

Hatch Ride Primary School



SEND Policy

Written by	Hatch Ride have adopted and modified the Wokingham Model Policy for SEND, ensuring it is relevant to Hatch Ride. Headteacher – Ms J Sparrowhawk SENDCo - Mrs H Flavin
Date	May 2026
Committee responsible	Curriculum Committee
Linked Policies	SEN information report Radicalisation PHSE Anti-Bullying Equal Opportunities Children in Care/Looked After Children Safeguarding and Promoting the welfare of children & Young People
Signed Headteacher	
Signed Chair	
Date for next Review	May 2026 This policy will be reviewed every year by the head teacher and SEND coordinator, The SEND Governor and monitored by the Curriculum Committee of the Governors.

Change History

Date Reviewed	Based On	Changes Applied	Updated by
May 2016	Review of Policy	changes applied	LH and HT
May 2017	Review of Policy	No changes	LH and HT
May 2018	Review of Policy	Web links up dated	LH and HT
May 2019	Review of Policy	Changes applied	LH and JS
May 2020	Review of Policy	Changes applied to section 15 Exceptional Needs Funding	LH and JS
September 2021	Review of Policy	Decision to make the SEN report more 'user friendly' for parents, so to split into two documents to be read in conjunction - SEN information report and SEN policy. Intent and ILJ example updated	HF and JS
October 2022	Review of Policy	SENDCo email address updated and names of SEN assessments added.	HF and JS
October 2023	Review of Policy	Addition of counsellor working with us.	HF and JS

May 2025	Review of SEN information report with new staffing information for parents	No changes applied	HF and JS
May 2026	Review of Policy and information report	Change of SEN governor, addition of OAP guidance link from Wokingham and ILJs now IPMs	HF and JS



SEND Policy for Hatch Ride Primary School

Part of Corvus Learning Trust

To be read in conjunction with the SEN
Information Report

All Teachers are teachers of pupils with special educational needs or disability, therefore SEND is a whole school responsibility and requires a whole school approach.

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Purpose of this document

This document sets out how Hatch Ride School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Hatch Ride School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

Background

The Children and Families Act 2014

This Children and families act is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which replaced Statements of SEND. The Act also introduced a single pre-statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

What are schools required to do?

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Hatch Ride school we follow the advice of The Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the Governing Body's policy for pupils with SEND – SEND Information Report,
- identify pupils with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation

- publish the SEND information report and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly. This is the school's 'Local Offer': <https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=NwzkDw0R65Y&familieschannel=311> This is the Local Authority's 'Local Offer': <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>
- publish information on SEND funding and provision and monitor expenditure.
- appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (see *SEND Regulations 2014*),
- maintain a current record of number of pupils with SEND,
- ensure SEND provision is integrated into the school improvement plan.
- monitor progress of SEND pupils and ensure provisions specified in EHC plans are in place,
- ensure **all** policies take SEND into account through the Equality Impact assessments,
- keep under constant review the arrangements for pupils present and future with a disability,
- admit all pupils who meet admissions criteria, whether or not they have SEND.

The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance, 'Supporting pupils at school with medical conditions' which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Meeting special educational needs in Hatch Ride School

Our Intent

At Hatch Ride Primary School, we believe that all our pupils are entitled to an education where they can make progress and achieve their full potential, irrespective of Special Educational Needs and/or Disability. By providing a high quality broad and balanced curriculum that promotes self-respect and respect for others, our pupils become confident individuals and happy learners who live fulfilling lives and are able to make a successful transition into adulthood. Our teachers have the highest possible expectations for all pupils in their class and we believe that excellent SEND teaching is excellent teaching for all.

1. What needs can the school meet?

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 him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them

The Code of Practice defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. This means that mainstream schools, in particular, will always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CofP uses four main categories of need

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

At Hatch Ride school we will ensure that we meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners and ensuring that we have the resources available.

