

SEND Policy

Willen Primary School



Approved by: Carrie Matthews

Date: October 2018

Last reviewed on: NA

**Next review due
by:** October 2019

Special Educational Needs Policy

Introduction

Willen Primary 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. Teachers take account of these needs and make additional provision to support all children effectively. Some children have barriers to learning which require particular action by the school. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the barriers experienced by the child. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Safeguarding:

At Willen Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse including bullying; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Willen Primary School procedures and processes will be followed at all times in accordance with the Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads; Carrie Matthews, Sarah Orr, Kim Cole, Claire Dale, Hayley Gates as procedures state.

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents play an active role in supporting their child's education;
- to ensure that our children have a voice in this process and that their views are taken into account.

Educational inclusion

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. 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.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy, mathematics, social and emotional and physical skills;
- planning to develop children's understanding through the use of a range of teaching strategies and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and understand their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special educational needs

Children with special educational needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- *they have significantly greater difficulty in learning than the majority of children of the same age;*
- *they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.*

A child will not be regarded as having a learning difficulty solely because of the language or way of communicating at home being different from the language in which he or she is taught.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter 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.

If our assessments provide evidence which shows 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.

We will record, in an Achievement Plan the strategies used to support the child. The Achievement Plan will show the short-term target set for the child, and the teaching strategies to be used. The Achievement Plan will be reviewed each term.

Achievement Plans indicate arrangements that are **additional to or different from** that which is normally available and will achieve the following:

- Raise achievement of pupils with SEN;
- Be a working document that is accessible to all who are working with the child;
- Use a simple format and be jargon free;
- Celebrate the child's areas of strength;
- Help parents to see the progress their child is making;
- Help pupils to monitor their own progress.

They will consist of:

- Short term targets set in consultation with the pupil;
- Teaching strategies and resources to be used;
- Monitoring sheets for the adult working with the child to complete;
- A 'My Learning Plan' in child speak for the child to monitor their progress.

If the Achievement plan review identifies that support is needed from outside services, we will consult parents 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 already in school. This enhanced level of support is called **SEND SUPPORT**. External support services will provide information for the child's new Achievement Plan. The new strategies in the Achievement Plan will, wherever possible, be implemented within the child's normal classroom setting. The external support services will then review the progress made and advise the school of any further action needed.

External support services include:

- Special Education Needs and Disability Inclusion Service (SENDIS) which includes: Learning and Cognition, Complex Needs and Visual and Hearing impairment.
- Speech and Language Therapists
- Educational Psychologist

If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan will be made to the Local Authority. A range of written evidence about the child will support the request.

The role of the SENDCo

In our school the Special Educational Needs Co-ordinator is Hayley Gates. Hayley is responsible for:

- the day-to-day operation of the policy;
- co-ordinating the provision for individual pupils;
- managing responses to children's special needs;
- supporting and advising colleagues;
- seeking advice from and liaise with external agencies where necessary;
- contributing to and managing the records of all children with special educational needs;
- managing school-based assessment and completing the documentation required by outside agencies and Local Authority;
- acting as a direct link with parents;
- monitoring and evaluating the school's special educational needs provision and reporting to the governing body.

The role of 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.

The governing body 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 Local Authority 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 SEND provision is to be made for their child.

The governing body has identified S. Mohideen to have specific oversight of the school's provision for pupils with special educational needs. The governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Headteacher and SENDCo are 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 and SENDCo meet regularly to agree on how to use funds directly related to statements.

Assessment

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 will also make the SENCo aware of any concerns and needs.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The class teacher and SENCo work closely with parents 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 intentions (L.I) with 'Steps to success' to show children how to meet the L.I; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Achievement Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children with additional needs, who are listed as SEND support and who have a statement or Education Health Care plan all have an Achievement plan.

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.

Partnership with parents

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. Parents have much to contribute to our support for children with special educational needs and should meet with the SENCo at least twice in the school year to review the child's progress.

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.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets and reviewing them on a weekly basis to ensure that they have a clear understanding of the progress they are making. Children are encouraged to make judgements about their own performance against their Achievement Plan targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review

The SENDCo monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body.