

**Wroughton and Burrington Church of England
Primary Schools**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



**Improving Outcomes: High aspirations and Expectations for children with
Special Educational Needs and Disabilities (SEND)**

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1. AIMS

All children are entitled to a rich, high quality education that is appropriate to their needs, promotes excellent standards of achievement and enables them to fulfil their potential.

The aims of this policy are:

- To enable every child to achieve their best, experiencing high levels of success
- To promote individual confidence, self-esteem and a positive attitude
- To ensure that all children have access to a broad and balanced curriculum, which is exciting, relevant, differentiated and appropriate to their needs, building on existing learning and facilitating progression of skills, knowledge and experiences
- To give all children equal opportunities to take a full and active part in school life
- To involve parents, carers and children themselves, in planning and supporting at all stages of the child's development

- To ensure that responsibilities held by staff and Governors for SEND are implemented, monitored and reviewed.

2. DEFINITION

The Special Educational Needs Code of Practice (2015) defines a child of compulsory school age or a young person as having a special educational need if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability, which prevents or hinders them from making use of the educational facilities generally provided in the area.

Special Educational Provision means provision, which is different from or additional to that which would normally be available to pupils of the same age.

3. SEND CODE OF PRACTICE (2015)

The SEND Code of Practice: 0 to 25 years (January 2015) provides statutory guidance for organisations which work with and support children and young people who have special educational needs and/or disabilities. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

4. BROAD AREAS OF NEED

The SEND Code of Practice (2015) identifies areas of need for children up to the age of 25 as follows:

- **Cognition and learning**

This may include children who learn significantly slower than their peers because of a moderate, severe or profound learning difficulty. In addition, some children with a specific learning difficulty may need support in this area e.g. dyspraxia.

- **Social, emotional and mental health issues**

These issues may manifest themselves in any number of ways such as challenging behaviour, anxiety or depression and may include specific conditions such as Attention Deficit and Hyperactivity Disorder (ADHD).

- **Sensory and/or physical needs**

Children with a physical disability may need adult support, equipment or adaptations. This may include sensory impairment of sight and/or vision or a physical disability such as cerebral palsy or epilepsy.

- **Communication and Interaction**

Children with speech and language difficulties or those on the Autistic Spectrum may need support in this area.

Children with SEND may have needs in more than one area and these can change significantly over time. Regular discussion with the child and adults involved with them, as well as regular cycles of 'Assess, Plan, Do and Review' will ensure that interventions and strategies match evolving needs.

5. INVOLVEMENT OF PARENTS/CARERS AND CHILDREN

At every step, the school will involve the child and their parents/carers in identifying needs as well as discussing and providing teaching, adaptations and interventions to meet them. This may include individual or group activities with the child, meetings with parents (which may involve external professionals and/or voluntary organisations), signposting parents to sources of information, support and advice and consulting individual or groups of parents on policy and practice within the school, creating a culture of collaboration and partnership for the benefit of the child.

6. IDENTIFICATION

All children are entitled to a balanced and broad-based curriculum, including both the Early Years Foundation Stage and the National Curriculum, and the majority of children will have their needs met through high quality teaching. Early identification of children who are making less than expected progress given their age, circumstances and previous progress may require special provision. It is important to deliver appropriate intervention, to enable the child to make appropriate progress, catching up with his/her peers.

Sources of Identification may include:

- Current skills and level of attainment on entry
- Information from other providers or external agencies
- Teacher observation
- Assessment and pupil tracking data (including SATs and standardised tests)
- Specific focused assessment
- Parental information
- Peer information
- Child's own views

Children with English as an additional language are not regarded as having special needs. Persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEND, other possible causal factors will be investigated, and Early Help Assessment (EHA) may be appropriate.

7. PROVISION

High Quality Teaching, including Differentiation

Differentiation means providing children with different 'avenues' to access the learning in the classroom, so that they can process information, make sense of ideas and construct knowledge regardless of differences in their starting point or learning style.

Children make progress at different rates, not all children learn in the same way, or have the same interests, motivations, or learning styles. Children need to be taught in different ways or with different resources and assessment measures, which acknowledge these differences.

- Class teachers and subject co-ordinators have responsibility for ensuring that the curriculum is adapted and enriched to meet individual children's needs.
- Early support for children with special educational needs and disability will usually be within the classroom by means of differentiated tasks and/or adult help.

Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group to work on specific areas of need such as literacy or maths.

Additional Interventions and Support

If there is still cause for concern about a child's progress, despite high quality teaching, the class teacher will instigate a cycle of 'assess, plan, do, review' and provide teaching and learning which may include specific interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies. These could include short, regular phonic interventions; computer based activities (inside of out of class) such as 'NESSY' for children experiencing difficulties with literacy; groups for improvement of social or classroom skills or numeracy based interventions such as Number Sense.

In addition, under the Equality Act 2010 the school must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Thought will be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school also has a wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Achievement for All (AfA)

Some children with SEND may be part of the 'Achievement for All' Programme, a national initiative which involves schools working closely with the families of children who are not achieving their full potential to find innovative ways to tackle any barriers to learning, putting the whole child at the centre of the process. More information is available on the Wrington school website about the AfA programme.

8. INDIVIDUAL LEARNING PLANS

Where a child needs additional and different intervention an Individual Learning Plan may be used to focus learning on particular areas of need.

