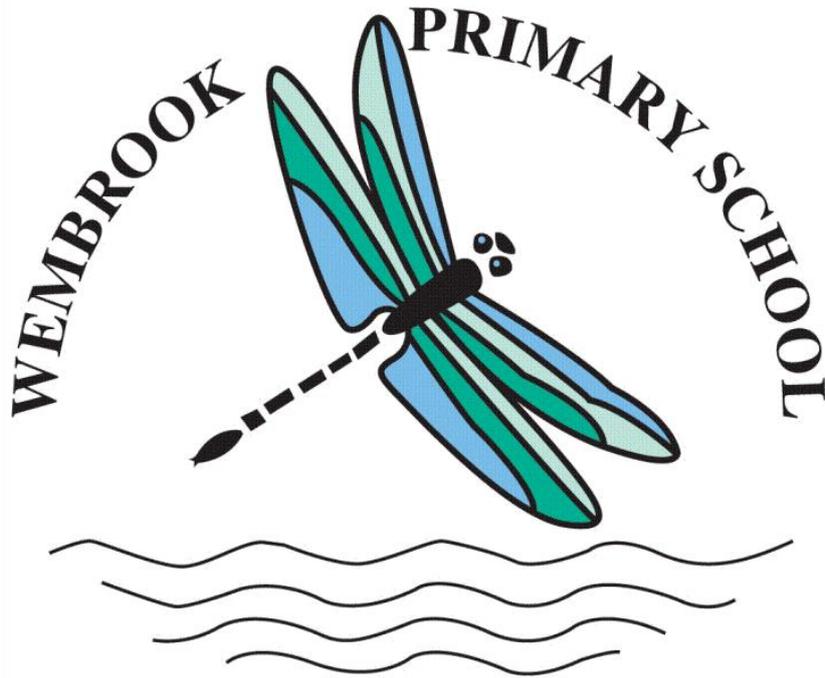


# Special Education Needs and/or Disability (SEND) Policy



Signed:

Headteacher

Chair of Governors

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In this policy SEND refers to Special Educational Needs and Disability. SLT refers to Senior Leadership Team. SENDCO =Special Educational Needs and Disabilities Coordinator.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 Sept 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- Warwickshire County Council's Special Educational Needs and Disabilities Education Provision Matrix
- Warwickshire's 'Special educational needs and disabilities: the local offer'
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

### **The SENDCO**

(Special Educational Needs and Disabilities Coordinator)

At Wembrook the SENDCO is Katy Jones. As required by the SEN Code of Practice, Katy is a qualified teacher and a member of the Senior Leadership Team. Katy has achieved the National Award for Special Educational Needs Coordination. Katy works part time from Monday to Thursday.

#### **Contact Details:**

Wembrook Primary School

Tel: 02476382961

Email: admin2629@welearn365.com

## **Introduction**

Wembrook Primary School is one of the largest primary school in Warwickshire. We are a three form entry school with a Nursery. An increasing percentage of pupils come from minority ethnic groups, the largest of which are of Indian heritage. An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.

In September 2014 a new Special Educational Needs and Disability Code of Practice introduced changes to the law for children and young people with SEND. Statements of Special Educational Needs were replaced with Education, Health and Care Plan for those children and young people with complex needs. For children with less complex needs but who still require support, there is a category of need called Special Educational Needs (SEN) Support.

## **Philosophy and Aims**

At Wembrook Primary School we have high aspirations and expectations for all pupils, including those with SEN. We aim to ensure that the best outcomes are achieved for individual children. We believe that all children and young people are entitled to an education that enables them to make progress, so that they can achieve their best, become confident and proud individuals and make a successful transition into secondary school, further education, training or employment.

At Wembrook all teachers are responsible and accountable for the progress and development of all pupils in their class, including those children with SEN and children who access support from teaching assistants or specialist outside agencies. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

We support the social and emotional needs of our pupils as well as their academic needs. We understand the impact of a child's mental health on their behaviour, self esteem and ability to learn effectively. We consider all possible barriers to learning and recognise the value of listening to the views of pupils and their parents.

