



## SEND Policy

Reviewed – October 2017

Date to review – October 2018

### Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

### Position Statement

Everyone at Wales Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Wales Primary School supports the stated ethos of the school that:

***Wales Primary School will be a school which sits at the very heart of the community it serves, where a culture of respect, tolerance and high expectations can be felt by every visitor who walks through the doors. It will recognise that the future skills that pupils will need will be very different from the skills needed today, and in order to maximise their life chances, we will prepare them to thrive in an ever changing world, whatever challenges they may face.***

We recognise that all learners need

-  to feel acceptance and understanding,
-  to feel safe and secure,
-  to ask questions,
-  time for first-hand experience before solving problems,
-  to learn how to cope with their fears,
-  to learn at their own pace,
-  to feel good about themselves,
-  parents and teachers to be effective partners.



We also recognise that these conditions for learning are especially relevant to children with additional needs. Wales Primary School continually strives to meet the needs of all pupils.

### Policy objectives

In order to meet the special educational needs of our children at Wales Primary School we must

- 🌐 identify those children who have SEN as soon as possible.
- 🌐 provide intervention at a suitable level when a child is identified as having SEN.
- 🌐 use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- 🌐 use resources effectively to support children with SEN.
- 🌐 assess and keep records of the progress of children with SEN.
- 🌐 work with outside agencies who provide specialist support and teaching for children with SEN.
- 🌐 inform and involve the parents of children with SEN so that we can work together to support our children.
- 🌐 encourage active involvement by the children themselves in meeting their needs.
- 🌐 provide ongoing training for all staff working with children with SEN.
- 🌐 support the Every Child Matters agenda within the school.

### Roles and Responsibilities

The class teacher takes overall responsibility for the child's educational programme and will review the child's progress with the parent at review meetings and open evenings. If a child's progress continues to be satisfactory within this framework of planning and review, the class teacher may decide that the child no longer needs an Individual Education Plan. This will be discussed with the SENCO and parents.

The SENCo is *Charlotte Lax*

The following groups have responsibilities for children with SEND:

- School: Head teacher, class teacher, SENCo
- Governors
- LA
- Parents

### School

The school has a responsibility to:

- Develop a policy on SEND which should be reviewed every 3 years
- Nominate a teacher to be responsible for SEND practices and policy
- Regularly review and record the students achievements and difficulties to create a cumulative SEND record
- Baseline assessments of reception class children
- Where funds allow, use its delegated budget to meet the needs of children with SEND

#### a) The Head Teacher

- Must ensure that SEND procedures are working efficiently



- appoint a governor to be responsible for SEND to report to full governing body meetings

#### **b) Class teachers**

- need to identify, assess and with appropriate support, provide for the educational needs of children in their care
- need to review and provide evidence for cumulative records
- decide the objectives for the teaching
- prepare teaching plans
- assess the work and progress of pupils with SEND
- be prepared for informal discussions with parents on their child's progress
- consult and work closely with curriculum leaders
- Write IEPs together with the child and their parents

#### **c) SEN Coordinator**

- liaise with Head / staff to ensure that the SEND policy works
- ensure that within the constraints of the budget, staff are trained and have adequate resources and support
- liaise with outside agencies
- co-ordinate cumulative records of all actions proposed and taken
- ensure that the SEND policy is regularly reviewed and updated GOVERNORS
- ensure that the school has a policy on SEND
  - early identification and monitoring procedures
- ensure appropriate staffing and INSET arrangements where finances permit
- provision for SEND policy to be reviewed every 3 years
- ensure that teachers know their responsibilities
- ensure that pupils with SEND are included and not discriminated against
- report to parents on how SEND are being met in the Annual Report

#### **Local Authority**

- monitor all pupils with SEND to ensure that they have access to a broad and
- balanced curriculum
- monitor and provide information and feedback on support services and SEN
- strategies and provision for all children with SEND within schools
- make provision for children with an Education, Health and Care Plan
- educate children in mainstream schools if possible PARENTS
- must ensure that their child attends school regularly
- need to support the school in meeting their child's special educational needs



## The SEN Governors

**Peter Blanksby** is the current Governor with responsibility for SEN and **Nick Parr** our Deputy SEND governor. They have regular contact with the SENCO and the Senior Management of the school to keep up-to-date with and monitor the school's SEN provision.

