

WISBOROUGH GREEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Approved by the Governing Body: March 2024
Next review due by: March 2025

SENDCo – Mrs Donna Barnard
SEND Governor – Carolyn Lee

This Special Educational Needs and Disability Policy has been written with regard to the Special Educational Needs and Disability Code of Practice (2014) which draws on the relevant legislation of the Children and Families Act (2014) and the Equality Act (2010). This Special Educational Needs and Disability Policy should be read in conjunction with the school's Inclusion Policy, Accessibility Policy and Plan, Equality Policy, Teaching and Learning Policy and Supporting Children with Medical Conditions 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.

Definitions

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states that:
“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or 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 facilities of a kind generally provided for others of the same age in mainstream schools.”

SEND Code of Practice (2014) - Introduction xiii and xiv

Identifying children with Special Educational Needs or Disabilities

At Wisborough Green Primary we have a clear approach to identifying and responding to SEND. Class teachers, supported by the Senior Leadership Team, make regular assessments of children's progress. When monitoring children's progress, class teachers will be looking for children who have made less than expected progress given their age and individual circumstances. They will be looking to see if progress:

- Is significantly slower than that of their peers from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Children identified as having special educational needs or disabilities and receiving SEND Support are placed on the school's SEND register. In line with the SEND Code of Practice (2014), children's SEND are categorised into the following four Broad Areas of Need:

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

At Wisborough Green Primary, we recognise that if a child is not making sufficient progress, it does not automatically mean that the child has SEND. For example, the following factors do not necessarily constitute SEND: English as an additional language; being in receipt of a Pupil Premium Grant.

Although a child may not have SEND, the school recognises that many children may need a little extra support at some point in their school life. At Wisborough Green Primary, those children who access a group intervention but are not registered as having SEND are recorded as receiving Additional Support rather than SEND Support. The school's system for recording children's level of support as either Additional Support or SEND Support is in keeping with all the schools in The Weald locality.

Roles and responsibilities

The SENDCO

The SENDCO is Mrs Donna Barnard.

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 about 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 (Carolyn Lee) 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 SENDCO 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
- Use the Ordinarily Available Inclusive Practice to support children in their class
- Ensuring they follow this SEND policy

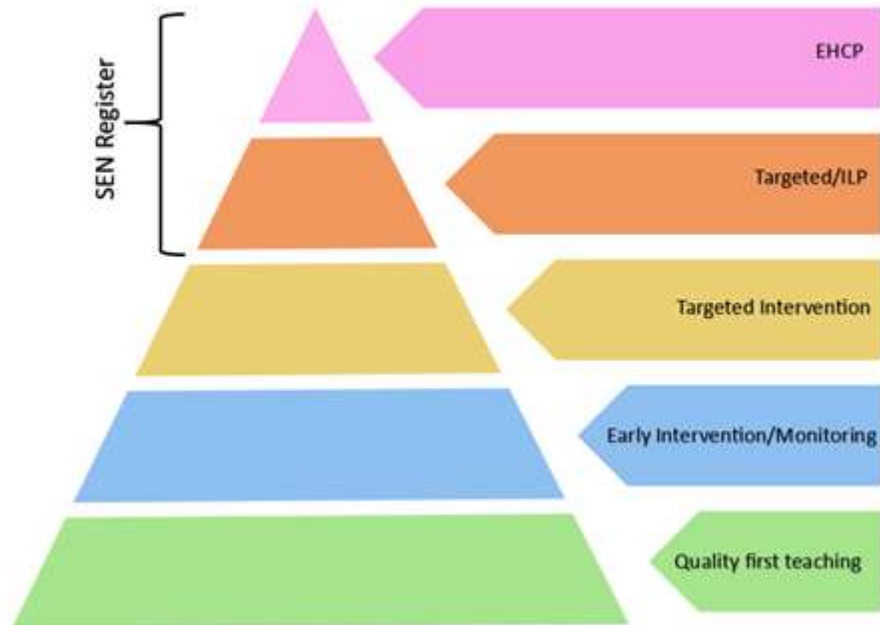
A Graduated Approach to SEN Support

At Wisborough Green School, we understand that high quality teaching, scaffolded 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 most frequently encountered SEND. 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 adopts a graduated approach to this support. The child will be supported through different levels of provision. The levels of provision are discussed in greater detail below.

Levels of Support



1. Ordinarily Available inclusive Practice - Quality First Teaching

At this stage it is the class teachers who will identify difficulties. They will notice individual differences and adjust their teaching and use quality first teaching strategies.

2. Early Intervention

At this stage, the Class Teacher will use class assessments to identify areas of the curriculum that a child may be struggling with. This will highlight areas of strength and weaknesses and will indicate which areas a child requires further support. The class teacher will use the Ordinarily Available Inclusive Practice to decide the best provision to support the child.

3. Targeted Intervention

The class teacher will involve the SENDCo to assess the child's strengths and difficulties and response to the current intervention. The school will do an informal screeners/assessment to ensure they are aware of what the child is struggling with.







