



<b>Policy</b>	<b>Special Educational Needs and Disabilities (SEND)</b>
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<b>Signatories</b>	 <b>Head Teacher</b>  <b>Chair of Governors</b>

## ***Wheatfields Primary School*** ***Special Educational Needs and Disabilities (SEND) Policy***

### ***Introduction***

Wheatfields primary School has a named Special Educational Needs and Disabilities Coordinator (**SENDCo**: Mrs Edwards), who has achieved the National Award for Special Educational Needs Coordination, and a named SEND Governor (Mrs Clarke)

They, along with the Headteacher (Mrs Thornton) ensure that the Wheatfields SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Wheatfields Primary School aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy. We use our best endeavours 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, mental and emotional health
- Sensory / physical needs

### ***What are special educational needs?***

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (*Code of Practice 2014*)

Children identified as having SEND may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Wheatfields, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs or disabilities, allowing them to join in all school activities together with pupils who do not have additional needs.

### *Aims and objectives*

The aims of this policy are:

- to create an environment that meets the special educational needs or disability of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all stakeholders in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### *Equal Opportunities and Inclusion*

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with the SENDCo and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to engage with their learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to engage in their learning

### *Identification, Assessment and Provision*

Provision for children with special educational needs or disabilities is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and **Learning Support Assistants**, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need or disability, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### *The Role of The SENDCo and what provision looks like at Wheatfields*

The SENDCo's responsibilities include:

- developing and reviewing the school's SEND policy
- co-ordinating all the support for children with SEND

- liaising with other professionals who may be coming into school to help support pupils e.g. speech and language therapists, Educational Psychologists, Specialist teachers, physiotherapists, social care
- supporting and advising class teachers and **Learning Support Assistant's** so that they can help children with SEND in our school to achieve the best progress possible
- updating the SEND register. This is a register which is kept to ensure all the SEND needs of pupils in our school are known. The four areas of need are cognition and learning; social, emotional and mental health difficulties; communication and interaction and sensory and/or physical needs
- suggesting appropriate learning programmes and interventions to meet pupils specific needs

### *Monitoring Children's Progress*

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs or disabilities, Wheatfields will adopt a graduated response. We follow an 'Assess - Plan - Do - Review' cycle to ensure that the needs and progress of individuals is closely monitored. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school **may** record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) or One-Page Profile and a provision map and intervention plan. The SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education, Health and Care Needs assessment we will provide the LA (Local Authority) with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. This may involve making adaptations to the QFT (Quality First Teaching) being delivered in the classroom. Parents may be consulted and a specific intervention put in place and monitored **which is time specific**. If no progress is noted after this time the child may be added to the school SEN register. The class teacher, after discussion with the SENDCo, will then provide additional interventions that **are over**

and above those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and **Learning Support Assistant's** within the class and reviewed formally with the SENDCo, parents and young person.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Makes little or no progress, even when QFT (Quality First Teaching) is adapted and appropriately differentiated
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress

### ***Partnership with parents***

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or disabilities will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs and disabilities and our SEND information report.

At all stages of the process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share their progress. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. **Parents are able to contact the SENDCo or the SEND Governor via the school office.**

### ***The Nature of Intervention***

The child's class teacher, supported by the SENDCo, will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support delivered through an intervention programme
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

The child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### *The use of outside agencies*

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- **Continues working substantially below age related expectations**
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his or her peers

### *School Request for an Education, Health and Care Needs assessment*

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence **may** include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history, where appropriate
- Assessment data in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for an assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or an Education, Health Care Plan will be reviewed annually at an Annual Review Meeting. When this coincides with transfer to secondary school the SENDCo from the secondary school **will be invited to attend and / or** informed of the outcome of the review.

### ***Individual Education Plans (IEPs) or One-Page Profiles***

Strategies employed to enable the child to progress may be recorded within an Individual education plan or one page profile which may include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- The child's views will be sought wherever this is deemed appropriate

### ***Access to the Curriculum***

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### ***Allocation of resources***

The school budget includes money for supporting children with SEND. The Head teacher and SENDCo discuss all the information they have about the SEND needs within school and decide what resources, training and support is needed. This is regularly reviewed and changes made as needed. Children with a statement of SEND or EHCP may have specific allocations in terms of resources and additional adult support. These will be met in full.

### ***The role of the governing body***

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs or disabilities. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

### ***Monitoring and evaluation***

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo and the members of the SLT (Senior Leadership Team) regularly review the SEND needs within the school. In addition the SENDCo and the named governor with responsibility for SEND also hold regular meetings.