## The SEN Support Staff

The school employs TAs in every year group to support children in classes, these TAs support children with SEN, or who are at risk of falling behind. Children work either on a one to one basis with the TA or in small groups. TAs meet with the teacher each week to plan and review, and to adapt the learning programmes they are delivering, if necessary. The SENCO has an overview of this support.

Any child with an EHCP and with funding is supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

## Admission arrangements

In line with current LA policy a place at Wales Primary School is available to a child with SEN provided that:

- the parents wish the child to attend the school.
- the child's special educational needs can be met by the school.
- other pupils will not be disadvantaged.
- resources will be used efficiently.

**Wales Primary School does not refuse admission to any child on the grounds of their special need or disability**

## Access to the National Curriculum

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

-  differentiation of the curriculum to match tasks to ability.
-  grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
-  use of a range of teaching styles which recognise the individual learning styles of the children in the class.
-  use of TAs to provide additional support where necessary
-  small withdrawal group and 1:1 teaching.
-  accessibility to resources to support pupils with sensory or physical difficulties
-  alternative means of accessing the curriculum through ICT, and use of specialist equipment
-  peer group support through mixed ability grouping, paired reading and "buddy" systems.
-  use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
-  use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
-  access to extra-curricular clubs, and to the social life of the school.
-  In-Service training for all staff on the needs of children with SEN



## Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for parents, pupils and prospective pupils who may have problems accessing it in written form.

Information about the school is available to all on the school website, [www.walesprimary.co.uk](http://www.walesprimary.co.uk)

## Identification of Special Educational Needs and procedures

### *Identification of Children with Special Needs*

Children with special needs are identified in a number of ways:

1. They may have an EHCP before they join the school.
2. The class teacher will identify general or specific learning difficulties. He/she should be as specific as possible in pinpointing the area of weakness and try to address the problem.
3. If appropriate then the class teacher will discuss her concerns with the SENCO. Parents will be invited into school to hear the concerns and contribute to the discussions. The child's perceptions of his/her strengths and weaknesses and views on how they might be overcome. These thoughts will be considered at all times.
4. If any difficulties are deemed to be sufficiently serious, the class teacher with the SENCO and the Head teacher will make a decision about registering the child on the code of practice at the appropriate level.
5. If parents refer the child to the class teacher, their concerns must be addressed and they be given the opportunity to discuss the problem with the SENCO if they so wish.
6. It is important that each teacher, taking on a new class, make themselves aware of pupils with existing learning difficulties or physical needs, which affect their access to the curriculum.

As a general principle, the parents of a child presenting problems will be involved at the earliest stage and subsequently kept informed. It is essential to have the parents consent before referring a child to an outside agency.

### Identifying and Supporting SEN, the following procedures are followed:

#### Identifying a child for School Action support

A class teacher will identify that a pupil is not progressing, as he/she would expect for a child of his/her age. The teacher will then complete a record of concern form listing concerns and attaching samples of the child's work if appropriate.

The class teacher together with the SENCO will devise interventions and learning opportunities, additional to or differentiated from those provided as part of the School's usual differentiated curriculum.



The child's views about his/ her strengths and weaknesses will be sought. Pupil participation will be meaningful and on-going for all children. Parents will be invited into school to discuss the teacher's concerns and any concerns they may have relating to their child's education and progress.

The class teacher and SENCO in consultation with the parents will then decide on the Action needed to help the child progress in light of their earlier discussions and assessments.

### **Advice from External Services**

If a child does not make satisfactory progress through additional support and focused interventions, then the class teacher and SENCO in consultation with the parents may ask for help from external services (these may be educational psychologists or specialist teachers). As a result the class teacher and SENCO are provided with advice and support from external specialists.

Additional and further differentiated strategies to those at school action level are put into place. A new Learning Support Programme (LSP) will be devised as a result of the specialist advice. LSP's will be reviewed regularly twice a year or as necessary.

If school feel that a child is likely to require an Education, Health and Care Plan (EHCP) in the future, or they have complex needs, the child will have an SEND Support plan.



