



## **West Ewell Primary School & Nursery Special Educational Needs and Disabilities Policy 2017**

### **Vision Statement**

At West Ewell Primary School and Nursery we are proud of our provision for children with Special Educational Needs (SEN), and we are committed to their successful integration into mainstream schooling.

Our approach to teaching and learning recognises that all children's needs are dynamic and relative and that all children may have special educational needs at any time, and for any length of time during their school career.

We are committed to working with parents and children in order to ensure each child has equal access to the curriculum and is able to reach his or her full potential.

This policy is in keeping with the School's aims and its Equality Information and Objectives Statement. The governing body and all staff of the school will aim that all pupils enjoy a broad and balanced education, which meets individual needs. As the policy is reviewed annually it will reflect the priorities of the SEND section of the School Development Plan.

### **Definition of Special Educational Needs and Disabilities**

At West Ewell Primary School and Nursery we use the definition for SEN and disability from the SEND Code of Practice (2014) which states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional***

**to, or different from,** that made generally for others of the same age in a mainstream setting in England.<sup>1</sup>

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “.....**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**”<sup>2</sup>*

### **Key Roles and Responsibilities**

The SENDCO has responsibility for:

- a. The day-to-day operation of the School's SEND policy
- b. The implementation and achievement of the key objectives
- c. Liaising with and advising teachers and support staff
- d. Co-ordinating provision for children with special educational needs, including those with EHC plans
- e. Co-ordinating arrangements with the class teacher regarding those pupils with SEN and disabilities
- f. Maintaining the School's SEND register and overseeing the records of all pupils with special educational needs and Disabilities
- g. Liaising with parents of children with special educational needs and Disabilities
- h. Contributing to the in-service training of staff
- i. Liaising with external agencies including the Education Psychology service and other support agencies, medical and social services and voluntary bodies
- j. Monitoring the progress of all children with SEN and Disabilities and responding/intervening where appropriate to increase rate of progress.

**Special Educational Needs and Disabilities Co-ordinator (SENDCO):** Wendy Thomas (Senior Teacher)

**Contact Details:** SENDCO can be contacted either by email: [wthomas@west-ewell.surrey.sch.uk](mailto:wthomas@west-ewell.surrey.sch.uk) or by telephone via the school office: 020 8393 2417.

**National Award for SEN:** Not taken as in role since before 2009.

---

<sup>1</sup> Code of Practice 2014

<sup>2</sup> Equality Act 2010

## Details of staff in school with specific roles:

|  |  |
|--|--|
| SEND Governor  | Lisa Darrant                               |
| Designated Safeguarding Lead                             | Mia Bennett; Ian Cook-Abbott; Wendy Thomas |
| Designated Governor with responsibility for Safeguarding | Clare Goldsmith (Gov)                      |
| Pupil Premium target setting:                            | Wendy Thomas                               |
| Pupil Premium funding management:                        | Adele Hinks                                |
| Looked After Children teacher responsible:               | Wendy Thomas                               |
| Looked After Children funding management:                | Adele Hinks                                |
| Medical Needs  | Wendy Thomas                               |

## Introduction

### **How was this policy put together:**

This policy was created in partnership with the Headteacher, the SEND Governor, SENDCo and parents. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

### **How can parents access this policy?**

This policy can be accessed through the school website <http://www.west-ewell.co.uk/> and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

## Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for school DfE Feb 2013
- ✓ Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- ✓ Statutory Guidance on Supporting pupils at school with medical conditions April 2014

- ✓ The National Curriculum in England Key Stage 1 and 2 framework document 2014
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards 2012

## **Aims and Objectives**

### **Aims**

At West Ewell Primary School and Nursery all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Our aim is to organise our School in ways that help teachers to respond to and indeed develop and enhance the personal qualities and interest of each member of their class.

- ✓ We believe that all children should be entitled to participate in a broad and common range of experience.
- ✓ We are aware of the problems associated with grouping children according to ability all the time, (making generalisations, labelling, self-fulfilling prophecies etc). We look to create opportunities for grouping children according to interests, friendships and preferences, where possible.
- ✓ We aim to support teachers and encourage them to feel confident in their ability to in turn support and teach all pupils successfully. This means that additional teaching resources are geared to helping class teachers. Where possible teachers work together with the aim of improving their practice through collaboration and discussion about the children's needs and potential.
- ✓ We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- ✓ Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- ✓ We want all pupils to become confident individuals who will be able to make successful transition on to the next phase of their educational journey and into adulthood.

