



*Learn and Grow Together*

# SEND policy

Wheatfields Primary School

<b>Approved by:</b>	Wheatfields Governing Body	<b>Date:</b> May 2021
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### 1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Wheatfields primary School has a named Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs G Edwards, who has achieved the National Award for Special Educational Needs Coordination. Our named SEND Governor is Mrs L Ling.

Wheatfields Primary School aims to provide high standards of teaching and learning for all pupils in an environment where each child is valued as an individual and encourage and supported to achieve their full potential. We have high aspirations and expectations for children with SEND. We use our best endeavors to secure special educational provision for pupils for whom this is required, that is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory / Physical needs

### 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Mrs G Edwards.

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- › Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND provision

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will be added to the school's SEND register.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. This will include current data relevant to the pupil's attainment and progress and also information relating to their social, emotional development. When our Year 6 pupils transition to Secondary School we are often able to provide an enhanced transition package to those who would benefit from additional support.

## 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. At Wheatfields Primary School we believe that all teachers are teachers of children with special educational needs.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and scaffolded for individual pupils. We will also provide targeted evidence-based interventions when we assess that this would be suitable and beneficial.

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have Learning Support Assistants who are trained to deliver interventions which support English, Math's and Social / Emotional development. Learning Support Assistants may support pupils in the classroom as well during more unstructured times of the day such as playtimes. They may support pupils on an individual basis or small group.

We work with a range of agencies to provide support for pupils with SEND, including (but not exclusive to):

- SEND services 0-25
- Educational Psychologist
- Community Paediatrics
- NHS Speech and Language Service
- Child Adolescent Mental Health (CAMH) and Child Mental Health Support Team (MHST)
- School Nursing Team
- Emotional Health and Wellbeing Service (CHUMS)
- NHS Children's Occupational Health
- NHS Physiotherapy

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term during Pupil Progress Meetings
- Reviewing the impact of interventions after a specific amount of weeks
- Using pupil questionnaires
- Monitoring by the class teacher and SENDCo
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We have two Inclusion Support Workers who work 1:1 or with small groups of children, offering support across a wide range of areas, such as bereavement, behavior, social skills, emotional development and regulation, family separation etc.

We have a zero tolerance approach to bullying.

### **5.15 Concerns / complaints**

We encourage parents to work with us as a team around the child. We encourage parents to share any concerns or complaints as soon as they arise so that they can be addressed quickly. This should be to the Class teacher, in the first instance. They will then be referred to the school's complaints policy.

## **6. Monitoring arrangements**

This policy will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.