

Whitnash Primary School

Special Educational Needs and Disability (SEND) Policy

(To be read in conjunction with our policies on Disability Discrimination, Inclusion and Teaching and Learning.)



At Whitnash Primary School, the Special Needs and Disability Coordinator (SENDCo) is Assistant Head, Mr David Hitchins. (National Award for SENCOs – 2012)

If you have an SEN issue you are invited to contact Mr Hitchins in person, by phone or by email.

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1. Introduction

1.1 This policy is currently based on the Special Educational Needs (SEN) Code of Practice 2015 which gives practical guidance to schools on how to implement their statutory responsibilities in relation to Children and Families Act (2014).

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching, which 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 needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the Local Authority (LA);
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

1.4 Special educational needs may relate to one or more of the following areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical Needs;

1.5 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 difficulty experienced by the child.

1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be 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 Equality Act 2010. We will assess each child as required, and make the appropriate provision based on their identified needs.

2. Aims and Objectives

2.1 In making provision for pupils with SEN, our aims and objectives are:

- □to create a learning 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 from the earliest possible age;
- □to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- □to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- □to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- □to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- □to ensure that parents or carers are able to play their part in supporting their child's education;
- □to ensure that our children have a voice in deciding how their individual needs might best be met;
- □to ensure that all necessary resources are made available to meet pupils' individual needs.

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 and strive to put these into practice 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 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.

3.2 Teachers respond to children's needs by:

- □providing support for children who need help with communication, language and literacy;

- □planning to meet children's individual learning needs by using a wide range of teaching and learning strategies;
- □planning for children's full participation in learning, and in physical and practical activities;
- □helping children to manage their behaviour and to take part in learning effectively and safely;
- □helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities that the school offers.

4. Assessment of need and the 'Graduated Approach'

4.1 The SEN Code of Practice 2015 describes a 'graduated approach', on the part of schools and Early Years Settings, through which the provision made by the school or setting is based on the principle of assess, plan, do, review. (6.44 to 6.56 SEN Code of Practice 2015)

4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.

4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.

4.4 We recognise that all teachers are teachers of all children and as such are responsible for the teaching of Special Needs Pupils. Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as Element 1 Universal Provision: high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as Element 2 Targeted Provision, and pupils in receipt of such intervention may not be considered to have special educational needs.

4.5 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.

4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use Element 1 and 2 strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as Higher Needs Element 3 provision. These children will be included on our register of SEN, and parents will be made fully aware of this designation and the outcomes of our assessments. This level of support is referred to as SEN Support. 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 or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The special educational needs coordinator (SENCO) will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs. This may include the use of external services such as Early Intervention Service, Integrated Disability Service, Speech and Language and Educational Psychologist.

4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or emotional needs, we will record the special planning required in a class and individual provision map. The provision map will record the child's extra needs, the

planned outcomes of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and interventions to be used. It will also indicate the date for the provision to be reviewed. In most cases, this review will take place once a term.

4.8 Parents or carers will be offered the chance to discuss the provision for their child, in line with the normal discussion for all pupil, however these meetings can be longer as necessary. The SENCO may also attend these meetings. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the meeting. Provision Maps will be shared with parents and their input encouraged.

4.9 If a review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist.

4.10 If, after a period of two terms of support through targeted support, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment for an Education Health and Care Plan may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an EHCP needs to be drawn up.

4.11 Nationally, only a very small proportion of pupils with SEN will require an EHCP. An EHCP is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, then we will take every step possible to make the provision required by it. All pupils with an EHCP will have an annual review, conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

5. The Role of the SENCO

5.1 In our school, the special educational needs coordinator (SENCO):

- □ manages the day-to-day operation of our SEN Policy and maintains the SEN register;
- □ co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through Elements 1, 2 and 3;
- □ supports and advises colleagues;
- □ oversees all assessments of the progress made by pupils with SEN;
- □ arranges and attends all review meetings, many of which he/she will chair.
- □ maintains records of all children with SEN;
- □ acts as a main point of communication with parents and carers, in addition to the class teacher;
- □ acts as the link with external agencies and support services;
- attends Warwickshire SENCO network meetings to keep up to date with local and national developments in SEND;

- □ monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- □ manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- □ contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.

6. The Role of the Headteacher

6.1 The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. He/she oversees and line manages the work of the SENCO. In particular cases, the headteacher may liaise with external agencies and the LA, and may chair some review meetings, particularly of pupils with an EHCP.

7. The Role of the Governing Body

7.1 The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.

7.2 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 LA and other schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

7.3 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 headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

7.4 The SEN governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

8. Allocation of Resources

8.1 The SENCO 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.

8.2 The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some EHCPs, has been used.

8.3 The headteacher and the SENCO meet annually to agree on how to allocate and use our SEN funding. The SENCO draws up the necessary resources bid when the school is planning its budget.

9. Partnership with Parents and Carers

9.1 The school works closely with parents and carers in the support of those children with special educational needs. We will also signpost parents to support agencies such as SENDIAS We encourage an active partnership through an on going dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

9.2 The school website contains a link to this policy, details of the Local Authority Offer and the School's SEN Information Report as required by Code of Practice 2015. The named governor overseeing SEN provision is available to talk to parents and carers of pupils receiving additional support.

9.3 Through regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

10. Pupil Participation

10.1 At Whitnash, 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 and abilities.

10.2 All children, including those with SEND are involved in an appropriate way in agreeing targets. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

11. Monitoring and Review

11.1 All teachers monitor and review the progress of all pupils, including those with SEND.

11.2 The SENCO monitors the progress or difficulties of children on the SEN register. He/she provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEN provision.

11.3 The SENCO is involved in supporting teachers in drawing up provision maps for their class. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

11.4 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEN policy.

Signed:

Date: