

# Special Educational Needs and Disability (SEND) Policy

Waddington All Saints Primary School  
Special Educational Needs and Disability (SEND) Policy

June 2015

## **The SEND team**

### **CLASS TEACHER:**

The role of the Class Teacher is to:

- Manage and meet the day to day needs of all children in their class, including those with special educational needs.
- Establish and maintain strong links with parents of children who have been identified as having special needs, keep them fully informed of schools concerns and the strategies that are in place.
- Inform team leaders of any child that is causing significant concerns.
- Liaise with the SENCO about possible strategies that could be used and outside support that may be available.
- Complete all relevant SEN paperwork, including gold sheets.
- Complete outside agency referrals, as discussed with the SENCO.
- Report back to SENCO on the outcomes of outside agency support.
- Consider SEN needs when completing class purchasing.

### **TEAM LEADER:**

The role of the Team Leader is to:

- Manage human resources within their team to enable appropriate provision to be made for children with special needs.
- Support teachers within their team to meet the needs of children who are causing significant concerns.
- Meet with parents to discuss significant concerns, as and when necessary.

**SENCO:** Catriona Wright SENCO Award & SLT representative for SEN (class teacher)

SENCO's role is to:

- manage the day-to-day operation of the policy;
- have an overview of all significant concerns relating to SEN.
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs through the SEN Administrator;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.
- to support teachers when a child has been identified as having significant concerns that are not showing signs of improvement, with support from the Team leader.

**SEN ADMINISTRATION:** Janet Hollis (SEN administrator)

The SEN administrator maintains the SEN register, has contact with outside agencies and support and checks that SEN targets and paperwork are up-to-date and filed.

All SEN discussions should firstly be arranged by appointment with the child's class teacher. The teacher will then discuss the child's needs with the SENCO and Team Leader if further support is required and the next steps will be agreed.

**The Governing Body:** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher in liaison with the SEN Manager.

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

### **School's beliefs and values around SEN**

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. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
  - do all our children achieve their best?
  - are there differences in the achievement of different groups of children?
  - what are we doing for those children who we know are not achieving their best?
  - are our actions effective?
  - are we successful in preparing pupils to live in a diverse society?

### **Aim and aspirations**

#### **Objectives**

- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure that parents are able to take an active role in their child's learning by coproducing SEN targets
- To ensure that our children have a voice within the coproduction of their SEN targets
- To identify and provide for pupils who have special educational needs and additional needs
- To create an environment that meets the special educational needs of each child
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEN Policy
- To provide support and advice for all staff working with special educational needs pupils
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- 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

### **Identifying Special Educational Needs**

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

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Other contributing factors which may impact upon progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour (this may present as an underlying response to a need)

All children are assessed when they enter our school (see Marking including Assessment overview), 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.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support.

## **Disabled Children**

We are as committed to meeting the needs of children with disabilities, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the revised Disability Discrimination Act 2005 and the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy (including Disability Equality Duty and Accessibility Plan) identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

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Teachers ensure that the work undertaken by disabled children:

- 1 takes account of their pace of learning and the equipment they use;
- 2 takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- 3 is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- 4 allows opportunities for them to take part in educational visits and other activities linked to their studies;
- 5 uses assessment techniques that reflect their individual needs and abilities.

### **Children with medical conditions**

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents are asked to advise the school about any medical condition that their child may have. A medical form must be completed in detail by the parent. Where necessary a care plan should be coproduced by the teacher and parents which details their child's condition and how the school staff can support these needs.

### **Support for parents in HM Armed Forces**

Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN.

### **A Graduated Approach to SEN Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Before a child is recorded on the SEN register, teachers must be able to:

- Evidence the quality first teaching that has taken place in the form of differentiation for individual pupils which must be recorded on the Provision Map.
- Demonstrate the action that has been taken to firstly establish specific barriers to learning (liaising with previous teacher, LSA's, provision map, intervention planning, contacting previous school/setting)
- Apply the **ASSESS – PLAN - DO – REVIEW cycle**.
- Share concerns with parents and record discussion including agreed actions for both school and home on the Parent Partnership Form
- Demonstrate how (if applicable) additional intervention has been used to support the quality first teaching
- Liaise with the SENCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment and using effective tools.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

If support is needed from outside services, parents will be consulted prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used which will form part of the child's SEN targets. The new strategies in the will, wherever possible, be implemented within the child's normal classroom setting.

At Waddington All Saints the quality of teaching for all pupils, including those at risk of underachievement is regularly and carefully reviewed. Where necessary support may be given to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

### **Managing Pupil's Needs on the SEN Register**

#### **The Process**

The class teacher is responsible for ensuring that they follow the assess – plan – do – review cycle. This means that the teacher must;

- Assess the child using PIVATs to establish whether the child has a significantly greater difficulty in learning than the majority of others the same age
- Establish whether the child 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
- Consider how quality first teaching will be demonstrated in the planning in terms of differentiation to meet the specific needs of the child.
- Implement a provision map detailing focus children and the learning opportunities that will be provided.
- Implement intervention planning that will reinforce and embed the quality first teaching. Use the feedback to inform future teaching and planning.
- Review the evidence to establish whether the intervention given has had a positive impact which has helped the child to make adequate progress.
- Ensure that parents are kept informed and have the opportunity to share their knowledge of the child.
- Consider if completing an 'Early Help Assessment' is required in identifying support needed.

SEN targets must be reviewed with parents every term. At these meetings the new SEN targets must be coproduced with and signed by the parents and the child.

The Gold sheet must be signed by all who attended the SEN target review meeting.

All paperwork must be handed to Janet Hollis in the office.

Copies of all paperwork must be put into the teacher's purple class file to ensure that it is up to date.

### **Assessment**

We recognise that the identification of a child's need can be made by a number of people including G.P., Health Visitor, previous teacher/educator, parent.

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress using PIVATs. This is an ongoing process.
- The SENCO works closely with parents and teachers to plan an appropriate programme of support.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school. Children are involved at an appropriate level in setting their SEN targets in review meetings. Children are encouraged to make judgements about their own performance against these targets. We recognise success here as we do in any other aspect of school life.

### **Partnership with parents**

We are working more closely with parents and children to ensure that 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.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Allocation of resources**

The SEN Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

### **Storing and Managing Information**

SEN paperwork is held centrally in the filing cabinet. Gold sheets, SEN targets and outside agency reports are kept within the child's individual paper file.

Class folders are kept above the filing cabinet and contain:

- Parent Partnership forms
- All About Me front sheets
- SEN targets
- PIVATs tracking
- Provision maps
- Positive Handling Plans

The paperwork is kept up to date.

### **Reviewing the Policy**

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

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.