## **Education Health and Care Plans Referral for Statutory Assessment**

The needs of the great majority of children who have special educational needs should be met effectively in the inclusive classroom or at Special Educational Needs Support. In a minority of cases, Children's Services will need to make a statutory assessment of special educational needs. Children's Services must identify and make a full multidisciplinary assessment of those children for whom they are responsible who have special educational needs and who may need an Education, Health and Care Plan. The Code of Practice sets out in detail the criteria Children's Services should use for deciding whether to make a statutory assessment. Statutory assessment involves Children's Services working together with the school, parents, and where appropriate, other agencies, to establish whether a statutory assessment of the child's special educational needs is necessary. Statutory assessment will not always lead to an Education, Health and Care Plan. The information gathered may indicate ways in which a child's needs can be met by the school without provision being determined by Children's Services through an EHCP.

### **Routes of Referral**

A child will be brought to Children's service's attention as possibly requiring an assessment through:

- Referral by the school or other agency
- A formal request from a parent

### **School Referral**

We may conclude, having taken action to meet the needs of a pupil with learning difficulties or disabilities that the needs are sufficiently significant that they cannot be met effectively within the resources normally available to the school. When making a referral for a statutory assessment, we must clearly state the reasons for the referral and submit the following information:

- The recorded views of parents
- Evidence of health checks if any, or relevant information on medical advice to the school:
- Where appropriate, evidence relating to Children's Service involvement
- Written individual education plans at Special Educational Needs Support indicating the approaches adopted, the monitoring arrangements followed and the educational outcomes
- Reviews of progress within each individual education plan, indicating decisions made as a result
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school
- The child's rate of progress
- A record of discussions held at School SEND meetings
- Interventions used to support the child including outcomes and impact

Whilst the request for assessment is being considered and throughout the course of the assessment, the child's needs should continue to be met through provision at Special Educational Needs Support and reviews. The SENCo will take a lead role and work in consultation with the class teacher and support agency.

### **Notice of a proposal to make a statutory assessment**

Before making an assessment, Children's Services must write to the child's parent to explain their proposal. Children's services must also inform the parents of the procedure to be followed in making an assessment; of the name of Children's Services officer from whom further information can be obtained; and of their right to make representations and submit written evidence within a given time limit.



## **Making the assessment and the Education, Health and Care Plan**

Once a decision has been taken that statutory assessment is going to be made, Children's Services will seek the following written advice:

- parental
- educational
- medical
- psychological
- Children's Services

Having received all the advice, Children's services must then decide whether they need to make a statement. The Education, Health and Care Plan When the final EHCP is issued, Children's services will send a copy to the school. The Head teacher must then ensure that the provision and arrangements stated are made for the child.

The EHCP gives details of long-term objectives and specifies how the school, in conjunction with the support agencies, should draw up short-term targets for each objective and make arrangements to monitor the child's progress against these targets.

These will be incorporated into an Individual Education Plan. The school will be responsible for providing some of the programmes listed in either the statement or Education, Health and Care Plan. Others will be provided by the school in partnership with a support agency. Termly reviews take place when all concerned can consider the child's progress and set new targets to be included in the Individual Education Plan. All staff who work with the child must be made aware of the requirements of the statement or Education, Health and Care Plan and the Individual Education Plan which has been drawn up.

## **Duties of Children's services**

Children's Services is under a duty to ensure the EHCP is reviewed annually. Children's Services will request that the Head teacher organises an annual review of the EHCP in line with the procedures laid down in the Code of Practice.

## **Children's Individual Education Plans**

The strategies employed to enable a child to make progress in areas of difficulty are recorded on an Individual Education Plan (IEP) at a termly review attended by parents, the class teacher, the SENCo and any outside professionals who are involved with the child's learning. At the review meeting, progress and continuing areas for development are discussed.

These will include:

- Setting termly targets usually in consultation with the child
- Strategies to be used
- Resources needed
- Success criteria, evaluation and impact
- When the IEP is to be reviewed
- Targets for home

If the child's progress is satisfactory but the child is still experiencing some difficulties, new targets are drawn up.



## Evaluation/review

There is an annual review of this policy by the senior leadership team – **October 2017**

A major review involving all staff will take place every three years - **2018**