Targets/ILPs

- The child will be moved onto the SEN register and an Individual Learning Plan will be written specifically for their needs. These targets will be reviewed termly with both the

parents and the child's views considered. Specific literacy intervention may be put in place such as:

- Individual Maths or Literacy support
- Precision Teaching – individual targeted work on reading & spelling
- Language skills support
- Learning Mentor support

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		Individual Learning Plan		Date:		Pupil:	
How I like to be supported... 							
What I can do now? 		My Target 		How are you going to help me? 		How did it go? 	

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5. Specialist Intervention

The school may feel that they need further advice from external professionals such as the West Sussex Learning Behaviour Advisory Team, Educational Psychologist, Speech and Language Team, Autism and Social Communication Team, Play Therapist, Occupational Health etc. These specialists will work with the school to provide targets for the children. These will also be incorporated with their ILPs.

Regardless of the level of support a child receives once in the monitoring stage, the support will be a four-part cycle of Assess, Plan, Do and Review. In the monitoring stage this cycle will be completed by the class teacher only. The SENDCo will support once the child is in the targeted intervention stage. This four-part cycle ensures that a child's progress is constantly monitored and ensures that the intervention in place is both relevant and effective.

Assess

The SENDCo and class teacher will carry out a clear analysis of the child's needs. This analysis will draw on the teacher's assessments, previous progress and attainment of the child, and the views of the child and parent.

Plan

The SENDCo and class teacher will agree in consultation with the parent and child the adjustments, interventions and support to be put in place, along with a clear date for review.

Do

Although the class teacher remains responsible for working with the child daily, they may also access intervention support. At Wisborough Green Primary, interventions are delivered by the SENDCo, the Learning Mentor or Teaching Assistants (TAs).

Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed and evaluated in line with the agreed date. The child and parent's views will also be incorporated into the review. The SENDCO and class teacher will revise the support considering the child's progress and development, deciding on any changes that need to be made to the provision.

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).

Pupil Participation

Children have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The child's views should be given due weight according to their age, maturity and capability. (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 on their Pupil Profiles.

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

The SENDCo will fully involve parents in any decision to access outside agency support. Any advice received will be incorporated into the child's Individual Learning Plan (ILP).

Requesting an Education and Health Care Plan

At Wisborough Green Primary we constantly monitor the effectiveness of SEND provision. However, if a child continues to make less than expected progress, the school, in

collaboration with parents, may decide to request an Education, Health and Care needs assessment. If agreed, an EHC assessment will allow the local authority the chance to assess whether it needs to make provision for a child through an EHC plan. During this assessment the school, child, parents and outside agencies need to submit up-to-date assessments and reports to support the application. If the local authority decides to grant an EHC Plan, the school, child, parents and outside agencies will continue to work closely together, to monitor the child's progress following the Assess, Plan, Do and Review cycle. Further information on requesting an EHC needs assessment can be obtained through the school's SENDCo or through the West Sussex Local Offer or West Sussex Information Advice & Support Service.

Specific Learning Difficulties

At Wisborough Green Primary School, Mrs Barnard is the named link person for dyslexia. Please see Appendix One for more information.

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

Appendix One

Identification and provision for learners with specific learning difficulties in literacy (including Dyslexia)

At Wisborough Green Primary School we believe that every child deserves the best and we work hard to foster their talents and strengths. We will provide the tools to support and enable every child to achieve their full potential, to be inspired by others and to believe in themselves.

At Wisborough Green Primary School, Mrs Barnard is the SENDCo and is the named link person for dyslexia.

The British Dyslexia Association say that dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person is unique; so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning differences. It usually runs in families and is a life-long condition.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

We have agreed to use the **Rose definition of dyslexia**:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.'

- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

In addition, we believe that:

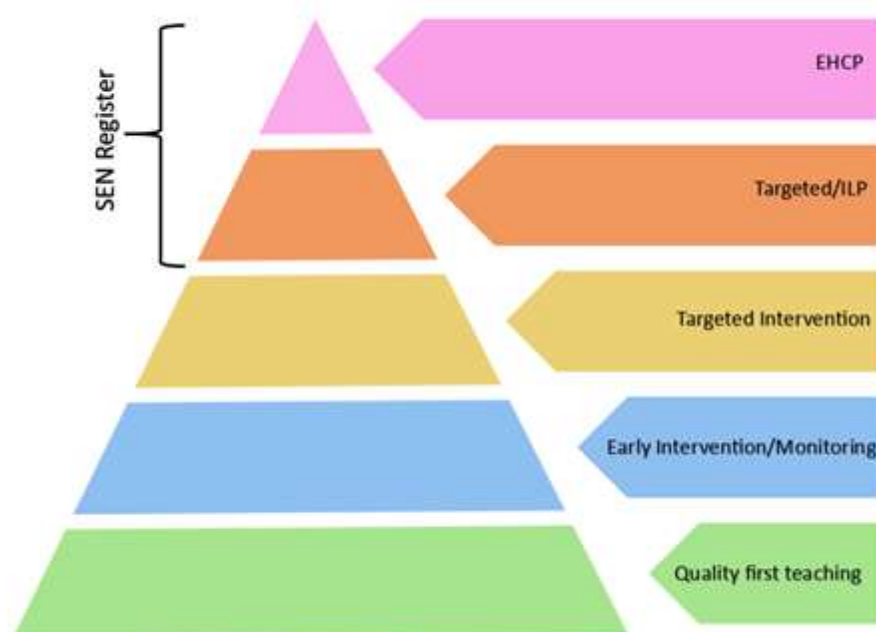
1. Children with learning difficulties that do not have their origin in dyslexia may present as having difficulty with mastering literacy skills, but this may be for reasons other than dyslexia.
2. If a child does not make the expected progress after a short intensive block of intervention, this may show they are at risk of dyslexia.
3. Dyslexia is a learning difference that requires a graduated process of identification and support.

