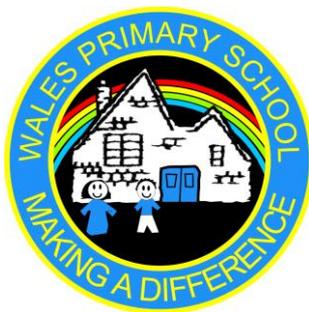


Wales Primary School SEND Policy



Written / updated September 2021

Review September 2022

Introduction

The Special Educational Needs and Disabilities Code of Practice (2015) says that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions

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.

Key objectives

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

- Follow the Special Educational Needs and Disabilities Code of Practice (2015)
- identify those children who have SEND as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- inform and involve the parents of children with SEND 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 SEND.

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinators (SENDCos) are **Charlotte Lax (lead) and Claire Long-Melton**

The SEND governors are **Peter Blanksby and Nick Parr**

The following groups have responsibilities for children with SEND:

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

Parents

Partnership with parents plays a key role at Wales Primary School in promoting a culture of co-operation between parents, schools, the LA and others. This is important in enabling children and young persons with SEND to achieve their potential

Parents will be supported to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- Have knowledge of their child's entitlements within the SEND framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents also have a responsibility to support their child's education. In particular parents should:

- Communicate regularly with Wales Primary School and alert them to any concerns they have about their child's learning or provision;
- Fulfil their obligations under home-school agreements which set out expectations of both sides.

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
- Where funds allow, use its delegated budget to meet the needs of children with SEND

a) The Head Teacher

The Headteacher of Wales Primary School must:

- Use their best endeavours in exercising their functions to ensure that the necessary special education (SEND) provision is made for any pupil who has a special educational need;
- Ensure that parents and/or the young person are notified by the school when special education provision is being made for their child because it is considered that they have (SEND);
- Ensure that the responsible person makes all staff who are likely to teach the pupil's SEND and/or medical conditions;
- Ensure that the teachers in school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- Ensure that there is a suitably experienced and qualified teacher designated as special educational need coordinator (SENDCo) for the school;
- Consult the local authority and the governing boards of other schools when it seems necessary to coordinate SEND teaching in the area;
- Ensure that pupils with special educational needs/disabilities (SEND) join in the everyday activities of the school, together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all pupils, and the efficient use of resources;

- Take account of the 0-25 SEND Code of Practice (2015) when carrying out their duties towards all pupils with SEND;
- Ensure that, where the Local Authority or the First-tier Tribunal (Special Educational Needs and Disability) names Wales Primary School as the school that a child will attend on a Statement of Special Educational Need, or an Education and Healthcare Plan, the governing board must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing board of the school;
- Cooperate with the Local Authority in developing the Local Offer (see LA section) and in transferring children/young people from the old to the new special educational needs framework (e.g. SEND support, and EHC Plans);
- Ensure that the school produces and publishes online its School SEND Information Report, in accordance with section 69 of the Children and Families Act, 2014; and
- Ensure the school has arrangements in place to support children with medical conditions (Section 100, Children and Families Act, 2014)

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 the SENCO and external services
- consult and work closely with curriculum leaders
- Set SMART (specific, measurable, achievable, relevant, timed) together with the child, their parents and external services when required.

c) SEND 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 external agencies
- co-ordinate cumulative records of all actions proposed and taken
- ensure that the SEND policy is regularly reviewed and updated
- 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 during SEND reviews and annual reviews (for those with EHCP)

d) Governing Board

All governing boards have legal duties under the Children and Families Act, 2014, in relation to pupils with Special Educational Need and Disability (SEND).

The governing board should, in co-operation with the head teacher determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

Governors must ensure that the school will:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the Local Offer;

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND;
- Ensure that children and young people with SEND engage in activities of the school alongside pupils who do not have SEND;
- Inform parents when they are making special educational provision for a child;
- Ensure that arrangements are in place in school to support pupils at school with medical conditions;
- Have a clear approach to identifying and responding to SEND;
- Record accurately and keep up to date the provision made for pupils with SEND;
- Publish information on the school website details of the policy dealing with pupils with SEND (the school’s SEND report). This report should be easily accessible to parents and young people, and be reviewed annually;
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans;
- Appoint a qualified teacher designated as the special educational needs co-ordinator (SENCo) for the school;
- Use school resources to support the progress of pupils with SEND.

