outcomes.
- Reporting annually to parents on the implementation and effectiveness of the school's SEND policy.

Headteacher

The Headteacher is responsible for:

- Establishing strategic priorities and objectives for SEND within the School Improvement Plan.
- Overseeing the effectiveness of SEND provision and the work of the SENDCo.
- Ensuring appropriate allocation of resources and budgetary provision to meet the needs of pupils with SEND.
- Keeping the Governing Body informed about SEND developments, provision, and outcomes.

SENDCo

Working in collaboration with school staff, the SENDCo is responsible for:

- Providing strategic leadership for SEND across the school.
- Managing the day-to-day implementation of the SEND policy.
- Coordinating support and provision for pupils with SEND.
- Advising staff on the graduated approach to identifying and meeting SEND needs.

- Supporting the effective deployment of teaching assistants and other resources.
- Working closely with class teachers to plan, monitor, and review provision.
- Leading, advising, and managing support staff delivering SEND interventions.
- Maintaining accurate and up-to-date records for pupils with SEND.
- Building positive partnerships with parents and carers.
- Coordinating and delivering SEND-related professional development for staff.
- Liaising with external agencies, including local authority services, health professionals, social care, and voluntary organisations.
- Supporting effective transition arrangements between educational settings.
- Monitoring and evaluating the progress and outcomes of pupils with SEND.
- Promoting the full inclusion of pupils with SEND in all aspects of school life.
- Engaging in relevant continuing professional development (CPD).
- Ensuring compliance with all statutory SEND requirements.
- Class Teachers and Teaching Support Staff

All teachers are responsible for the progress and development of pupils with SEND in their classes.

Class teachers and support staff should:

- Understand and follow the school's procedures for identifying, assessing, and supporting pupils with SEND.
- Work with the SENDCo to adapt teaching approaches and provide appropriate access to the curriculum.
- Monitor and evaluate the progress of pupils with SEND.
- Effectively direct and deploy support staff working within their classroom.
- Track the achievement and development of pupils with SEND and contribute to the review of support arrangements.
- Ensure that pupils with SEND are fully included in classroom learning and wider school activities.

Admission Arrangements for Pupils with SEND who do not have an EHCP

Pupils with SEND who do not have an EHCP follow the traditional admissions process. However, the school makes every effort to meet the individual needs of a child with SEND by seeking information from previous settings, services and the parents. This ensures that any information relating to the child's SEND is requested on admission or very soon after.

Provision for SEND in which the School Specialises

Staff are trained to deliver speech and language, literacy, numeracy, behaviour, Autistic Spectrum Disorder (ASD) and occupational therapy interventions. We also offer substantial support for pupils with Social, Emotional and Mental Health (SEMH) needs. We support these in various ways, e.g. supporting individuals or groups through play therapy, Emotional wellbeing support, and social skills groups.

Arrangements made by the Governing Body Relating to In-service Training for Staff in Relation to SEND

The school is committed to providing and facilitating attendance at in-service training in the area of SEND and an annual needs analysis is undertaken to identify the training needs of the whole school and of individual staff. The SENDCo will organise Special Needs Inset for staff using time from:

- Inset Training Days
- Staff Meetings
- TA training sessions

The focus for the training will be the implementation of the Code of Practice with specific reference to:

- Writing and implementing individual SEND Support Plans.
- Monitoring and reviewing individual SEND Support Plans.
- Increasing staff's understanding and knowledge of different areas of SEND e.g. Dyslexia, ASD, ADHD.
- Behaviour management (see Behaviour Policy).
- Increase knowledge and understanding of targeted interventions for specific areas of need, e.g. speech language and communication, autistic spectrum disorder.
- Assessment and record-keeping.
- Involving parents/carers.
- Inclusion and the use of a variety of differentiation methods to support the Teach First approach.

To deliver effective training the school will, where relevant, involve specialists from different areas of SEND e.g. Behaviour and Learning Support Service (BLSS), Autism outreach service, Speech and Language Service.

Facilities for Pupils with Special Educational Needs Including Facilities, which Increase or Assist Access by Pupils who are Disabled

The school has disabled access into its KS2 building only, with some limitations e.g. access to the ICT suite. There is a disabled toilet adjacent to the school hall which can be externally accessed via two external steps, as can the hall itself and the Year 2 classroom.

Arrangements for providing Access by Pupils with SEND to a Balanced and Broadly Based Curriculum (including National Curriculum and the Early Years Foundation Stage Curriculum)

"Special educational provision is underpinned by high quality teaching and is compromised by anything less" (Code of Practice 2014).

We work to ensure that the standard of teaching and learning is high quality and supports a personalised approach to meet the individual needs of the majority of pupils. We regularly review the quality of teaching for all pupils, including those at risk of underachievement and we take care to ensure that additional intervention and support does not compensate in any way for a lack of quality teaching. The curriculum is planned and differentiated to meet the range of individual needs of all pupils and examples of ways that this is achieved are included in the individual curriculum intent/implementation statements.

