

# Great Whelnetham Church of England Primary School

## Policy for Special Educational Needs & Disability (SEND)

Approved by Governing Body:  
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Review by: 29<sup>th</sup> March 2019

## Definition of Special Educational Needs and Disability

'A child or young person has 'Special Educational Needs & Disability' (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

### Code of Practice (2014)

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 Sept 2014.
- Schools SEN Information Report regulations (2014).
- Statutory Guidance for Supporting pupils at school with medical conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers standards 2012.

### The Aims & Objectives of Our School SEND Policy

All our children have the right to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into Key Stage 3. At Great Whelnetham Church of England Primary School our leading principle is one of Inclusion.

The principle objectives of our Special Educational Needs & Disability Policy are as follows:

- To work within the guidance provided in the SEND Code of Practice (2014).
- Appoint a SENDCo who will work with and champion the needs of the children with SEND and their parents.
- To enable all children to experience success.
- To seek the views of the child and take account of them.
- To ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met.
- To ensure that quality first teaching, differentiated for individual students is embedded in every class and that teachers are held accountable for the progress and attainment of all students whether or not they have additional needs.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress and realise their full potential.
- To encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.

- To encourage an effective parent partnership to ensure that parents are informed of their child's SEND and communication between parents and school is effective.
- To enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- To ensure that all students with SEN and disabilities are able to participate in all activities of the school (Equalities Act; Disability Discrimination Act 2010), alongside the other pupils.
- To promote effective partnership and to involve external agencies where appropriate.
- To encourage the whole school community to demonstrate a positive attitude toward SEND.

The school Governors will report annually to parents on the implementation and success of the special educational needs & Disability policy.

The term Special educational needs and disabilities (SEND) refers to children who are experiencing difficulties in learning, communication and personal development that are significantly greater than other pupils in the school. The SEND Code of Practice describes four areas of difficulty:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Some children will experience difficulties in more than one area.

#### Roles and Responsibilities/Co-ordination of provision

The provision for children with special educational needs is a whole school responsibility.

#### Governing Body

The Governor responsible for SEND is Jo Kydd.

The governors have a specific responsibility to ensure that:

- Necessary provision is made for any pupil who has special educational needs.
- Pupil's needs are made known to all who are likely to teach them.
- Teachers in school are aware of the importance of identifying and providing for pupils who have SEND.
- That pupils with SEND are able to join in all activities of the school together with pupils that do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Parents are notified of a decision by the school that SEND provision is being made for their child.
- They have due regard of the SEND Code of Practice (2014) and the Disability Rights Code of Practice.

### The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with individual teachers and the school's SEND Co-ordinator (SENDCo). The Headteacher seeks out and shares best practice with the LA and other schools within the Bury School Partnership.

### The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet the needs of these children. All staff, both teaching and non-teaching are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

### The Special Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Sarah Jenkins. She is a qualified teacher with a National Award in Special Education Needs. She has responsibility for co-coordinating SEND provision and is involved in the strategic development of the SEND policy. She has responsibility for the day to day operation of the SEND policy, through SEND Support including children with a Statement or an Education Health Care Plan (ENCP), working closely with staff, parents and other agencies. Co-ordinating provision for pupils with special educational needs.

- Liaising with and advising fellow teachers.
- Managing learning support assistants alongside the Headteacher.
- Liaising with other school's SENDCo, advisory teachers, educational psychologists, school nurse, speech and language therapists and other services.
- Liaising with receiving school SENDCos to ensure positive transitions for our children.

The SENDCo Meets regularly with SENDCos at other schools to enable her to keep up to date with current initiatives locally and nationally to seek out and share best practice.

### Admissions and Inclusion

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### Specialist Provision

The school does not have a specialist unit.

### Special Facilities

The school has provision for parents, carers and pupils with mobility issues and offers complete wheelchair access with two disabled toilets.

## Allocation of Resources

Each year the school plans and provides additional resources from the school budget for pupils with special educational needs. The school spends this money on:

- Learning support assistants.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively.
- Special books, assessments and equipment.
- Research based interventions – training and materials.
- Whole staff training.
- Traded services from specialist support services i.e. County Inclusive Support Service, Educational Psychologist, Dyslexia Outreach.

The details of how individual pupils receive support are recorded on their Individual Educational Plans (Pupil Passports). Pupil passports are written in 'pupil speak' in order to ensure that children fully understand their learning targets and feel part of the process.

## Funding for SEND support

The school has an amount identified within their overall budget, called the notional SEND budget. We use this as part of our normal budget planning, to determine our approach to using our resources to support the progress of pupils with SEND. The SENDCo, head teacher and governing body establishes a clear picture of the resources that are available to our school. The local authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the national prescribed threshold.

## Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support intervention programmes.

Our school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Information from parents is always sought.

The Governing Body will ensure that the school makes appropriate provision for all pupils identified as having need of special educational provision.

The Governing Body reviews the policy and the allocation of available resources and the success of the policy in meeting SEND.

## Other factors which may impact on progress on and attainment but which are not SEND:

- Disability (the Code of practice outlines 'reasonable adjustment' duty but these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Child Looked After.
- Being a child of a Serviceman/ woman.
- Behaviour (these are often an underlying response to a need).