The governing board will appoint a member of the board to oversee the arrangements for SEND provision in school. That governor will provide termly updates of their oversight, findings and activities to the governing board.

Local Authority

The Local Authority (LA) has a legal duty to identify and assess the special educational needs (SEND) of children and young people for whom they are responsible. The LA will become responsible when they become aware that a child or young person has, or may have SEND.

The LA must consider how a child or young person for whom they are responsible can be supported to facilitate their development and to help them achieve, ***“the best possible educational and other outcomes”***.

If a child or young person needs, or may need, more support than their school can give them, the LA must carry out an Education, Health and Care needs assessment (EHC Plan). This Plan will set out the additional support the child or young person needs and the school or other institution they will go to.

The LA must publish a Local Offer, containing:

- Information about the services and support available for children and young people with SEN,
- Not only inside the LA’s geographical area but,
- Elsewhere, including independent schools or colleges, therapy services and care placements.

This should not be merely a directory of services, but must clearly indicate:

- What schools, colleges and other settings will provide for the funding they receive for SEND:
- What schools, colleges and other settings in its area will provide from the funding they receive to support those with a disability:
- Educational, health and care provision;
- Training provision;
- Transport arrangements between home and school,
- Disagreement resolution arrangements, including the appointment of persons who are independent of the LA, the parents and the professionals involved.

The SEND Governor s

Peter Blanksby and Nick Parr are the current Governors with responsibility for SEND; they have regular contact with the SENDCo and the Senior Management of the school to keep up-to-date with and monitor the school's SEND provision.

To effectively fulfil the role of SEND governor, he/or she should:

- Keep abreast of current SEND developments;
- Where possible, attend in-service SEND training sessions;
- Meet regularly with the SENDCo;
- Where possible, be aware of progress of SEND pupils;
- Report termly to the full governing board on relevant activity;
- Where possible, be aware of parental views and concerns about SEND issues;
- Monitor the effectiveness of communicating with parents;
- Provide encouragement and support for teachers and support assistants through discussions and visits to school;
- Monitor the deployment of resources allocated to SEND;
- Be aware of changes to the SEND Code of Practice and its impact on Wales Primary School.

The SEND Support Staff

The school employs Teaching Assistants (TAs) to support children in classes. TAs can support children with SEND, 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 SENDCo has an overview of this support.

Any child with an EHCP and (where stated and funded) requires 1:1 support to achieve targets set within the plan, they will be supported by TAs employed by the school from the funding delegated by the Local Education Authority for this purpose.

Admission arrangements

In line with current LA policy, a place at Wales Primary School is available to a child with SEND 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.

The SEND Code of Practice (2015) states that;

If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

Access to the National Curriculum

All class teachers, the SENDCo and SEND 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.
- 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.
- 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 SEND

Identification of Special Educational Needs and procedures

Identification of Children with Special Needs

In line with the SEND Code of practice (2015), Wales Primary follow a graduated response to identifying and supporting a child with possible learning difficulties or SEND.,

The graduated levels of support are explained in 'waves'.

Wave 1

This includes the support for all children in the class. The type of support your child receives includes the following:

- Good quality first teaching.
- Work adapted to recognise that children learn in different ways .
- Different levels for the same activity.
- Different approaches (individual, paired and group work).
- Different expectations of groups.
- Different learning outcomes for groups.
- Recording in different ways.
- Implementing the dyslexia friendly classroom initiative.
- Repeating instructions for certain groups/individuals.
- Breaking information down into smaller more manageable 'chunks'.
- Providing visual or auditory reinforcement.
- Providing different resources to support the work.
- Providing a reader or a scribe.
- Pupils working in different ability groups for certain tasks.

Class teachers will discuss the progress of pupils at termly pupil progress meetings with the head teacher. If there are concerns around progress or attainment, the pupil may access wave 2 interventions or support and this will be discussed with parents.