**Objectives:**

**We use our best endeavours to:**

- Follow the guidance and principles as set out in the SEND Code of Practice 2014.
- Identify and meet the needs of children who have special educational needs as early as possible.
- Select and monitor interventions put in place, to meet individual needs.
- Make appropriate adjustments to enable all children to access the curriculum
- Liaise with parents throughout the process of assessment, identification of need, planning and reviewing the support of pupils with SEN.
- Provide parents with the necessary information for them to support their child to meet outcomes/ targets.
- Liaise closely with outside agencies and facilitate the communication between parents and those outside agencies working with their child.
- Raise the aspirations and expectations of all pupils with SEN
- Support the transition for children to/ from other settings
- Enable all children to experience achievement, success and pride;
- Provide support, training and advice for all staff working with special needs pupils.
- Enable all children with SEN to follow a broad and balanced curriculum

## **Identifying Special Educational Needs**

At Wembrook the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils.

## **The Kinds of Special Educational Needs That Are Provided For at Wembrook**

The SEN Code of Practice 2014 definition of special educational needs is-

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

At Wembrook Primary School we strive for inclusion for all children and support children with a range of special educational needs, with varying degrees of complexity. These needs can impact the child's capacity to learn in all areas or be more specific. We take into account each child's strengths and well as needs and use this information to design and plan for the most appropriate support.

The SEN Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need. The purpose of identification is not to label a child or to fit a child into particular category but to identify the most appropriate support to meet a child's needs.

We support children with difficulties within these 4 broad categories of need:-

- **Communication and Interaction** difficulties (such as Autistic Spectrum Disorders)
- **Cognition and Learning** (such as specific literacy difficulties)
- **Social, Mental and Emotional Health**
- **Sensory and/or Physical** (such as visual or hearing impairment and children with medical needs).

## **What is not SEN**

We are aware that slower progress and lower attainment does not necessarily mean that a child has SEN. Slow progress, however, may be an indication of an underlying SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN\*. These include:-

- **Disability**
- **Attendance and punctuality**
- **Health and welfare**
- **English as a second language (EAL)**
- **Being in receipt of Pupil Premium funding**
- **Being a Looked After child**
- **Being a child of a serviceman/ woman**
- **Behavioural difficulties** (Behaviour is not a description of SEN. A child's behaviour is usually a response to an underlying need, such as social, emotional or mental health needs, and we see it as our responsibility to investigate the reasons/ cause for the behaviour and to put the necessary support in place.)

*\*Many children who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special **educational** provision they will also be covered by the SEN definition. SEN C of P 2014*

### **A Graduated Approach to SEN Support**

There are three stages of support, known as elements- (see Warwickshire's Special Educational Needs and Disabilities- Education Provision Matrix) which children in school access.

#### **Element 1: Universal Provision**

Warwickshire schools will offer this provision to all learners. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

There are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents and where it is felt appropriate, pupils themselves will be involved in this process.

It is expected that class teachers will put in place interventions to help fill the gaps in their learning and make adjustments to the teaching and learning experiences for individual children where necessary. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

## **Element 2: Targeted Provision**

Some pupils may require more targeted provision, such as small group interventions that have specific, measurable targets. The progress towards these targets will be reviewed, measured and recorded. The pupil is likely to be supported using evidence based programmes that have been shown to be effective.

Where pupils continue to make inadequate progress despite high-quality teaching, targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Parents/ Guardians will be invited to share their views and observations as part of the information gathering process. At Wembrook we follow agreed criteria when identifying whether a child has a SEN. This involves gathering evidence of:-

- An identified SEN (including results of assessments by outside agencies)
- Less than expected progress (monitoring progress)
- Progress against interventions already put in place by the class teacher
- The views and information gathered through discussions, with the pupil and their parents

Once all this information has been gathered it will be decided whether or not to place a child on the SEN register. Parents will be consulted throughout and will be informed that their child is being placed on the SEN register. At this stage the pupil will be recorded on the register under the category of SEN Support.

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put SEN provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do and review) where interventions are reviewed and revised with a growing understanding of the pupil's needs and what works best to enable the pupil to make good progress. All SEN interventions are recorded on the school's Provision Map.

## **Element 3: Higher Needs Provision**

As well as Element 2, targeted provision, pupils may also receive higher needs provision if consistent progress is not made. This provision is for pupils with more complex and higher needs and requires a highly personalised support package.

Examples of children requiring higher needs support could be pupils who require 1-1 TA support, access to low arousal areas, individual work stations, pupils working a whole Key Stage below their peers and pupils requiring a highly personalised approach to the curriculum informed by the social, emotional and mental health needs of the learner.

