



Committed to Excellence, Equality and Enjoyment

Wykeham Primary School

# Special Educational Needs and Disabilities Policy

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# **Wykeham Primary School**

## **Special Educational Needs and Disability Policy**

Wykeham Primary School is committed to safeguarding and promoting the welfare of children as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment.

We uphold the rights of everyone to equality under the law regardless of gender, age, race, belief, ability or disability, sexual orientation or identity.

We believe that our core school values of respect, responsibility, tolerance and co-operation and the British values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging children, staff and parents/carers who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation.

Wykeham Primary School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

### **1 Introduction**

- 1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have Special Educational Needs and Disabilities (SEND) and require particular support by the school. (Children and Families Act 2014)
- 1.2** Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.3** Children may have SEND requirements either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

### **2 Aims and Objectives**

- 2.1** The aims of this policy are:
  - to create an environment that is inclusive and therefore meets the SEND requirements of each child;
  - to ensure that the SEND requirements of children are identified, assessed and provided for;

- to identify the roles and responsibilities of staff in providing for children's SEND;
- to make clear the expectations of all roles in the SEND support;
- to enable all children to have full access to the school curriculum;
- to ensure that parents/carers are able to express their questions and ideas for supporting their child's learning;
- to ensure that children have a voice in their learning.

### **3 Educational Inclusion**

**3.1** In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

**3.2** The class teacher should:

- focus on outcomes for the child;
- be clear about the outcome wanted from any SEND support;
- be responsible for meeting SEND;
- use the Special Educational Needs and Disabilities Coordinator (SENDSCO) strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- have high aspirations for every child;
- set clear progress targets for children and be clear about how the full range of resources are going to help reach them;
- involve parents/carers and pupils in planning and reviewing progress;
- seek their views and provide regular updates on progress.

**3.3** Teaching Assistants (TAs) are part of the whole school approach to SEND working in partnership with the teacher and the SENDSCO to deliver interventions for children to make progress and narrow gaps in performance. To be most effective, the support they give should be focused on the achievement of specific outcomes. TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **4 Special Educational Needs and Disabilities**

**4.1** A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

## **4.2 Areas of Special Educational Need Disabilities**

Special educational needs and disabilities can be considered as falling under four broad areas.

### **Communication and Interaction**

This includes children with Speech Language and Communication Needs (SLCN) including children with dyslexia, Autistic Spectrum Disorder (ASD), Asperger syndrome, physical or sensory impairment e.g. hearing loss.

### **Cognition and Learning**

This includes children with Severe Learning difficulties (SLD) , Profound and Multiple Learning Difficulties (PMLD) , Specific Learning Difficulties (SpLD) e.g. dyslexia, dyscalculia, dyspraxia, dysgraphia.

### **Social, Mental and Emotional Health**

This includes children with anxiety disorder, oppositional problems, self-harming, substance abuse, eating disorder, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder, ASD, or Pervasive Developmental Disorder (PDD), disruptive disorders

### **Sensory and/or physical**

This includes children with Visual Impairment (VI), Hearing Impairment (HI), Physical Disorder (PD)

- 4.3** All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. All children's attainment and progress is monitored termly in the cycle of assess, plan, do and review.

## **4.4 A Graduated Approach to Identification and Provision**

The "Graduated Approach" are the steps of action and intervention to help children who have special educational needs. The approach recognises that there is a continuum of special educational needs and disabilities and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. These steps are taken to remove barriers to learning and identify successful support.

### **Assess**

The benefits of early identification are widely recognised: identifying need at the earliest point and providing good interventions; improving long-term outcomes for the child. The identification of SEND is built into the overall approach to monitoring the progress and development of all children.

The class teacher assesses each child's current skills and steps of attainment and establishes a clear analysis of the child's needs, drawing on the following:

- teacher assessment and experience of the child;
- information on a child's progress, attainment, and behaviour including Early Years Foundation Stage (EYFS) profile;
- individual's development in comparison to their peers;
- the views and experience of parents/carers;
- the child's own views;
- if relevant, advice from external support services.

This assessment is regularly reviewed to ensure support is matched to need, and that a clear picture of the interventions put in place and impact is developed.

Outside professionals from Health or Social Services liaise with the school. The SENDCO will contact them if the parents/carers agree.

The phonics screening check is a short assessment of all pupils in mainstream schools in Year 1 (and those pupils in Year 2 who did not meet the expected standard during Year 1). It can provide additional information, as part of the overall approach set out above, to help identify a child who is experiencing difficulties and may not be making sufficient progress. The phonics screening check is not used as an assessment of special educational needs and disabilities.

## **Plan**

The teacher and the SENDCO agree in consultation with the parent/carer and the pupil the 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. Parents/carers are notified when it is decided to provide SEND support

## **Do**

- The class teacher implements a programme of intervention using TAs to provide small group work.
- The teacher writes an Initial Concern Form with targets for the support.
- Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the child, working closely with TAs or specialist staff involved, to plan and assess the impact of interventions.

- All teachers and support staff who work with the child are aware of their needs, the support provided and any teaching strategies or approaches that are required.
- The SENDCO consults with parents/carers to discuss next steps and obtain permission to involve any specialist services.
- The involvement of specialists and discussions are recorded and shared with the parents/carers and teaching staff supporting the child.
- The SENDCO and class teacher, together with the specialists, consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.
- A date by which progress will be reviewed is agreed.
- Targets set by specialist agencies feed into the IEP and the intervention is monitored and evaluated at the end of the programme.