- In consultation with parents and the child, an Individual Learning Plan (ILP) will identify a small number of specific targets and additional strategies to be employed.
- Individual Learning Plans may be used to inform everyday practice but will normally be reviewed at least 3 times per year and updated as appropriate.

A range of options may be appropriate which could include specific tailored activities small group work, or 1:1 support to close the gaps between the child and their peers.

9. EXTERNAL AGENCIES

If appropriate, support or advice may be sought from outside agencies such as the Local Authority (Vulnerable Learners' Service), health services such as Speech and Language, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Physiotherapy, School Nursing Team, Educational Psychologists, private providers or voluntary organisations. Parents and Carers will be fully involved in discussions and decisions and parental consent will be required before any request or referral is made.

10. EDUCATION AND HEALTH CARE PLANS (EHCP)

If a child is not progressing, despite a range of differentiated teaching, support and interventions and there is significant cause for concern, the school/parents/carers may request an Education and Health Care assessment by the Local Authority. Following such an assessment the Local Authority may write an Education and Health Care Plan, which may or may not be statutory which will determine the provision for the child. An EHCP may or may not allocate additional funding over and above the existing delegated SEN funding. This is subject to an Annual Review.

1.1. RESPONSIBILITY FOR MEETING THE NEEDS OF CHILDREN WITH SEND

Class Teachers

All teachers are teachers of children with SEND. They are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND. They are responsible for:

- Identifying children with SEND through the 'Assess, Plan, Do, Review' cycle.
- Implementing the procedures to ensure special educational needs are met.
- Planning and delivering a high quality, differentiated curriculum specific to their needs.
- Planning work and evaluating interventions for support staff working with children either on a 1 to 1 basis or in groups.
- Ensuring that classroom organisation and teaching style respond to children's diverse learning needs.
- Identifying and sharing information about children with possible SEND with the Special Educational Needs Co-ordinator (SENCO).
- Taking responsibility for the writing, operation and review of Individual Learning Plans (ILPs) with smart targets, and liaising with support staff to develop activities and teaching strategies for individual/groups of children.
- Ensuring that Provision Map is up to date, providing a school wide record of SEND provision.
- Developing good partnerships with parents, informing and involving them in the target setting and review process.
- Sharing ILPs with the children - seeking their views about their learning.
- Updating the class SEND folder - containing Individual Learning Plans and any other relevant information on individual children. This is confidential.
- Maintaining additional records, where appropriate e.g. class behaviour logs for specific children with social, emotional or mental health needs.
- The attainment and progress of all children in their class, including those with SEND.

Special Educational Needs Co-ordinator (SENCO)

The SENCO has responsibility for:

- The day-to-day operation of the school's SEND policy and co-ordinating provision for pupils with SEND.
- Supporting and advising colleagues.
- Maintaining the school's SEND register and managing pupil records.
- Monitoring Provision Map to ensure that appropriate ILPs are in place.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Work with families to enable the best outcomes for children, providing advice, guidance and sign-posting as appropriate.
- Carrying out assessments in liaison with the assessment co-ordinator / class teachers.
- Contributing to and organising staff CPD in relation to SEND.

- Monitoring and evaluating the SEND policy and provision.
- Liaising with the SEND Governor.
- Building and maintaining links with outside agencies and professionals including other school SENCOs, Educational Psychologists, the Vulnerable Learners' Service, Sensory Support Team Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, School Nursing Team, Community Paediatrician and other health professionals.
- Reviewing attainment and progress of children with SEND.
- Working with the staff, the Headteacher and Governing Body as appropriate to ensure adequate provision of resources and equipment to meet the needs of children with SEND.
- Participating fully in SEND processes including applications for funding, annual reviews and Education and Health Care Plans.
- Maintaining an awareness of developments with SEND policy and practice.

Learning Mentor

The Learning Mentor works with children across the school and this may include some with SEND, particularly with regard to social, emotional and mental health issues, helping them to build high self-esteem, resilience, skills to manage feelings and emotions and strategies to work with others. The Learning Mentor may also work with families and staff to meet the needs of children with additional needs.

The Headteacher

The Headteacher has responsibility for the overall management of all aspects of the school's work, including provision, progress and attainment for children with SEND.

The Governing Body

The school governors have specific responsibility to:

- Ensure this policy is reviewed annually and that it reflects best practice
- Monitor the provision, progress and achievement of children with SEND
- Do their best to ensure that the necessary provision is made for any child with SEND.
- Ensure that all staff in the school are aware of the importance of identifying and providing for those children with SEND.

12. TRANSITION

The school will liaise with other providers when children join the school and when they move on to secondary school, sharing information and arranging transition support appropriate to the needs of the child. Parents and carers will be fully involved in discussing the needs of their child to make transitions as smooth as possible for the child. In addition, children will also have the opportunity to share their worries so that their concerns can be addressed and they can be appropriately prepared for the change.

13. SOURCES OF INFORMATION

The school will provide information about provision for SEND on its website including Special Educational Needs and Disability Information Report, as well as details of other potential sources of support and guidance for parents. The SENCO and/or Learning Mentor may also provide information or signpost parents and carers to other organisations as required.

Policy agreed: October 2020

To be reviewed: October 2021

Related policies:

Accessibility Plan

Anti-Bullying Policy

Positive Behaviour for Learning

Medical Needs in School