

WISBOROUGH GREEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our Ethos

Wisborough Green Primary is an inclusive community which encourages all children to become independent learners and have the skills to equip them for success in the future. We encourage everyone to work in **unity, persevere**, be **positive**, have **respect**, be **creative, empathise** with others and be **honest!**

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Our teachers provide a personalised curriculum that is responsive to the needs of all children. Children who have additional needs and Special Educational Needs and Disabilities (SEND) are encompassed and provided for in the classroom because every teacher has responsibility for every child or young person, including those with SEND.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND, if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

"Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” (Code of Practice 2014)

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some other curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

A child is NOT necessarily a pupil with SEN if they have the following:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- having English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Roles and responsibilities

The SENDCO

The SENDCO is Miss Arwenna Greenway.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Co-ordinating provision for children with special educational needs and tracking their progress.
- Liaising with and advising fellow teachers.
- Managing learning support assistants and teaching assistants
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Do his/her best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Have regard to the code of practice when carrying out duties to all pupils with special educational needs.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that the pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practicable 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.
- Ensure that parents are notified of a decision by the school when SEND provision is being made for their child.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

A Graduated Approach to SEN Support

At Wisborough Green School, we understand that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, are at risk of, or may have SEND. Provision for children with Special Educational Needs and Disabilities is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities in deciding the provision for the children in our school. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need or disability, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

The class teacher, after discussion with the SENDCO, pupils and parents, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. If a child is placed on the SEN Support register then parents, carers, teachers and children will draw up an Individual Learning Plan. This will be a working document which tell us exactly what needs have been identified, how to remove

key barriers to learning effectively and targets set for all involved. Class teachers will be responsible for evidencing progress according to the outcomes described in the plan. These plans will be available and updated twice a year (October and March) with parents.

In order to help children with Special Educational Needs, Wisborough Green School will adopt a graduated response. We will assess a child's progress, follow a plan of action (mapped out on ILPs) and then review the action. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children and the SENDCO will have responsibility for ensuring that records are kept and available when needed. These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and 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 share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCO through a school email address (sen@wisboroughgreenschool.org.uk).

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support or other Wave 3 intervention such as Reading Recovery, Fresh Start and Firstclass@number materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed throughout each stage. Parents will be invited to meet regularly with the class teacher and SENDCO. The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Individual Learning Plans

We will provide two target and two review ILPs per year (October and March). Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the child's success will be demonstrated
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (The United Nations Convention on the rights of the child) All children and young people have rights. Most references to rights are about what is due to children from others, particularly from their parents and the state and its agencies. The Code of Practice is about the right of children with special educational needs to be involved in making decisions and exercising choices. Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. In our school the views of the children will be acknowledged by all staff. The age of the children will determine whether this takes a verbal or written form. Children should be involved in the writing of their ILP targets, where possible. Children will always be involved in the review process and their opinions will be recorded.

Storing and Managing Information

Pupil records and SEN information may be shared with relevant staff to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Paper copies of pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when

pupils leave our school. Any information kept digitally will follow the data protection policy and West Sussex guidance.

Specialisms

The school has no special support facility. We have access for wheelchair users and parents via a ramp at the main entrance. We also have a toilet with access for disabled pupils. An Accessibility Plan alongside the Disability Equality Scheme is in place. Refer to relevant policies.

Outside Agencies

We have a range of outside agencies which we can access/consult through school. These include; Educational Psychology

The Social Communication and Learning Behaviour Support team

Speech and Language Therapy

The school Nurse

Play Therapists

Learning Mentor

Family Link Worker

Emotional Literacy Support Assistant

Each of these has a referral form and protocols are followed in the event of referral. In all cases parents are informed if a referral is to be made.

At Wisborough Green Primary we may also have links with:

Occupational Therapy

Physiotherapy

CAMHS – Child and Adolescent Mental Health Services

The Child Development Centre

Beacon House

These agencies can only be accessed through a referral from the child's own doctor, or under exceptional circumstances through the school nurse.

Monitoring arrangements

This policy and information report will be reviewed by Mrs Elaine Duarte (the SEND Governor) every **year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

➤ Accessibility plan

➤ Positive Behaviour Policy

➤ Equality information and objectives

➤ Supporting pupils with medical conditions