## **Review**

- The effectiveness of the support and the impact on the child's progress is reviewed by the agreed review date, along with the views of the child and parents/carers about progress and support.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
- If after a period of time, the intervention and provision does not fully meet the child's need, the SENDCO will consult with parents/carers to discuss next steps. This could be to record the child on the SEN register or if appropriate to make a request to the borough Special Educational Needs Assessment Service for a Statutory Assessment which may give the child an Education Health and Care Plan (EHCP).
- The pupils support will be recorded on either the school Provision Map or on an Individual Education Plan.
- The school record details of additional or different provision (SEN support) on the school's information system.
- The teacher provides an Individual Education Plan (IEP).
- Parents/carers are encouraged to contribute to the IEP and meet with teachers to discuss progress and help set further targets.
- The IEP is reviewed at the end of each term.

## **5 The Role of the SENDCO**

**5.1** The SENDCO role is a strategic one working with the core leadership team to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice to ensure every child with SEND receives the personalised support that they need.

**5.2** The role of the SENDCO includes:

- oversee day-to-day operation of the school's SEND Policy;
- coordinate provision for children with SEND;
- liaise with designated teacher where a Looked After Child (LAC) has SEND;

- advise on graduated approach to SEND Support;
- advise on use of delegated budget and/or other resources;
- liaise with parents/carers of children with SEND;
- liaise with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act 2010;
- ensure that SEND records are up-to-date;
- provide training and support for staff.

## **6 The Role of the Governing Body**

- 6.1** The Governing Body must have regard to the SEND Code of Practice (2015) and should oversee the implementation of the reform and provide strategic support to the Headteacher.
- 6.2** The Governing Body must publish information on the school's website about the implementation of the SEND Policy.
- 6.3** The Governing Body must ensure that there is a qualified teacher designated as SENDCO.
- 6.4** The Governing Body must cooperate generally with the Local Authority (LA), including in developing a Local Offer and when the school is being named in an EHCP.
- 6.5** The Governing Body must ensure that arrangements are in place in schools to support children at school with medical conditions.
- 6.6** The Governing Body must also publish information about the arrangements for the admission of disabled children; the steps taken to prevent disabled children being treated less favourably than others; the facilities provided to assist access of disabled children and their accessibility plans.
- 6.7** The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents/carers on the success of the school's policy for children with SEND requirements. The Governing Body ensures that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- 6.8** The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The responsible person in this school is the Headteacher. The Headteacher ensures that all those who teach a child with an EHCP are aware of its nature.

- 6.9** The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **7 Allocation of Resources**

- 7.1** The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs disabilities provision within the school, including the provision for children with EHCP. The SENDCO maintains a current Provision Map. The Provision Map identifies the provision for all the identified children on the SEND register.

- 7.2** The Headteacher informs the Governing Body of how the funding allocated to support special educational needs disabilities has been employed.

- 7.3** The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to EHCPs. The SENDCO draws up the resources bid annually.

- 7.4** Each class has standard SEND resources. The SENDCO will advise teachers about resources and activities for children with SEND.

## **8 Assessment**

- 8.1** Early identification of SEND is vital. The class teacher informs the parents/carers at the earliest opportunity to inform them of concerns and enlist their active help and participation.

- 8.2** The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. The teacher makes assessments, followed by planning and implementing strategies and resources to try to remove the barrier to learning. The progress is then reviewed.

- 8.3** The SENDCO works closely with parents/carers and teachers to plan an appropriate programme of support.

- 8.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **9 Access to the Curriculum**

- 9.1** All children have an entitlement to the curriculum which is broad and balanced that addresses their needs.

**9.2** Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives. We differentiate work appropriately and we use assessment for learning to inform the next stage of learning.

**9.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Arrangements are made to accommodate a pupil's physical needs to access the curriculum. Provision in PE lessons adjust the use of space, task, equipment and personnel to address the needs of pupils with SEND.

## **10 Partnership with Parents/Carers**

**10.1** The school works closely with parents/carers in the support of those children with SEND requirements. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with SEND requirements.

**10.3** We have regular meetings each term to discuss progress with their parents/carers. We inform the parents/carers of outside agency interventions, and we share the process of decision-making

## **11 Pupil participation**

**11.1** In our school, we encourage children to take responsibility for their learning and to make decisions. Children are encouraged and supported to give their views.

**11.2** Children are involved at an appropriate level in setting targets in learning and in the termly review meetings. Children are encouraged to make judgements about their own performance against the lesson objectives with their self-assessment for learning. Children are invited to annual reviews to make their contribution.

## **12 Monitoring and Evaluation**

**12.1** We will record the strategies used to support the child at the level of School Support on the class Provision Map.

**12.2** A pupil receiving support from an outside agency will have an Individual Education Plan (IEP). We will consult parents/carers prior to a referral to an outside agency. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

- 12.3** The SENDCO monitors the children with SEND requirements. The SENDCO provides staff and governors with regular summaries of the impact of the policy and practice of the school.
- 12.4** The SENDCO supports teacher to write IEPs for children. The SENDCO and the Assessment Coordinator hold regular meetings to review the work of the school in this area.
- 12.3** The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.