4. Current research indicates dyslexia is a phonological processing difficulty overall, however 20% of cases do not show phonological processing difficulties. Of these 20% it may be that a significant number have co-existing special needs that impact on responsiveness to intensive support provided for dyslexia e.g.: visual processing difficulties, motor sensory integration difficulties.
5. Support for dyslexia should be ongoing, consistent and offer over-learning opportunities.
6. Dyslexia is a life-long specific learning difficulty that is not related to intelligence, race or social background.
7. It is crucial to hear the voice of the child and to support their self-esteem.

Graduated Approach

At Wisborough Green Primary School we use a graduated approach in order to support children's learning. The following 5 level model is used for identifying and supporting literacy and dyslexic difficulties and will assist teachers in making decisions about a child. At all levels, the voices of the children and their parents/carers will be clearly heard.

Levels of Support



1. Ordinarily Available inclusive Practice - Quality First Teaching

At this stage it is the class teachers who will identify literacy difficulties. They will notice individual differences and adjust their teaching and use quality first teaching strategies. They will also know that some children may have dyslexia. However, it is not their role to diagnose that a child has dyslexia. If parents or carers raise the question of dyslexia at this stage, class teachers will explain that this possibility will be explored with the SENDCo in the light of the

response to literacy interventions. They will also explain what whole class strategies are being put in place and that, at this stage, no different intervention would result even if a positive identification of dyslexia was made.

Teaching Strategies

- Multi-sensory teaching strategies
- Use of inclusive teaching techniques, e.g. talking partners, peer support
- Effective adaptation of work e.g. by task/by outcome/by material
- Pre teaching vocabulary
- Limited copying off the board
- Strengths as well as difficulties of all pupils are known
- Visual support e.g. visual timetable
- Variety of learning styles addressed within a lesson
- Various methods of recording encouraged e.g.: mind mapping, ICT, drama, pictures, flowchart, and oral presentations
- Chunking instructions into small parts
- Teaching memory strategies e.g. mnemonics, visualisation
- Providing brain breaks
- Positive marking to support personal targets
- Using a high-quality phonics programme, 'Song of Sounds, allowing pupils to learn at their own pace, and with opportunities for over learning and reinforcement.
- Access to pastoral support for self-esteem, confidence and anxiety management

Equipment, resources and the environment

- Tabletop toolkits may include high frequency word lists, topic words, sound mats, writing frames, post it notes, highlighter pens, personal dictionaries, visual prompts for active listening, b/d cards, pencil grips, reading rulers/tinted overlays, sloping boards
- Access to ICT to support reading and writing, e.g. Clicker 7, voice recorders, sound buttons, laptops & iPads.
- Coloured backgrounds and dyslexia friendly fonts e.g. Infant Sassoon
- Displays to include (as appropriate), alphabet, high frequency words, topic words, days of the week, months of the year, narrative prompts (who, where, when, what happened, end), phonic prompts, mind maps, all with picture support.
- Access to high interest/low reading age books.

2. Early Intervention

At this stage, the Class Teacher will use class assessments to identify areas of the curriculum that a child may be struggling with. This will highlight areas of strength and weaknesses and will indicate which areas a child requires further support. Intervention will then be put in place to support these areas.

3. Targeted Intervention

The class teacher will involve the SENDCo to assess the child's strengths and difficulties and response to the current intervention. The school will do an informal screener (GL Dyslexia Screener). The child will be moved onto the SEN register and an Individual Learning Plan will be written specifically for their needs. These targets will be reviewed termly with both the parents and the child's views considered. Specific literacy intervention may be put in place such as the use of Nessy.

5. Specialist Intervention

The school may feel that they need further advice from external professionals such as the West Sussex Learning Behaviour Advisory Team. Parents may decide to pay for a dyslexia qualified professional to do a dyslexia assessment for their child.

Access Arrangements and Dyslexia Identified

Dyslexic difficulties do not automatically entitle pupils to access arrangements to be made for National assessments/examinations. There are different types of access arrangements that are possible for pupils i.e. reader, scribe, rest breaks, additional time, use of ICT and as such there are different requirements for each of these.

Code of Practice

Dyslexia is listed in the Code of Practice under Cognition and Learning.

Useful Websites

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.nessy.com/uk/>