We recognise that:

- Each child is an individual with his or her own particular educational needs
- All children have a right to a broad, balance and ambitious curriculum, adapted to reflect their needs
- The nature of a child's SEND might be long or short term in one or more areas
- Our partnership with parent/carers is key to ensuring appropriate and effective SEND provision

2. How we identify pupils who are having difficulties with learning and/or special educational needs

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupils who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals

Code of Practice 6.38

Hatch Ride school identifies children/young people with special educational needs and disabilities through the following routine practice for assessment and recording -

- *Identification through observations by other members of staff, e.g. Head, LSA, SENCO
- *On-going teacher observations and assessments
- *Progress not in line with peers

*Information and/or assessments from another professional, e.g. Educational Psychologist, speech and language therapist, etc.

*Children may enter school already identified as having a special educational need

*Experiences shared from previous schools and settings

*Information from parents

If you think your child has SEND contact the class teacher initially regarding concerns. If concerns continue contact the current SENDCO at Hatch Ride School, [Mrs H Flavin](#). She is a member of the Senior Leadership Team and can be contacted on the school telephone no. – 01344 776227 or by e-mail – sendco@hatchride.wokingham.sch.uk

Where our assessment has identified that a pupil is experiencing difficulties we follow a cycle of **'assess, plan, do, review'** which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response' and we ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's Special Needs Coordinator.
- the analysis includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/carers and advice from any other support staff
- where behaviour is an area of concern we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes, small group and/or individual support
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- We review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- Where appropriate we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved
- where assessment indicates that specialist services are required, we make referrals
- we draw up an [Individual Provision Map \(IPM\)](#). An example of this SEN Support Plan appears as appendix A
- Our first stage of support begins with quality first teaching and adaptation.

3. Involving parents in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. At Hatch Ride School we demonstrate this by:

- always discussing any concerns we have with the pupil's parents at the earliest point
- listening, and hearing, what parents say
- identifying any outcomes to be achieved with parents and make sure everyone is clear of the next steps
- planning any interventions with parents
- meeting with parents to review their child's interventions and progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over represented at school support stages and through statutory needs assessments. In order to ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children
- have an up to date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children including the LAC nurse, social worker, Virtual Headteacher
- normalise life experience wherever possible
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- involving children and young people in discussions about their learning, progress and how provision is made

In addition where pupils have special educational needs we ensure that:

- all pupils are encouraged and supported to make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing, etc.
- any interventions or strategies will be explained and discussed with pupils
- all pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are always outcome focussed outcomes reflect what is important to, and for, the pupil

5. How we assess and review progress

- *On-going teacher assessments
- *Termly 'pupil progress' meetings.
- *Standardised tests that give standardised scores and comparative ages
- *Individual Provision Map meetings termly
- *Additional meetings as required, with class teacher and SENCo
- *Parent consultation evenings in the Autumn and Spring terms – a chance to give input from home experiences
- *Annual written report
- *Home/School communication book on a day to day level, where appropriate
- *Progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education
- * When deemed necessary, the SENDCo can carry out further, more in depth assessments which can be repeated to monitor and track progress over time. Assessments include:
 - YARC - Reading age assessments
 - Helen Arkell – diagnostic spelling assessments
 - Sandwell Numeracy - Maths age assessments
 - Phonics Assessments

6. Preparing for transition

Transition is ever present in our planning for pupils as we are constantly aware of the skills pupils will need in order to access the next stage of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare all pupils for the next stage in their learning through careful discussion and planned visits to the next classroom/school (in the case of our Year 6 pupils). For pupils with special educational needs in addition we organise extra opportunities to meet with teachers and become familiar with a new environment. This may include taking relevant photos for parents and adults who work with the child to discuss with them over the summer holidays.

7. The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and learning environment

Class teachers are responsible for the planning and teaching of their SEND pupils. This may be with the support of a Learning Support Assistant, who is directed by the class teacher. Wave 1 quality first teaching and differentiation is a priority and ensures that SEND pupils are planned for and that their learning activities and /or curriculum are designed to build on the knowledge and understanding already acquired. Each child's needs are individually assessed and strategies used will be based on individual needs. Different children will require different types and levels of support and the school will do their best to provide this. Strategies include:

- Differentiated activities and scaffolds
- Visual support, including pictures, writing frames or word banks
- Visual timetables
- Working Walls
- Small steps with specific achievable targets
- Social stories
- Multi-sensory approach to activities
- Modelling and scaffolding
- Nurture groups
- Bubble time (talk time to a trusted adult)
- Strategies suggested by external agencies

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on [SEND Local Offer](#)

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEND Support' what Wokingham expects can be reasonably provided by education settings from the funding available to them' can be found on the Local Offer page.

8. The expertise and training of staff to support children and young people with SEN, including how specialist support, resources and equipment will be secured

All staff –

- *Attend regular SEND staff meetings
- *Training, where available, is provided according to current needs
- *SEND surgeries are arranged to allow staff to discuss children.
- *SENCo attends regular meetings with other SENCo's in the Corvus Learning Group to share good practice
- *SENCo attends termly SEND network meetings led by Wokingham Authority and provides feedback to staff
- *Hatch Ride is experienced in dealing with a wide range of SEND pupils
- *LSA's are given opportunities to access training to further develop their knowledge and understanding of areas of SEND. This training is subject to availability and budget constraints.
- *Experienced LSA's act as mentors to other members of staff, sharing experiences and good practice in dealing with a range of SEND
- *Teachers/LSA's feedback from courses attended at regular staff meetings

The role of our SENCO

The legislation requires that

- the SENCO must be a qualified teacher working at the school.
- any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of

more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment

- a National Award must be a postgraduate course accredited by a recognised higher education provider.
- schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Our SENCO has responsibility in school for:

- with the headteacher and governing body, determining the strategic development of SEND policy and provision in the school.
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- consider the procurement of any resources and equipment that a child needs based on recommendations by specialist services

In order to carry out these duties effectively, as a school we ensure that the SENDCo has sufficient time and resources to carry out these functions. This includes providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

9. Evaluating the effectiveness of our provision

Class teachers ensure that children with SEND are planned and provided for through quality first teaching and differentiation. Teachers plan learning activities for SEND children, which build on their existing knowledge and understanding, whilst, as much as possible, fitting the context of the lesson. The effectiveness of this is evaluated through ongoing in-class teacher assessment, marking, feedback and more formal assessments, progress tracking, book looks, lesson observations and IPM meetings allow us to measure and review the impact of this and whether additional support strategies and/or interventions are required. In-class support and any additional interventions are based upon the needs identified by the class teacher, SENCo and/or external professionals. This level of support is recorded in a child's IPM and the impact of the in-class support and intervention is reviewed at termly IPM meetings. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

10. Inclusive practice

We ensure that all our pupils, but particularly those with SEND are included in the activities available both in school and in out of school educational activities and trips. We are committed to making the Reasonable Adjustments necessary to ensure that our SEND children, where appropriate, can access activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

Additional access arrangements for out of school activities are planned for should the need arise. This may include extra adult support and is achieved through discussions with the parents. The needs of all children are taken into account when teachers complete their 'risk assessment' form for any out of school activity (Risk assessments undertaken are in line with Local Authority guidelines)

Admission and access arrangements for disabled pupils
Please refer to our accessibility plan on our school website.

11. The social and emotional development of our pupils

As part of normal classroom practise all children's social and emotional development is supported through the school's PSHE curriculum. Class teachers and other key adults in school are made aware of children who are experiencing social and emotional difficulties and will remain vigilant about emotionally supporting the child as part of their everyday classroom and school-based practice. In addition, a variety of options are used to support pupils at the school with particular social and emotional difficulties.

These include –

- Nurture groups
- Bubble time
- Social stories

-1:1 counselling sessions for some children with our school counsellor

Hatch Ride has a Behaviour Policy which is embedded throughout the school, supporting those children who require guidance and encouragement to reach our appropriately high expectations of behaviour. If necessary a Behaviour Support Plan is put in place.

