



Special Educational Needs And Disabilities (SEND) Policy

Written October 2014

Reviewed October 2015

Reviewed October 2016

Reviewed November 2017

This policy was re-written to meet the new requirements for SEND in line with the new SEND Code of Practice effective from 1st September 2014. To provide a statutory compliant but easy to read policy we invited comments and contributions from families during the Autumn term 2014. If parents or carers would like to be involved in the annual review of our policy, please contact the SEN team on the school phone number (01787 373489) or by using the email addresses overleaf.

The SEN team

Special Educational Needs Co-ordinator (SENCO)

Mrs Suzanne Temple BA (QTS) Hons

Email: suzanne.temple@wellshall.suffolk.sch.uk

Assistant Special Educational Needs Co-ordinator

Mrs Emma Arron BA Hons

Email: emma.aron@wellshall.suffolk.sch.uk

The SENCO is a member of the Senior Leadership Team (SLT). Ref: *Role of the SENCO in Schools SEND Code of Practice, 6.89*

The SENCO has overall responsibility for ensuring children and young people with special educational needs and/or disabilities are identified and assessed, the appropriate support and approaches are in place and progress is tracked. The SENCO also advises other staff about SEND issues and procedures, and has a strategic and training role, working with the school's senior management team and governing body.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory Framework for Early Years Foundation Stage 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

At Wells Hall Primary School, we want the best for every child.

Our ethos “**Learning Together, Learning for Life**” reflects our aims:

-  We aim to be an inclusive community that promotes a caring, happy and welcoming environment.
-  Through tolerance, kindness and consideration, we all encourage and promote high self-esteem and respect of others in all relationships.
-  We aim to encourage positive attitudes, independent learning, a sense of pride and high achievement within a broad, balanced, exciting, creative and challenging curriculum.
-  We aim to have a close working partnership with Parents/Carers, Governors and Professionals in supporting the progress and development of children at school and in the community.

Our SEND aim

All children and young people have the right to expect a good education that helps them to achieve their best and helps them in their development to become independent adults and to succeed in life. Every teacher is a teacher of every child including those with Special Educational Needs and Disabilities. For children with Special Educational Needs and Disabilities, their needs can be met through varied levels of support at different times.

Our SEND objectives

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disabilities.
4. To provide a Special Educational Needs Co-ordinator (SENCO) and Assistant SENCO who will work with and support the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils and those with disabilities.
6. To develop and maintain partnerships and high levels of engagement with parents.

Defining Special Educational Needs

The 2014 Code of Practice says that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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.

Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

Identifying Special Educational Needs

The Code of Practice 2014 refers to four main areas of Special Educational Need.

1. Communication and interaction

Pupils may have a delay or disorder in one or more of the following:

Attention/Interaction Skills; Understanding/Receptive Language; Speech/Expressive Language. This includes those with Asperger's syndrome and autism.

2. Cognition and learning

Pupils may have difficulties with the skills needed for effective learning or may have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.

3. Social, emotional and mental health difficulties

Pupils may have difficulties with social and emotional development which may include anxiety, attachment disorders or attention deficit disorder.

4. Sensory and/or physical needs

Pupils may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration. This includes vision and hearing impairments and physical disabilities.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include but not just focus on the special educational needs of the child.

The following list is not considered to be a special educational need, but may still impact on progress and attainment and therefore a pupil may receive additional support or interventions.

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all schools provided under current Disability Equality legislation – these alone do not constitute a special educational need)
- Attendance and punctuality
- Health and Welfare or Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child

A graduated approach to SEN support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SEN team should assess whether the child has a learning difficulty or disability which calls for

special educational provision to be made for him or her. Where this is the case, then there should be agreement about the SEN support that is required to support the child

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- 1) The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed and strategies and provision is agreed and monitored. The pupils are discussed with the SEN team who can carry out observations to help identify barriers to learning and suggest strategies.
- 2) Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers.
- 3) Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some additional parental support. Otherwise, the child is placed at SEN Support on our SEN register.

The SEN team can carry out a range of assessments that can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with parents and children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been assessed and identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally agree to their child being placed at SEN Support
- discuss the child's needs and any assessments that have been completed
- plan support, starting a Pupil Passport that includes targets for the next term.

This forms the first two steps of the 'ASSESS– PLAN– DO– REVIEW' graduated approach required in the SEN Code of Practice. As well as parents/carers, the child themselves, contribute to the Pupil Passport. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting with parents.

The PLAN and provisions will then be implemented and worked on; the 'DO' part of the cycle. Thereafter parents, and children when appropriate, are invited to a meeting once a term to review progress made, set new targets and agree provision for the next term. In the Summer term, the review will inform the next meeting with a child's new teacher in the Autumn term.

Paperwork for children at SEN Support (SENS)

School Action and School Action Plus have been replaced by one school based category known as 'Special Education Needs Support' (SENS), sometimes referred to as 'School Support'. The pupils in this category are closely monitored, and their progress tracked each term, by the class teacher and the SEN team.

The Pupil Passport records the child's strengths and interests, what they enjoy about school, what they find hard and what strategies and resources help them to become more independent. It records specific and challenging targets for the child to achieve before the next review. In addition, personalised strategies and provision -which may be 1:1 or in a small group- are discussed in termly Pupil Progress meetings. The impact on pupil progress of Interventions led by Teaching Assistants is closely monitored by the SEN team.