### **The Assess, Plan, Do, Review Cycle**

#### **Assess**

The class teacher and SENDCO will use the assessment data held by the school (this will include assessments carried out by external agencies, such as The Specialist Teaching Service, plus the teacher's own assessment information on the pupil, to identify the pupil's need. Parent/carers will be asked to contribute to this information gathering and assessment process. Assessments will be reviewed regularly to ensure that the support is matched to need, barriers to learning are identified and that the effective use of interventions is developed.

#### **Plan**

Class teachers, working with the SENDCO will plan, in consultation with parents to meet outcomes identified for the pupil. Termly outcomes are set and these, together with the planned interventions are recorded on a Personalised Learning Plan (PLP). The PLP will be shared and discussed with parents during parent's evening consultations wherever possible. If this is not possible, parents will be encouraged to arrange a separate meeting with the class teacher so that targets and reviews of targets can be shared. Wembrook Primary School now uses an online system of recording and reviewing targets of children on the SEN register. The system also keeps record of current and past interventions children receive at school. This online system is called Provision Map. Once a child has been given a PLP, Parents/Guardians will be given a unique code in order to access their child's current PLP online. If Parents would like a paper copy they can request this from the class teacher.

#### **Do**

Interventions may be delivered by a trained teaching assistant, however the class teacher is responsible for the progress the pupil makes. The intervention may take place outside the classroom (but not always) on a 1-1 or small group basis, depending on the pupil's need. The adult running the intervention will keep accurate records about the progress being made and will contribute to the review of the intervention. We will ask Parents/Guardians to work with us to support their child's learning. We may ask them to do specific activities at home and to keep in regular contact with us.

## **Review**

PLPs are reviewed termly, following the school's cycle of parents evening consultations. Parents of SEN children usually are given the opportunity to have a slightly longer consultation to allow sufficient time to explore parent's views and review progress, however due to the Coronavirus Pandemic this may not always be possible, however Parents can request an additional meeting if required.

When necessary the SENDCO will arrange additional review meetings throughout the year. Where possible, reviews will be attended or contributed to by the outside agency that has worked with a child. New targets are set and recorded on the PLP.

Children with EHCPs have additional Annual Reviews where the representative from the outside agency who has been supporting the child will be invited to attend, as well as the class teacher, TAs and parents. If the outside agency representative is unable to attend the Annual Review, they will provide a report. The pupil attends as much of the review as possible. The pupil will be encouraged to share their views using a power point or My Views document. We endeavour to celebrate success and achievement during the Annual Review and we follow a Personal Centred approach whenever possible. More information is provided to Parents about Person Centred reviews prior to the meeting. It is a less formal approach and feedback from families has always been very positive.

## **Education, Health and Care Plans**

Referrals to SENDAR (Special Educational Needs and Disabilities Assessment and Review Service) require the school to provide evidence that an EHCP is necessary and appropriate. If it is believed that a child has complex needs (which are likely to be long term) and has made less than expected progress, despite having followed a graduated approach for at least two terms, the school will consider (in consultation with parents and the pupil) whether to make a referral for an Education, Health and Care Plan. We would consider whether:-

- The pupils' needs are significantly greater than other learners the same age
- There is measurable evidence that the pupil has a need for continuing support and that the needs are likely to be long term
- The child's needs are complex (moderate to severe difficulties in more than one area) and have a significant, combined impact on their ability to access, and make progress within the curriculum.
- The pupil requires significant, continuing additional support to promote their social inclusion and/or develop their life and independence skills.
- The pupil has received appropriate support, (following Warwickshire SEND Provision Matrix)

- An appropriate external agency (such as the school's Educational Psychologist) has contributed to the review and refinement of interventions.
- We have fully and appropriately used delegated funds to support the child's needs.

### **Exiting the SEND register**

During PLP reviews it will become evident whether a child still meets the criteria for being on the SEN register. It will be considered whether the child still has a 'special' educational need, whether they have made expected progress, whether they require 'additional and different' provision and whether their individual needs can now be met fully within the classroom and a differentiated curriculum. This will be discussed with parents via Parents Evening Consultations. If a child no longer requires support which is additional and different to the support accessed by all children, then it may be agreed to take the child off the SEN register. Parents are informed of this decision.