## **Key Objectives**

These will vary from year to year and are in keeping with the School Development Plan:

- ✓ To further develop whole school provision management to ensure that there is universal, targeted and specialist support for children with special educational needs and disabilities.
- ✓ To continue to identify, assess, plan, provide and review provision for children who have special educational needs and disabilities with the child and their parents / carers.
- ✓ To ensure staff are provided with a programme of training and support which further develops good practice within the guidance set out in the SEND Code of Practice, July 2014.
- ✓ To ensure that SEND children make at least good progress.

## **Identification of needs:**

Within SEND there are 4 areas of need:

- ✓ Communication and interaction –including speech and language and social communication needs (associated with Autistic Spectrum Disorder - ASD).
- ✓ Cognition and learning – including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia.
- ✓ Social, emotional and mental health – including children who display challenging behaviour, are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD) or children who find aspects of school difficult.
- ✓ Sensory and / or physical - including hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability.

At West Ewell Primary School and Nursery we will identify the needs of each child by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. The child's individual provision map will outline the arrangements put in place.

## **A Graduated Approach to SEND Support**

- ✓ We offer quality first teaching for all children, delivered by the class teacher. Children's needs are identified and appropriate learning activities are taught.
- ✓ The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to children who may have SEND.
- ✓ Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from learning assistants or specialist staff.
- ✓ The progress of SEND children is regularly monitored through the School tracking system, pupil progress meetings and meetings with the teacher and SENDCo.
- ✓ Additional support is provided when a need is identified by the class teacher and SENDCo however additional support cannot compensate for a lack of good quality teaching.
- ✓ The quality of teaching for all children, including those at risk of underachieving is regularly and carefully reviewed through observations, learning walks and work scrutiny.
- ✓ Training is provided to develop teachers' and Learning Assistants' understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of SEND most frequently encountered.

For more information on our graduated approach see our provision map on the school website:

<http://www.west-ewell.co.uk/downloadfile/10282433>

### **How we decide whether to make special educational provision:**

This involves the teacher and SENDCO considering all of the information gathered within the School about the child's progress based on their age and starting points and against national data and expectations of progress including:

- ✓ Accurate formative assessment
- ✓ Whole school moderation of children's progress
- ✓ Working in partnership with other professionals to guide and advise on how to support individual children.

For more information see our school SEND information report:

<http://www.west-ewell.co.uk/downloadfile/10282363>

## How the decision is made to place children on the register:



### **Assess**

At West Ewell Primary School and Nursery, we will place a child on the SEND register where a need has been identified through:

- ✓ Carefully tracking children's progress and development when compared to their peers and national expectations
- ✓ Expression of concern by a class teacher, parent or medical authorities
- ✓ Specialist assessments by education and health professionals.

### **Plan**

If SEND support is required the teacher and SENDCO with the parent / carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes. All staff working with the child will also be made aware of the plan and children will be made aware of their targets. Parents will be asked to share the monitoring of progress through any learning at home.

### **Do**

The class teacher is responsible for working with the child on a daily basis and for liaising closely with any staff who provide support set out in the plan and monitor the progress being made. The SENDCo will in turn provide support, guidance and advice for the teacher.

### **Review**

The plan including the impact of the support and interventions will be reviewed termly by the SENDCo, teacher, parent/carer and child. This will inform next steps planning or where appropriate, the removal of SEND Support for the child. For children with an EHCP, the Local Authority must review the plan annually or every six months when the child is under five years old.

## **How parents, families, children and young people are involved in this process**

At West Ewell Primary School and Nursery we believe that education is most successful when parents and School staff work together in partnership. Home is where a child's first teachers are found, and so we want every person who shares a child's life to have an opportunity to contribute to his or her learning.

We aim to make it as easy as possible for parents to discuss any concerns they may have about their child. The Head Teacher aims to see parents as quickly as possible once a request for an appointment has been received.

Once DBS (Disclosure Barring Service) checks are complete, parents are actively encouraged to come into School and participate in all activities across the curriculum.

We hold regular meetings with parents to explain our approach to English and maths. We hold workshops for Reception parents to explain how we help their children to learn across the curriculum and to provide strategies that parents can use to support their children at home.

