

Watling Street Primary School

Special Educational Needs and Disability Policy

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Headlines from the 2014 Code of Practice.

From September 2014

- 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 Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
communication and interaction
cognition and learning
social, emotional and mental health
physical and sensory.

Defining SEN

The 2014 Code of Practice says that:

A 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 SEN

SEN at Watling Street Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children at SENS (SEN Support)

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

- The progress of every child is monitored continually. Data is analysed by class teachers, the data manager and the SLT. Where children are identified as not making appropriate progress they are discussed with the SENCo and a plan of action is agreed
- 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

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 extra support within lessons or small groups, or some parental support. Otherwise, the child is placed at SEN on our SEN register.

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.

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

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. Parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

In the summer term, there is an annual review of the child's progress.

The Family Support Advisor – Mrs Lesley Manley and the SENCO – Mrs J Pilgrim are available to address any issues parents may have.

If parents are not satisfied that their concern has been addressed the Head Teacher is always available.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

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

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

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. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. However, we also recognise that at times pupils with SEND may need to be taught in a small group or with 1-1 support both in and outside of the classroom

When allocating additional TA 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.

The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in order to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the

intervention- and by the SENCo who monitors overall progress after the intervention. The effectiveness of interventions is evaluated at a review of the SENS plan.

We have a team of support staff who are experienced in supporting pupils with a wide range of education, social and emotional needs. Support staff use a variety of teaching and learning methods with pupils and will work alongside pupils within the class, in small groups, withdrawal groups or 1-1 support. All teaching staff are available at the end of every school day to discuss any issues with parents or carers. Where appropriate home/school link books are provided to ensure that there is an effective flow of communication between parents/carers and staff.

Adaptations to the curriculum and learning environment.

In addition to these approaches and resources, adaptations are made to the curriculum to ensure that, SEN pupils have equal opportunity and access to all areas of school life – including physical activities and extra-curricular clubs (1-1 support for these clubs is available if appropriate). Risk assessments will be carried out and reasonable adjustments made where necessary.

Other adaptations to the physical environment will be made, as appropriate, 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 tendencies towards dyslexia, dyspraxia, ASD 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 simplified and made more accessible by using visual, tactile and concrete resources.

The school has made adaptations to the physical environment to enable pupils with physical disabilities to have equal access to all areas of the school. There are accessible toilet facilities and a wheel chair lift is available for the pupils to use.

Access to and from the playground is enabled through double doors.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school 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 providing 1-1 support if necessary. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to use the advice and guidance of specialist teachers expertise from the local authority. This includes access to Educational Psychologists, CAMHS, speech and language teachers, teachers of both

hearing and visually impaired children and the behaviour support team. This also gives us access to a wide range of specialist resources e.g. specialist hearing equipment.

Transition Arrangements

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

This may include, for example:

- 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.

Pupils transferring from another school who have an identified SEND are given appropriate support to enable them to transition smoothly into a new environment without impacting upon their learning. We work closely with staff from other schools to enable the sharing of information and write individual transition plans. Parents are fully involved in this process.

Where a pupil with SEND is transferring to our school during the school year we arrange to visit them in their setting and encourage them to visit us. This helps to ensure a smooth and supportive start to life in our school.

The local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school. Transition in to reception, and then into each successive year group, is supported by meetings, information leaflets and taster sessions in each new class.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5. The secondary school SENCO is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits

Resources

Schools receive funding for all pupils with special educational needs. Top up funding is provided for pupils who have an individual Educational Health Care Plan (EHCP). Parents will be consulted as to how this money is used to support their children. Parents will be informed if they are eligible for a personal budget. This will be used to fund any agreed plan formulated by professional advisors, parents and school.

The school has a wide range of ICT equipment available to help pupils access learning. This includes, iPads, laptops, kindles. Specialist software is available for the children to use.

Workstations, timers, Makaton signs and symbols are also available to aid children with communication difficulties. Additional specialist resources are purchased as the need arises.

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 R. Jones.

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.

This policy will be reviewed annually or sooner in the event of revised legislation or guidance.

J. Pilgrim SEN CO

L. Powell Head Teacher

Reviewed Full Governor Meeting 27.03.2017

Review on or before March 2018