## Differentiation

Differentiation means teaching a pupil in ways and at a level which match their learning needs. Pupils make progress at different rates. Not all pupils learn the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will evaluate then implement strategies to ensure opportunities for better progress are achieved. *All staff are responsible for identifying, supporting and teaching pupils with special educational needs.* The SENDCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

## A Graduated Approach to SEND Support

At Great Whelnetham School high quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. Our school recognises that additional support cannot compensate for a lack of good teaching and as result we expect quality first teaching from all teachers and adults involved with our pupils.

Teaching is carefully and regularly monitored to ensure that all of our pupils receive the highest quality education. The progress of all children is monitored through lesson observations, work scrutiny and Pupil Progress Meetings on a half termly basis in order to identify those at risk of underachievement. Discussions within Pupil Progress Meetings review the effectiveness and impact of the interventions which are in place to support vulnerable pupils.

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. Pupils are only identified as SEND if they do not make adequate progress even though they have participated in relevant interventions/ adjustments and good quality personalised teaching. The teacher and SENDCo consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This information includes accurate formative and summative assessment data to track each pupil's progress from their starting points.

## Arrangements for Partnership with Parents - Supporting Pupils and Families

The school will always tell parents when their child is receiving help for their SEND. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with

special educational needs will be treated as partners and supported to play an active and valued role in their pupils' education.

The school guides parents towards the Local Authority, Bury Schools Partnership and school Local Offers (Regulation 53).

Parents are invited to attend 3 parents' evenings offered by the school to all parents.

These sessions are designed to enable parents to feel more confident in the provision that has been put in place to support their child's needs and to feel supported with ways in which you can contribute to their child's learning.

Each child's class teacher will work closely with parents at all stages in his/ her education and should be the first port of call in case of difficulty. If parents have concerns they should first talk to the class teacher.

The Headteacher carries out home visits for all children who join our reception class each year. This visit enables the school to understand the needs of individual children and it is an opportunity for parents to raise any concerns that they may have about their children development and possible needs.

Parents of pupils with SEND will also be invited into school to discuss any further information they or the school may have in order to further support their child.

### Pupil Voice

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in some of the decision making processes, including setting learning targets and contributing to Pupil Passports. Pupil's views will be recorded at each term and will participate in pupil perception activities on a regular basis.

All pupils identified with SEND contribute to a one-page profile enabling staff to understand the child's feelings about their additional needs and how they like to be supported. At Great Whelnetham School pupil voice is important to all staff to ensure that we are providing the best support we can for the child to achieve their best.

### Managing Pupils needs on the SEN Register

Pupil Passports are written at the start of the school year and reviewed half termly, however targets set can be adjusted more frequently according to the progress of each child. Such changes are annotated on the Pupil Passport as the passport is a working document which details identified targets. Parents are encouraged to make comments on their child's Pupil Passport so that it is a shared document. Feedback from parents is highly valued by all staff at Great Whelnetham.

Pupil Passports are written and updated by class teachers in consultation with the SENDCo who has an overview of the process. The SENDCo uses information from interventions and pupil passports to access referrals to external professionals for guidance, assessment of additional needs and provision of tailor made interventions. It is the responsibility of the SENDCo to complete and coordinate all referrals.

Our Local Offer details the areas of support which we offer. This is made available on our school website.

See local offer -

[http://www.greatwhelnetham.suffolk.sch.uk/website/special\\_education\\_needs/243084](http://www.greatwhelnetham.suffolk.sch.uk/website/special_education_needs/243084)

### Use of Data and Record Keeping

All data for pupils with SEND is discussed at the pupil progress meetings and monitored by the SENDCo. All pupils with SEND have a file which includes all information with regards to referrals, pupil passports and information reports. Also copies of all Education Health Care Plan and High Tariff Funding applications.

### How we help children with SEND to make the transition between year groups and phases

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND.

- Staff are aware of all children through ½ termly tracking meetings.
- At the hand-over meeting in the summer term the current class teacher and the new class teacher go through the child's records as part of the transition handover ensuring all information and records are transferred.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom.
- For a child transitioning to the next stage of their education or changing school a sharing of information will be undertaken to ensure as smooth a transition as possible. The information shared as part of this process will be jointly agreed between the school, parents and the child.

Complaints procedure - See school's complaints policy.

[http://www.greatwhelnetham.suffolk.sch.uk/website/school\\_policies/242514](http://www.greatwhelnetham.suffolk.sch.uk/website/school_policies/242514)

### Supporting Pupils with Medical Conditions

The school recognises that pupils at schools 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 SEND 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.

The school works closely with medical professionals where a medical condition exists and complies fully with the requirements of each child's Care Plan. All staff are fully trained for the administering of medication where stated in the care plan. Please see our policy for supporting pupils with medical needs.



## Accessibility

We monitor and assess the needs of all pupils in order to ensure that we remove all barriers to learning. The needs of all pupils are discussed and equipment purchased where necessary. The school monitors the accessibility plan to ensure that ALL children can access all aspects of school life. We use the advice given by medical professionals, where applicable, to the learning environment and activities that take place within it.

We ensure that the curriculum is fully inclusive and that a child's medical and/ or educational needs are fully met. Our extracurricular activities, including school clubs and school trips are fully inclusive.

This policy is reviewed annually by the school and governors.