For the Annual Review EHCP meeting, children will send invitations to their parents and key professionals. Each term parents / carers will be involved in meeting with the class teacher to go over progress against previously set targets and to agree new targets set by the class teacher and SENDCO. Teachers will ensure children know their targets and how they can achieve them.

## **SEND Provision**

### **Additional Support**

SEND support can take many forms. This could include:

- ✓ A special learning programme to support reading, writing or maths: such as Precision Teaching, SNAP and Phonological Awareness.
- ✓ Extra help from a teacher or learning assistant
- ✓ Small group work
- ✓ Observing in class or at break time and keeping records
- ✓ Helping children to take part in class activities
- ✓ Ensuring children understand and ask questions
- ✓ Encouraging children to try things they find difficult
- ✓ Supporting with physical or personal care difficulties
- ✓ Specialist support from outside agencies if appropriate which may include:
  - ✓ Mainstream Speech and Language Therapy
  - ✓ REMA (Ethnic and Language Minority Achievement) support

- ✓ Learning and Language support service
- ✓ Physiotherapist and Occupational Therapist
- ✓ EP service (Education Psychology)
- ✓ Service for visually impaired
- ✓ Service for hearing impaired
- ✓ CAMHS
- ✓ Family Support Worker
- ✓ Behaviour Support Service
- ✓ School Nurse

### **Managing the needs of pupils on the SEND register**

- ✓ The School aims to respond early to identify children's individual needs by regular observations, assessments and tracking of progress.
- ✓ The School co-ordinates provision appropriate to the needs of the individual child.
- ✓ The class teacher will liaise with the SENDCo to discuss appropriate support.
- ✓ The SENDCo in conjunction with the class teacher and where appropriate SNA/LA will be responsible for maintaining and updating the support plan.
- ✓ Targets are set termly and outcomed the following term. These are shared with the parents/carers and amended if necessary.
- ✓ We keep a record of interventions and outcomes. Children have individualised SEND Support Arrangement targets. Costed provision maps are completed for individual children where appropriate.
- ✓ Research based interventions are regularly monitored and dependent on the intervention, have a set period over which children receive this support. Staff within School have been trained in the following:

Precision Teaching  
 Better Reading at primary  
 Reading Recovery  
 Early Literacy Support  
 Fischer Family Trust

- ✓ If a child does not make sufficient progress with specific interventions in place, the School will request involvement from outside agencies such as Learning and Language Support Service or Educational Psychology. Parents will either meet with the professionals or receive a report based on their observations. If appropriate the School will request an assessment for an Education, Health and Care Plan through the completion of a SEND Support Arrangements Plan. If successful, an assessment will then be undertaken and evidence gathered to support the application.

- ✓ The SENDCo is responsible for updating SEND registers and data. These are reviewed termly.
- ✓ If a child makes sufficient progress to no longer require support from interventions, they will be removed from the register and monitored. Parents are advised of any changes.

### **Supporting parents/carers and young people**

- ✓ More information about the support we offer at West Ewell Primary School can be found in our SEND Information Report on our School website
- ✓ Surrey's Local Offer which includes other agencies who provide a service can be found on the Surrey website: <https://www.surreysendlo.co.uk/>
- ✓ We welcome children with special needs into our school and see them as adding to the diversity of our community. The School caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils. The School admits children with specific language difficulties, who have EHCPs, into the Specialist Centres for children with Communication and Interaction needs (COIN – low complexity). There is provision for 3 pupils per year group YR-3 and 8 pre-school children. Admission is co-ordinated by an area panel.
- ✓ We support children with transition into our school nursery or reception classes through home visits and visits into their new classrooms. At the end of each year children visit their new classrooms and meet their teachers. Children leaving at the end of KS1 have a transition day to their new schools.

### **Supporting pupils at school with medical conditions**

At West Ewell Primary School and Nursery we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs will have an individual health care plan outlining the support and or resources that they require. We comply with the duties under the Equality Act 2010. Please see our School 'Supporting Pupils at School with Medical Needs' policy for more information.

There is regular staff training for specific medical needs such as the use of epipens. Specific training is provided on an individual basis such as hearing aids and epilepsy.

There is access to a disabled toilet for changing in both the Nursery and Annexe building. If changing a child, two members of staff are present and a record of any changing is recorded.

### **Monitoring and evaluation of SEND**

The provision for children with SEND is regularly monitored and evaluated through a robust system of Pupil Progress meetings and data analysis. The SEND Governor meets termly with the SENCo to discuss the progress of children on the Code of Practice as well as to discuss any resourcing issues that may need to be brought to the Governing Body. The numbers of children with SEND and their progress is discussed fully each term at the full Governing Body meeting.

The School Improvement Plan always reflects the priorities for children with SEND and is taken directly from the individual subject area plan.

We regularly seek the views of all stakeholders within our school through questionnaires and surveys.

Due to our Specialist provision for children with Communication and Interaction needs, we are regularly audited by Surrey as well as part of mainstream moderations at the end of Year Reception and Year 2.

### **Training and development**

- ✓ Training needs of staff are identified and planned through the Performance Management cycle and the needs of identified individual or groups of children.
- ✓ The SENCo attends Network meetings regularly as well as a confederation –led SENCo support group.
- ✓ During the academic year 2017-18, the SENCo is attending training courses focused on delivering Behaviour Support, Learning and Language and Educational Psychology observations and assessments
- ✓ Staff are able to attend regular courses according to their own needs and experience.
- ✓ Learning assistants and ancillary staff are included in staff meetings and in-service training days as well as courses where relevant.
- ✓ The Deputy Headteacher/SENCo hold meetings with midday supervisors and learning assistants to ensure that a consistent approach to the children is maintained and that individual special needs are known to all staff
- ✓ Part of the weekly staff meeting is spent discussing any children causing concern including those with SEND to ensure all staff are well informed and supported.
- ✓ We have 1 Reading Recovery trained teacher.
- ✓ We have 2 Speech therapists on site and 1 Speech and Language Therapy Assistant.
- ✓ We aim for all staff to be trained in behaviour management and have received Positive Touch training from the BSS (Behaviour Support Service).

- ✓ Several members of staff have been trained to provide Early Literacy Support.
- ✓ We have 2 teachers who have been awarded post graduate diplomas in teaching children with SEN and 5 teachers who have completed an MA in education.
- ✓ We have 1 teacher who has trained as an Elklan co-tutor and delivered training courses in conjunction with Speech and Language Therapists. The training breaks down all aspects of speech, language and communication needs and provides strategies for practitioners to implement in order to support children more effectively. Several members of teaching and support staff have completed the Elklan course.

### **Specialist facilities/ building adaptations**

The school and Nursery has a disabled toilet and shower facilities and ramps providing access to all buildings (except for the Year Reception corridor which is only accessible via stairs). There is a stair lift going to the upstairs year 2 corridor.

### **Specialist provision (at the time of the review of the policy)**

- a. Pre-school Language Centre –7 children (3-4 years) 4 children in the morning, 3 children in the afternoon (all children are either at SEN support, undergoing statutory assessment for an EHCP or have an EHCP in place).  
 Speech therapist 1 day per week  
 ELklan trained Learning Assistant 1 day per week  
 1 Teacher  
 3 Learning Assistants
- b. COIN Centre -14 children (4-8) full time (all children have EHCPs)  
 1 teacher  
 Speech Therapist 3 days per week  
 Speech and Language Therapy assistant 2.5 days per week  
 1 full time Learning Assistant  
 4 part time Learning Assistants

### **Inclusion**

Pupils with special educational needs and disabilities are fully included in the life of the school and hold positions of responsibility such as School Council and play an equal part in drama productions, sport displays, music etc. Children in the Specialist Centre in Year 1, Year 2 and Year 3 integrate with mainstream classes every afternoon and children in Reception integrate every morning. They all register in their mainstream classes with their mainstream peers.

## **Complaints Procedure**

If parents have a query about the SEND provision their child receives it is suggested that they first approach their child's teacher or SENDCO and then consult the Head teacher if they require further information. If the matter is not fully resolved it may then be referred to the Governors.

For further support or advice please contact Surrey SEND Information, Advice and Support Service (SSIASS) on 01737 737300.

## **Reviewing the SEND Policy**

|                                   |                      |
|-----------------------------------|----------------------|
| <b>Nominated Member of Staff:</b> | <b>Wendy Thomas</b>  |
| <b>Status:</b>                    | <b>Statutory</b>     |
| <b>Review Cycle:</b>              | <b>Annually</b>      |
| <b>Reviewed by:</b>               | <b>FGB</b>           |
| <b>Review Date :</b>              | <b>November 2017</b> |
| <b>Next Review:</b>               | <b>November 2018</b> |