### **Supporting Pupils and Families**

The school provides an *SEN Information Report* on the school's website ([www.wembrook.warwickshire.sch.uk/](http://www.wembrook.warwickshire.sch.uk/)). Parents can also find additional information regarding SEN support for pupils in Warwickshire schools on the Warwickshire website: [www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send). There is also additional information on the government website : [gov.uk SEND](http://gov.uk/SEND). Another very useful source of information and support is [The Family Information Service Warwickshire](#).

We aim to work in partnership with parents to achieve the highest possible outcomes for all children and their families. We recognise that sometimes difficulties at home can affect a child's ability to learn in school, their emotional health and wellbeing. At Wembrook we have a Family Support and Learning Mentor. Ellie Williams is available from Monday to Friday. Ellie can offer direct support or if necessary she can access other outside agencies to support families e.g. to support behaviour at home, advise on parenting strategies, financial issues, housing etc.

### **Early Help (Previously known as a CAF- Common Assessment Framework)**

Occasionally when supporting a family there is a need for several outside agencies to be involved in order to provide the most appropriate support. It becomes necessary for someone to coordinate that support and so parents may request or school may approach parents to request opening Early Help support. Every six weeks a Family Support Meeting will take place. There is a shared responsibility for supporting a child and their family. Targets are therefore set for all those people involved with a

child and their family, including parents/carers. The targets are reviewed at the support meetings. See further support and advice on the website:  
<https://www.warwickshire.gov.uk/earlyhelp>.

## **Transition**

The school will provide additional transition support for children when necessary. This may involve additional visits to secondary schools during the summer term. Some children will be supported to make the transition to a new class or new school easier and reduce anxiety. For some children Transition Booklets are made with the children and sent home over the summer holidays. The SENDCO and Year 6 teachers meet with representatives from the local secondary schools to pass on any SEND information.

### **Access Arrangements for SATs**

We want the best outcomes for all our children and some children who have a special educational need may need additional arrangements so they can take part in the KS2 tests. The SENDCO and year 6 teachers consider whether any of our pupils require access arrangements before they administer the tests. Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage. Some pupils may not be able to access the tests, despite the provision of the additional arrangements. An example of an additional arrangement might be the provision of additional time. Pupils automatically qualify for additional time if they:

- have a statement of special educational needs or an Education Health and Care Plan (EHCP)
- use the braille or modified large print (MLP) versions of the tests

### **Further Support**

KIDS is a national charity who have been commissioned by Warwickshire County Council to take over the running of SENDIAS from Family Action. They provide support to disabled children, young people and their families from birth to 25 years. They work in partnership with parents, providing advice, information and support and on all matters relating to SEND. See their website:  
<https://www.kids.org.uk/warwickshire-sendias>

### **Supporting Pupils with Medical Needs**

We recognise that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Some of these pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

### **Monitoring and Evaluation of SEND**

The progress of all pupils, including those pupils with SEND is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle. Formative assessments are used at the end of each term and results are scrutinised by the Senior Leadership Team and class teachers. Book Trawls, learning walks, and classroom observations are used throughout the school year to monitor the quality of teaching and learning for all pupils, including those with SEND.

The views of pupils and parents are taken into account when evaluating our SEN provision.

### **Resources**

The local authority provides funding for schools to meet the needs of all children with SEND. The school accesses this delegated SEND funding in order to provide support for children on the SEND register. This can involve paying for an outside agency to make assessments and/or provide support, support from a TA within school or the purchasing of interventions or equipment. Occasionally the school will identify that additional funding is needed to effectively support a child. The school then has to evidence that we have already spent the delegated funds to support the child. The SENDCO would produce a costed Provision Map or Individual Education Plan to do this.

### **Training**

The school provides Continuing Professional Development (CPD) for all staff during INSET days, staff meetings and courses targeted at specific training needs. The SENDCO organises training for the whole staff or individual teachers in relation to

SEND and to address training needs. The school works closely with outside agencies who provide specialised training for TAs and teachers who have children with SEN in their class, e.g. the Visual Impairment Team.

The SENCO has achieved the National award for Special Educational Needs Coordination. The SENCO regularly attends training events such as SENCO Development meetings in order to keep up to date with local and national updates in SEND. She disseminates this information to staff.

The quality of teaching for all children, particularly those at risk of underachievement, is reviewed regularly as part of the school's appraisal system for teachers and TAs. Where necessary, steps are taken to improve teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

## **Roles and Responsibilities**

### **Governors**

The Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children, including those with SEND. The Link Governor for SEND is presently Jo Dobb.

