

Walmore Hill Primary School

Special Educational Needs and Disabilities (SEND) Policy

Introduction: Every Child Matters

We aim to ensure the 'Every Child Matters' outcomes are evident in our school community, to help every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

Walmore Hill Primary School values the contribution that every child and young person can make. All children and young people with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. As a result of this, the governing body, Head Teacher, Special Educational Needs and Disabilities Co-ordinator (SENDCo), and all other members of staff, have important responsibilities.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- To enable pupils with SEND to maximise their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

Roles and responsibilities

Governors

The Governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to provision for children with SEND; establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's SEND work. There is a link governor for SEND who monitors provision for children with SEND through discussions with the SENDCo.

Special Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo has responsibility for the day-to-day management of all aspects of the provision for children with SEND. As SENDCo they are closely involved in the strategic development of the SEND policy and provision by:-

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND

- liaising with and advising fellow teachers
- managing teaching assistants who work specifically with SEND children
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services, and voluntary bodies
- Ensuring that the governing body is kept fully informed about developments in SEND

All teaching and non-teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. All teachers and teaching assistants have a duty and responsibility to ensure appropriate provision, and successful outcomes for children with SEND. Staff are given regular opportunities to undertake training to enable them to develop their knowledge and skills in a variety of areas.

Links and Support

The SENDCo attends relevant courses/conferences and is a member of the Hearts of the Forest SENDCo Cluster. Teachers and non-teaching staff have access to training related to their role and are involved in the writing of both the SEND Policy and the Behaviour Policy. Newly qualified teachers and staff new to the school are supported by the SENDCo in matters relating to SEND provision.

The school is supported in its work by the Education Psychology Service, SENDSS (Special Educational Needs Support Service), The Primary Behaviour Support Team, The School Nurse and Paediatrician, The Education Welfare Officer and Social Services.

Support for Medical Conditions:

Should a child with a medical condition join the school, or develop a medical condition whilst at the school, then full consideration to that child's needs and welfare would be taken into account. Where necessary, staff should be trained in how to assist or support the child, how to administer medication, or how to offer therapy the child needs within a school context. All staff would be made aware, where appropriate, of the child's needs and consideration would be given to ensure the child was cared for appropriately.

The role played by pupils with SEND and Parents/Carers of pupils with SEND:

In accordance with the SEND Code of Practice the school believes that the children should be at the centre of the process and should be involved in discussions about the support they need.

It is also viewed that all parents of children with SEND should be treated as equal partners. The school provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities to play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Admission Arrangements

The Local Authority (LA) is the school's admissions authority. The school acknowledges in full its responsibility to cater for pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The school has carried out a detailed audit for accessibility (Feb 2011) and has identified how a child or member of staff with a disability could be catered for.

Allocation of Resources

The Head Teacher 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 Head Teacher informs the governing body of how the funding allocated to support SEND has been deployed.

Identification and Graduated Response:

Current legislation requires an integrated approach to assessment and planning. This ensures children, young people and families are central to the process. There is now a single school-based category of 'Special Needs' which has replaced the categories of 'School Action' and 'School action Plus'. Those children who are recognised as having needs beyond this point may be subject to a Statutory Assessment which will lead to a Education Health Care Plan (EHCP).

If there is a concern relating to a child having special educational needs, the class teacher and teaching assistant will discuss these concerns with the SENDCo. These concerns may be of a social, emotional, behavioural or academic nature. Early identification is essential, followed by an open conversation with the child and his/her parents or carers to discuss their needs and ways of providing support to meet specific and agreed outcomes. A graduated approach to both recording and monitoring progress of children and young people with SEN and /or Disabilities ensures knowledge and understanding of what is working and not working to help a child can be gathered and built upon. This graduated approach and process will allow the school to build up a picture of needs and support that can be used in the statutory assessment process if a decision is made that a child needs the support of an Education, Health and Care Plan.

The stages of the graduated response are as follows:

My Profile: All children, but especially those with SEND, are invited to create a one-page Profile which includes what is important to them; their hopes and goals; what helps them and doesn't help them. This information will then be used to inform provision.

My Plan: When a child is identified as having special educational needs, they may become subject to the category of 'My Plan'. The class teacher consults with the parent/ carer and the child themselves to complete a plan that identifies the needs, outcomes and actions needed to address those needs that have been identified. The plan should use the personal information from 'My Profile' to inform the outcomes and the way in which they can be achieved.