(The School's Behaviour Policy is available on request)

12. Working with other professionals and practitioners including support services for parents of pupils with SEND

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practise 6.47

At Hatch Ride we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with and refer families to health and social care bodies, local authority and/or academy services and voluntary sector organisations
- we meet with our educational psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision

School tries to keep up to date contacts for agencies such as SEND voices Wokingham and is always happy to help parents/carers find support groups as needed

13. Arrangements for handling complaints about SEND provision within the school are as follows -

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, in the first instance they should:

- * Discuss concern with the class teacher
- * Discuss concern with the SENDCO
- * Discuss concern with the headteacher

Complaints about SEND provision in our school should be made to the SENDCo or headteacher in the first instance. They will then refer to the school's complaints policy, available on the school website.

14. How funding is made available to school to meet the needs of pupils who have special educational needs at SEND Support stage

Our school receives funding through a formula basis using indicators agreed by the School Forum. This funding, which is known as elements 1 and 2 allows us to meet the needs of a wide range of pupils who have special educational needs including those who require up to ten thousand pounds per annum or 20 hours per week of individual support. Further information on funding for SEND

can be found in the document 'Funding to Support Learners who have Special Educational Needs'.

Whilst elements 1 and 2 will meet the needs of most children and young people with special educational needs in our school, those with the most exceptional needs may require additional funding. This funding stream is called Element 3 or 'top up' and comes from a funding stream which is part of The High Needs Block held by the local authority on behalf of pupils and students in Wokingham aged 0-25. This funding, which provides resources to an Education Health and Care plan can also be accessed through the exceptional needs funding mechanism.

15. Exceptional Needs Funding

Wokingham has developed an Exceptional Needs funding model which can provide the additional resources to meet learning needs in mainstream settings. If schools feel that the support a pupil needs are exceptional, i.e requiring in excess of £10,000 individual support per annum or 20 hours of individual support per week, they may complete a request Matrix and submit this to the Exceptional Needs Funding steering committee who will either agree or reject the funding request.

We would apply for this funding stream particularly where the learning needs of the child/young person are exceptional but do not require a special school or significant levels of intervention from health or social care. Further information about exceptional needs funding can be found in the document 'Exceptional needs funding: Procedures and guidance'

16. When would school 'refer to the Local Authority'?

'Referring a child to the local authority' means that the person who submits the referral believes that the child's needs are so complex that they cannot be met from the resources which are normally available to a school. In the past any child who underwent a statutory assessment may have received a Statement of SEND which set out their needs, the targets they needed to achieve and the resources which would be provided to help them achieve them. The Children and Families Act has replaced Statements of SEND for any new referrals from September 2014 with a new process called Education, Health and Care needs assessments. These needs assessments may result in an Education Health and Care Plan.

Education, Health and Care plans are required by those pupils/students:

- where the resources required to meet their special educational needs, **cannot** reasonably be provided from the resources **normally available** to mainstream providers and
- who have a **significantly greater difficulty** in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability. When they receive a referral, all local authorities are expected to consider

'-whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress.'

Code of Practice (2014) 9.14

In all circumstances the school will ensure that, prior to submitting a referral to the local authority it has:

- used all the resources available within the last 12 months
- made any appropriate health referrals
- Provision maps which are relevant to the presenting need. Targets are SMART, reviewed and show progression (unless in exceptional circumstances)
- made provision which is appropriate to the child, young person and specific to them/ their needs
- made provision which has been evidence- based and cost effective
- qualitatively and quantitatively demonstrated the **impact** of all provision and intervention
- undertaken an assessment of unmet needs where appropriate
- fully and appropriately involved parents
- involved relevant professionals/practitioners have been involved in the last 12 months
- evidenced that their advice/strategies being followed and evaluated

Appendix A Sample Individual Provision Map

Individual Provision map

Date _____

Name:	DOB:	Year Group:	Teacher:	SEN Stage and Area/s of need: K or EHCP Communication and Interaction, Cognition and Learning, Social Emotional Mental Health, Sensory Physical
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I am good at:	I enjoy:	What helps me learn:
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Assess	Plan	Do			Review
<i>Needs (and how assessed if appropriate)</i>	<i>Provision</i>	<i>Frequency</i>	<i>Staff</i>	<i>Hours</i>	<i>Impact and next steps</i>
Communication and interaction					
Cognition and learning					
SEMH					
Sensory and Physical					

Review date _____