



Policy for: **SEND**  
Date: October 2016  
Annual Review: October 2017

## 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 them selves,
-  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.

## The SEN Governor

Peter Blanksby is the current Governor with responsibility for SEN, he has 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 Special Educational Needs Co-ordinator (SENCO)

Charlotte Lax is responsible for the arrangements for SEN provision throughout the school. This role involves

-  responsibility for the day to day operation of the SEN policy.
-  maintaining a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
-  working closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
-  having an overview all Teaching Assistants' support for SEN throughout the school.
-  managing those Teaching Assistants attached to individual children with statements or funding at Enhanced Early Years/School Action Plus.
-  liaising with the staff in school who have responsibility for child protection, attendance and family support issues
-  liaising with the Co-ordinator for medical needs.
-  Working closely with the parents of children with SEN.
-  liaising with outside agencies to gain advice and support for children with SEN.
-  contributing to in-service training for staff on SEN issues.

## The SEN Support Staff

The school has one full time Teaching Assistant (TA) dedicated to supporting children with SEN, her role is to carry out programmes recommended by the Learning Support Service, Educational Psychologist, Occupational Therapist and other specialists. This TA meets with the SENCO and/or head teacher each week to review the progress of the children she is supporting.

Additionally, 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, for 5 hours each a week (30 hours per week in total) 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 a statement of SEN and with funding at Enhanced Early Years/School Action Plus 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:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) 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 classteachers, 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 be the subjects of a Statement of Educational Need before they join the school.
2. When they join they may already be at School Action or School Action Plus on the Code of Practice.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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:**

#### **Stage 1**

#### **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.

## **Stage 2**

### **Moving a child onto School Action Plus**

If a child does not make satisfactory progress at the School Action stage then the class teacher and SENCO in consultation with the parents will 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 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 at School Action Plus stage.

If school feel that a child is likely to require a Statutory Assessment in the future, or they have complex needs, the child will have an SEND Support plan.

## **Stage 3**

### **Referral for Statutory Assessment**

Children who do not make adequate progress at the School Action Plus stage will be referred to the LA and a request will be made for a Statutory Assessment of the child's needs. Children for whom a Statutory Assessment is being requested will be kept at the School Action Plus Stage. The parents of the child at this stage will be kept informed at all times. The SEND Support Plan of these children will continue to be reviewed twice yearly or when necessary. Children with a Statement of SEN or an Education, Health and Care Plan (EHCP) will have their Statement or EHCP formally reviewed annually and may have an interim review depending on the child's needs.

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

Teaching of children with SEN will be based on their personalised Individual Education Plans. The Individual Education Plans will be drawn up three times yearly in consultation with the child, parents/carers, class teacher, teaching assistant and any other involved educational professionals.

### **Evaluation/review**

There is an annual review of this policy by the senior leadership team  
A major review involving all staff will take place every three years