Wave 2

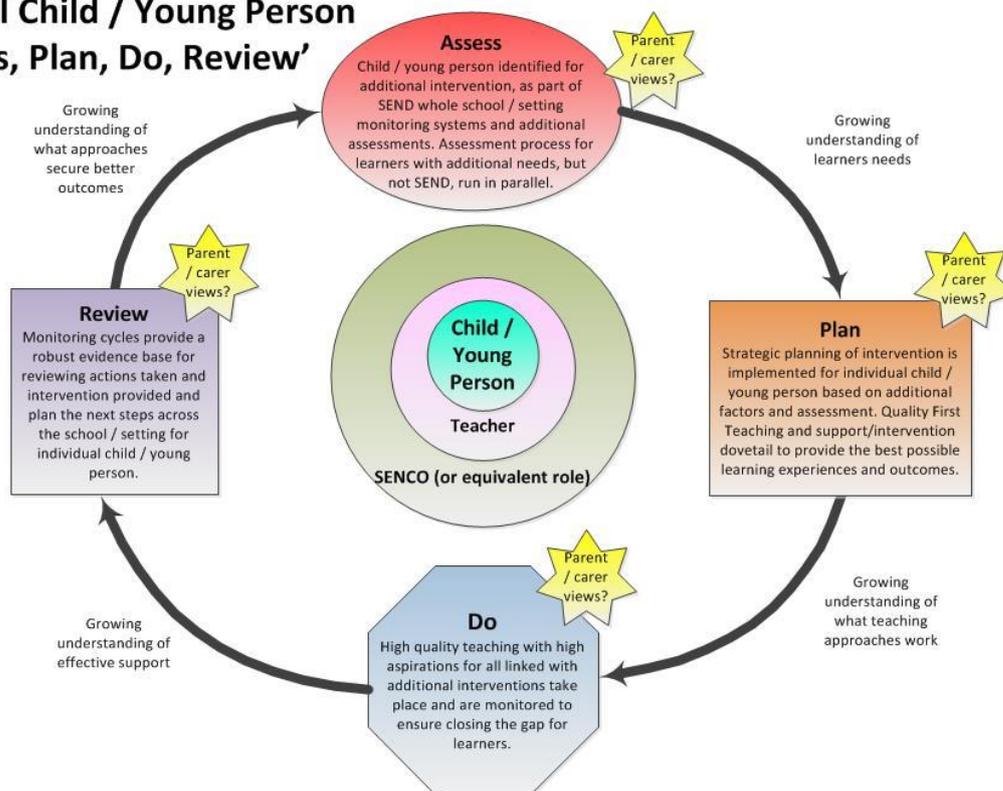
This involves small group support work which may be delivered by the class teacher or teaching assistant. The interventions are planned termly and a provision map is used to record the programme as well as the children involved. It includes:

- Completing tasks with extra support.
- Literacy support groups.
- Maths support groups.
- Toe-by-toe
- Lego club to encourage turn taking and communication skills in a structured format.
- Write words and excel for spellings.

- Literacy intervention support groups.
- Self-esteem groups.
- Social skills groups.
- Fine motor skills groups (including extra handwriting).
- Gross motor skills.
- Speech and language therapy groups.
- Support for children who have English as an Additional language (EAL).

Wave 1 and 2 support is implemented on an 'assess, plan, do, review' cycle

Individual Child / Young Person 'Assess, Plan, Do, Review'



Wave 3

This involves support planned on an individual basis with the specific needs of the pupil concerned. Where appropriate and with parental agreement, outside agencies are consulted and their advice is implemented. Examples of outside agencies include; Learning Support Service, Speech and Language Therapists, Autism Communication Team (ACT), Hearing and Visual Impairment Team, Occupational Therapist and the Educational Psychologist. Some children who meet the criteria will have an Education, Health and Care Plan (EHCP) which is reviewed annually by all professionals involved with the child.

As a general principle, the parents of a child presenting difficulties 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.

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 SENDCO if they so wish.

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.

The child's views about his/ her strengths and weaknesses will be sought. Pupil participation will be meaningful and ongoing 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.

Advice from External Services

If a child does not make satisfactory progress through additional support and focused interventions, then the class teacher and SENDCo 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 SENDCo are provided with advice and support from external specialists.

If a child is referred to the Learning Support Service (LSS), a Learning Support Programme (LSP) may 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.

External agencies that support Wales Primary School;

- Learning Support Service (LSS)
- Autism Communication Team (ACT)
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- CAMHS Locality Practitioners (Child and Adolescent Mental Health Services)
- Occupational Therapy
- Educational Psychologists
- NHS Speech and Language Therapy (NHS SALT)

Education Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.