My Plan+: If special needs have been identified that require assessment and intervention from different agencies, a multi-agency framework will be put in place to ensure that all assessments and support can be brought together into one single plan. This will help the child and their family to experience a more co-ordinated approach, creating a 'team around the child.' Information from 'My Plan+' will then be used, if appropriate, to aid in the compiling of an Education, Health and Care Plan (EHCP)

Education, Health Care Plan: Some children with significant educational, social or behavioural needs may require a higher level of support through a statutory Education, Health Care Plan. This plan may entitle the child to extra support during formal assessment, but this will vary from case to case.

The SEND Register:

If a child becomes subject to one of the plans outlined above, they will be placed on the SEND Register. This is a register of any children who require support for special educational needs. It sets out what their area of need is, and any other information that helps ensure that the child is acknowledged as having special educational needs.

The child will remain on the register for as long as they are deemed to have SEND. If a child's needs change and the gap in their learning closes and is more in line with their peers, they may be removed from the register, but their progress will continue to be monitored. If a child is still on the SEND Register towards the time of leaving Walmore Hill Primary School, a full transition process will take place with their new setting to ensure their needs are catered for.

The 4-part cycle of 'Assess, Plan, Do, Review' will inform any decisions about whether a child is placed on the SEND register, and at what stage of the 'Plan' process they are on; My Plan, My Plan+ or EHCP. Similarly, the same cycle will be used to decide if the child can be removed from the register.

Access to the Curriculum:

All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEND are taught, for most of the time, with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age or ability. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from, and the support of, the SENDCo, teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes. This may take the form of small group interventions or additional support in tests and examinations.

The school acknowledges that its practices make a difference. Because of this the SENDCo and class teachers regularly review issues related to pupils with SEND, such as classroom

organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Access to the Wider Curriculum:

In addition to the statutory curriculum the school provides a wide range of additional activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

Information Storage:

All information pertaining to the needs of a child with SEND is considered sensitive and is kept in a secure location. Any information required to ensure the child had any barriers to learning removed; their health and well-being managed correctly; their safety and the safety of others addressed will be shared with teaching and support staff when appropriate.

Evaluation of Provision:

The aim of our school's provision for SEND children is to allow them to make the maximum progress possible. The implementation of clear and effective assessment procedures is vital to the evaluation of our policy.

Other criteria include:

- Good record keeping,
- Maintenance of the SEND Register
- Record of visits and contact with support services and agencies
- Meetings with parents
- Setting yearly targets
- Clear links to School Improvement Plan
- Effective inclusion of SEND children
- Staff awareness of SEND procedures adopted in school

Evaluation of the effectiveness of this policy:

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The aim of our school's provision for SEND children is to allow them to make the maximum progress possible. The implementation of clear and effective assessment procedures is vital to the evaluation of our policy.

Evidence will include:

- Analysis of the attainment and achievement of different groups of pupils with SEND
- Regular observations of teaching by Head teacher or SENDCo
- Success rates in respect of outcomes
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the governing body/SEND governor
- Mapping of interventions given to SEND children and its impact

- Maintenance of assessment records (e.g.TargetTracker) which illustrate progress over time and inform future planning and target setting.
- Regular meetings between SENDCo, class teachers & teaching assistants

Arrangements for Dealing with Complaints from Parents:

The procedure in the Complaints Policy will be followed. In summary, if any parent wishes to express concern about the provision being made for their child they should do so firstly to the class teacher. If at any stage the parent feels their concern has not been addressed they should then refer it to the Head Teacher. If a problem remains then the Governors of the school will become involved.

Equality Statement:

The school recognises that it has to make special efforts to ensure that all groups prosper, including those:

- with special educational needs;
- who have difficulties accessing the school;
- who speak English as an additional language;
- who have frequent moves and/or lack stability leading to time out of school (e.g. children in care);
- who as children are caring for others;
- who come from homes with low income and/or inadequate home study space;
- who experience bullying, harassment or social exclusion;
- with low parental support or different parent expectations;
- with emotional, mental and physical well being needs;
- who exhibit challenging behaviour;
- who come from ethnic minority groups including travellers, refugees and asylum seekers.

School Offer

For further information related to the School Offer please refer to a separate document on the Walmore Hill Primary School website.

Policy written by Mrs. Suzanne Loten
 Date this policy was adopted: 11th October, 2015
 Review Date: October, 2016
 Review Date; 1st September 2017