Moving to an EHCP (Education, Health and Care Plan)

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

In a very small number of cases a pupil's special educational needs will, despite the extra provision, be a significant cause for concern. The SENCO will discuss with the parents whether they agree to the school referring to the Local Authority (LA) for an Education, Health and Care (EHC) needs assessment. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the referral is successful, a member of the Local Authority will arrange a meeting with parents to gather the family's and young person's views. The meeting will record the child's strengths and aspirations, the barriers they face and the desired outcomes. Once the EHC needs assessment has taken place, the LA will decide whether to issue an EHC Plan. Once implemented all plans must be reviewed at least annually. The parents, the pupil, the school and all professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

High Tariff Needs Funding (HTN)

The government introduced a new funding formula in April 2013. The funding for the greater proportion of pupils will be included in the school's main budget, schools are responsible for providing the support for any pupil with additional needs costing up to

£10,000. The Local Authority is responsible for making top-up payments for the small number of pupils with High Tariff Needs whose support costs above £10,000. There is a process of application and moderation for the different bands of top-up funding, which is allocated to schools on a termly basis.

Teaching and learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with no cap to their learning. Children with SEN and disabilities are entitled to equal teaching time by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating TA support to children, our focus is on outcomes: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

The school has a range of TA-led interventions available which are listed on a provision map. When considering an intervention, we look first at the pupil's profile of learning in order that we can select the intervention which is best matched to the child. Interventions often play a crucial role in closing the attainment gap between children with SEN and their peers, so are monitored closely by both the class teacher- who monitors progress during the intervention- and by the SEN team who monitor overall progress after the intervention. Most interventions are planned in blocks (usually of 8 weeks). At the end of each Intervention period, children's progress is assessed and recorded. A decision is then made as to whether to continue the intervention, modify the intervention to better suit an individual's need, or whether due to the accelerated progress made during the intervention, it is no longer needed.

The SEN team monitors interventions to identify what works well in terms of pupil progress and cost effectiveness.

Staff expertise

All of our teachers are trained to work with children with SEN. Some will be more experienced than others but all have access to advice, information, resources and training to enable them to teach all children effectively. Training needs for teaching staff are identified through observation and monitoring exercises, in termly progress meetings with the Head teacher or in discussion with the SEN team. We offer regular and varied training opportunities through in-school training or external courses, provision of a range of resources or guidance towards useful websites.

Some of our Teaching Assistants (TAs) have ELKLAN training which helps them to support children with communication difficulties. Other TAs have expertise and training in other areas or specific interventions. All TAs work with children with SEN and disabilities. Training needs are identified through observation and monitoring exercises, Performance Management and Professional Development Reviews or in discussion with the SEN team. The SENCo and Assistant SENCo are experienced in their roles. As well as engaging in continued professional development themselves, they offer targeted training or external training opportunities, advice and additional information or resources to support staff.

If we identify needs or information we can't access without the aid of additional, more specialist help, the school is able to make referrals for advice and support from LA services e.g., the Psychology and Therapy Service, the County Inclusion Support Service (CISS) and external agencies such as the Speech and Language Therapy Service.

Adaptations to the curriculum teaching and learning environment

Wells Hall Primary is a disability friendly school. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Where appropriate, other adaptations to the physical environment will be made to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with difficulties linked to speech, language and communication needs (including ASD), dyslexia, dyspraxia, ADHD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be broken down into smaller, more manageable steps and made more accessible by using visual, tactile and concrete resources.

Supporting pupils with medical conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to all teaching and learning opportunities including trips and PE. Some children with medical conditions may be disabled and where this is the case we will comply with duties under the Equality Act 2010. Some may also have SEN and may have a statement or Education Health and Care plan which brings together education, health and social care needs.

Please also see our separate policy – Supporting Pupils at School with Medical Conditions.

Access to extra-curricular activities

All of our children have equal access to clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from these. No child is excluded from a trip because of SEN, disability or medical conditions.

Transition arrangements

Transition into and within school

We understand how difficult the move into a new class or a new school can be for children and their parents. We will do what we can, according to the individual needs of the child, to make transitions between classes- including to and from the nursery- as smooth as possible. This may include, for example:

- SEN team liaison with previous or dual placement setting
- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are, etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition meetings are held between our Year 6 teachers and their feeder school colleagues for all Year 6 pupils. The relevant Secondary school SENCO or Student Support Manager is invited to Annual Reviews and other relevant review meetings during this final year of Primary education. Additional transition arrangements may be made at these reviews e.g. concerning extra visits, training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs Sally Wade. She meets with the SENCO at least termly to discuss actions taken by the school.

Suffolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's Local Offer is available from the website

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page> .

Our SEN Information Report, the school's contribution to Suffolk's Local Offer can be found on the school website.

In addition,

<https://www.access-unlimited.co.uk/> is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits and about how Suffolk aims to support children through education, health and social care.

Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring, non-judgmental attitude throughout the school.

Storing and managing information

All SEN documents are stored and managed securely and confidentially in line with the school's policy on information management.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Review framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Next Review Date: November 2018