



Wolborough C of E Primary School Policy Special Educational Needs and Disabilities (SEND)

This policy should be implemented within the context of the vision, aims and values of our Church School.

Introduction

This document is a statement of the aims and principles of our approach to meeting the needs of the children with special educational needs and/or disabilities (SEND) in Wolborough C of E Nursery and Primary School, Newton Abbot.

This policy will be reviewed in Autumn 2018.

Defining SEND

The SEND code of practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

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

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need will be considered within one or more of the following categories of need:

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Communication and Interaction needs

Sensory and/or Physical needs

Aims and Implementation of Policy

Rationale:

We believe that all children should be given the best possible opportunity to achieve their potential.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our children. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through the normal classroom arrangements and appropriate differentiation, which may include additional short-term support.

All of our staff are responsible for identifying children with special educational needs and/ or disabilities, and our Special Educational Needs Coordinator (SENCO) will work with staff to ensure that those children who may need additional or different support are identified at an early stage.

Aims:

- To identify children with SEND and ensure that their needs are met by integrating and including them into the academic and social life of the school.
- Swift and early referral.
- To maximise the opportunities for students with SEND to join in with all the activities of the school.
- To encourage children to develop confidence and recognise value in their own contributions to their learning.
- To encourage children to express their views and be fully involved in their learning.
- To promote a collective responsibility between outside agencies, parents, the child and the school in meeting the desired outcome.
- To promote a welcoming environment which values diversity, equal opportunities and has an ethos of inclusion.
- To provide a differentiated curriculum and ensure continuity of provision through a whole school approach.
- To regularly monitor and review progress made by all children.

The SEND Coordinator is Miss Catherine Wasley and there is also an SEND governor (Deana Schneidau). The Governing Body as a whole has a statutory responsibility for making provision for children with SEND.

Identification and support for pupils with SEND

Identification

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom.

Teachers provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's SENCO to agree appropriate action.

In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Support for children with SEND

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special education provision in place. This SEND support will take the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Assess

- In identifying a pupil as needing SEND support the class teacher, working with the SENCO, will 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, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data will also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a class provision map or a DAF 2a 'My Plan'. The school and parents/carers will meet at least three times a year to discuss the progress made by the pupil. Where appropriate, the meeting will include other agencies including those from Health and Social Care.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- The class teacher and the SENCO, in consultation with the parents and pupil, will decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the class provision map or DAF 2a 'My Plan' with a date to review the plan. The date for review will depend on the level of need present.
- The provision map or DAF 2a will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when it will be reviewed.

- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan or class provision map will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will be notified when it is decided to provide a pupil with SEND support (although parents/carers will have already been involved in the assessment of need).

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

- There will be a review of the Class Provision map or My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is *different from* or *additional to* that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so ANY School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Wolborough CE Nursery and Primary School we support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support for SEND (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. The children move to their new class two weeks before the end of the Summer Term so they are able to meet their new teacher and spend time in their new class before the holiday. If necessary, additional transition arrangements will be made such as transition books as a reference point over the six weeks holidays.

We have identified that the transition from primary to secondary school is especially important, and often daunting, for children with SEND. A detailed transition plan is developed in the spring term in

consultation with the parents, pupil, SENCO of the secondary school and, where appropriate, outside agencies.

Resources

Allocation of resources

- Resources are allocated to support children and their identified needs.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Interventions are planned in 6 weeks blocks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to change to a new intervention, or to allow a period of consolidation in class. The SENCO monitors the impact of interventions.
- Specialist equipment, books or other resources that may help the pupil are purchased as required
- We recognise the importance of all children developing the skills to become independent learners, including those children with SEND. When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. Our school will provide support to our pupils with SEND from this budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, a request will be made for Additional Resources.

Personal Budgets

Personal Budgets are available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Head teacher:

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head teacher will work closely with the SENCO and the Governor with responsibility for SEND.

SENCO:

In collaboration with the Head teacher and Governing Body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND continuing professional development (CPD) for all staff
- Managing the Inclusion team
- Overseeing the records of all children with SEND and ensuring they are up to date
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head teacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCO on planning, pupil response and progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has a disabled toilet facility. The schools' Accessibility Plan can be accessed from the school website.

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Signed.....
Chair of Governors

Date.....

Due for review – November 2018