### **SENCO**

The SENCO's role includes:-

- overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of resources, including teaching assistants, to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- being a key point of contact with external agencies
- liaising with feeder schools to ensure smooth transitions between schools occur for SEN pupils
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Class teachers**

At Wembrook Primary School class teachers are responsible and accountable for the progress of all their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards targets. Class teachers work with the SENDCO to implement strategies which support the learning of pupils with SEND.

### **Teaching Assistants**

Teaching Assistants are deployed to support learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher.

Teaching Assistants work with pupils of all abilities. Some TAs work specifically with pupils with SEND. These TAs are guided and supported by the SENDCO and are trained to run interventions for SEND pupils.

### **Designated Teachers with specific Safeguarding responsibility:**

Mr Simon Pearson (Headteacher), Lisa Bayliss (Deputy Head), Sarah Chard (Assistant Headteacher) Ellie Williams

### **Teacher responsible for managing Pupil Premium Funding**

Sarah Chard (Assistant Head)

### **Teacher responsible for managing the schools responsibility for meeting the medical needs of pupils**

Simon Pearson (Head Teacher) and Katy Jones (SENDCO)

### **Storing and Managing Information**

The SENDCO is responsible for storing and managing information and reports for SEND children. Copies of reports by outside agencies and copies of PLPs are kept in class files in the SEND room. More confidential documents are kept in lockable filing cabinets in the school office. Class teachers have copies of PLPs and any outside agency reports, within the classroom in a SEN class file. This is to enable class teachers to be able to readily access information about a child which might impact on support within the classroom.

When referring children to an outside agency such as an Educational Psychologist, Occupational Therapist or CAMHS/RISE, it is often necessary to send these agencies copies of any other professional report, as this information will support their assessment of a child and could affect a diagnosis. Permission for the sharing of such documents is given by parents when they sign a permission slip.

### **Reviewing the Policy**

The SEN policy will be reviewed annually. Copies of the policy are on the school website within: School Information- Policies Section.

### **Accessibility**

The school is advised by specialised agencies in order to make adaptations to the school environment to ensure that children can access all areas. All classrooms are on

the ground floor level. Adaptations have been made to the KS1 and KS2 playground for visually impaired children. Signs and visual prompts are displayed around school to support all children and adults, and the school has a Dyslexia Friendly award.

Activities are adapted where necessary and where possible. This involves consulting pupils, their parents and specialist agencies to ensure that children are included in all activities in and out of school. We ensure that every child develops and learns to their full potential.

When planning school trips the school will contact the venue to discuss the needs of individual children and if necessary will conduct pre-visits to determine any potential difficulties or risks to pupils. The school will carry out a risk assessment prior to a visit. This will determine the suitability of each activity for all children including those with SEN.

The school provides extra- curricular clubs and activities which are offered to all pupils and adaptations are made where possible to ensure inclusion for all children.

### **Dealing with Complaints**

You can make an appointment to discuss any SEND related issues regarding your child with the SENDCo (Katy Jones) or your child's class teacher (please contact the school office). If you would prefer, you can arrange to discuss matters with your child's Phase Leader, the Deputy Head or the Head Teacher. Please see the school's complaints policy on the school website.

The SENDCo can arrange for you to meet with any of the outside/ specialist agencies that work with your child.

### **Bullying**

We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are an inclusive school and children are taught to respect and understand difference. Visitors to our school comment on our inclusive ethos, which pervades everything we do. We recognise that some children may be more vulnerable to some forms of bullying, however, procedures would be followed in accordance with our Anti-Bullying policy to deal with any incidents that may occur as quickly as possible.

## **Appendices**

**School's Information Report:** [www.wembrook.warwickshire.sch.uk/](http://www.wembrook.warwickshire.sch.uk/)

**Warwickshire's Local Offer:** [www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

## **Contacts**

**SENCO: Katy Jones**

Tel: 02476382961

Email: [admin2629@welearn365.com](mailto:admin2629@welearn365.com)

**Family Support and Learning advisor: Ellie Williams**

Tel: 02476382961

Email: [admin2629@welearn365.com](mailto:admin2629@welearn365.com)

**Parent support services:**

- **KIDS/ SENDIAS (SEN and Disability Information, Advice and Support**  
[www.kids.org.uk/warwickshire-sendias-front-page](http://www.kids.org.uk/warwickshire-sendias-front-page)
- **Early Help support:**  
<https://www.warwickshire.gov.uk/earlyhelp>