How the Governing Body Evaluate the Success of the Education which is provided at the School to Pupils with SEND

The school's SEND policy and practice is regularly reviewed by governors and its success is monitored using a range of criteria:

1. Data related to the progress made by children who have taken part in interventions.
2. Progress made by SEND children across the school towards meeting their end of year targets in the core areas.
3. Analysis of the progress that SEND children make from the end of KS1 to the end of KS2.
4. Information from pupil voice questionnaires including comments regarding the effectiveness of provision.
5. Levels of exclusions during the academic year.
6. The number of children at each stage of the COP and any movement of children off the profile.

The SENDCo provides termly reports to the SEND Governor which support the evaluation of the success of provision.

Arrangements made by the Governing Body Relating to the Treatment of Complaints from Parents of Pupils with SEND Concerning the Provision made at the School

We encourage parents/carers to discuss any concerns with the class teacher in the first instance and this may well involve the SENDCo, SLT, Deputy Head or Headteacher. The same arrangements for the treatment of general complaints at RCFS are used for complaints about provision made for Special Educational needs and Disabilities. Please refer to our Complaints Policy for further information.

The use made of Teachers and Facilities from Outside the School Including Links with Support Services for SEND

The school has a wide range of support services which they can call upon for advice and support including:

- Schools and Community Psychology Service
- Behaviour and Learning Support Service
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Service
- Wandsworth Autism Advisory Service
- Early Years' Service
- Hearing Impaired Service

The Role Played by the Parents of Pupils with SEND

It is crucial that parents/carers be consulted and involved. The school ensures parents/carers views and contributions are valued and listened to. We recognise that parents know their children best and have valuable contributions to make to support their child's SEND. The partnership with parents should include:

- Sensitivity to their concerns
- An understanding of feelings of perhaps demoralisation or alarm when first informed of special needs.
- A willingness to offer support and advice
- Good communication and regular reviews and meetings

We will always make clear:

- exactly what provision we are offering
- how parents/carers can support their child (e.g. an awareness of targets and suggested parental activities in individual SEND Support Plans)

We offer where possible information sessions for parents with SEND children. Some examples have included coffee mornings for parents/carers of pupils with ASD and input on the Code of practice.

Links with Other Schools, Including Special Schools, and the Provision made for Transition of Pupils with SEN between Schools or between the School and the Next Stage of Life or Education

We have strong links with the Victoria Drive PRU and have used Wandsworth Autism and the Early Years services to provide support for children with ASD/social communication difficulties. Wandsworth Local Authority has a primary secondary transfer procedure for all pupils with SEND which enables the transfer of information to take place successfully. This includes Primary Secondary Transfer (PST) day and PST forms for pupils with SEN. The school follows the agreed procedure for pupils with EHCPs. The SENDCo makes efforts to meet with the parents of children with SEN who enter our Nursery or Reception class early on in the academic year. When pupils with SEND leave our school, all relevant records are passed on to the child's next setting.

Links with Health Services, Social Services and Educational Welfare Services and any Voluntary Organisations which work on Behalf of Pupils with SEND

The SENDCo has a comprehensive list of outside agencies to provide support and advice for pupils with SEND and their parents. The full range of support available to Wandsworth pupils is presented in Wandsworth's Local Offer for 0-25 year olds for pupils with Special Educational needs and Disabilities which can be accessed through the following link:

https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page

Personnel

Acting Headteacher:	Ruth Azurdia
SENCO:	Rebecca Greene
Governor with Responsibility for SEND:	Alison Angus
Educational Psychologist:	Anna Teuma
Speech and Language Therapist:	Rebecca Rushton

This policy has been adapted in consultation with children, staff, parents and governors. It should be read in conjunction with the SEND Information Report that is published on the school's website.

Agreed by Governors: June 2026
Review: June 2027

Appendices

Appendix 1

Roehampton Church Forest School

Identification and support for SEND pupils

Early identification of concerns and information collected by:

- Class teacher
- Parents
- Health/external professionals
- Pupil progress meetings

Low level concern eg working towards expected level

- Class teacher plans support via adaptations and interventions

Review progress

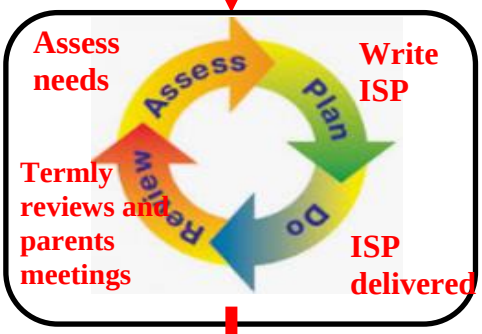
Making progress– no further action.

No/slow progress– The support needs to continue

Review progress—no progress

Higher level concern eg emotional dysregulation

- Concerns discussed with parents
- SENDCO involvement
- Identify types of need
- ISP created
- Child added to the SEND register



With parent consent- Support from external agencies is requested.

If support needed exceeds the funding given to the school then an application for an **ECHNA** can be made **with parent consent.**

Request refused– SENDCo reviews next steps with parent.

Request accepted– Wandsworth council process.