



## SEND Policy

Policy Type:	Statutory
First Approved:	15/12/17
Policy Source:	

### Last Review Details

Reviewed By:	Wendy Loft (clerk to governors)
Date Reviewed	January 2018
Amendments Made:	Amendment to complaints process for LA referral
Approval By:	FGB
Approved:	21/3/18

Review Period:	Three Years
Next Review Due	December 2020



ST. WILFRID'S C E PRIMARY SCHOOL

## Special Educational Needs and Disabilities Policy

*This policy was re-written in light of The New Code of Practice and Children and Families Act 2014*

**At St. Wilfrid's CE Primary School, in line with our Christian ethos, we believe that all children are special because each child is an individual and loved by God.**

### 1. How we define SEND

**We define Special Educational Needs and Disabilities (SEND) using the following definition outlined in the New Code of Practice 2014:**

*"A child of compulsory school age 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 educational 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 of the same age by mainstream schools.'*

*Having SEND may mean that a child has difficulties with:*

- all school work*
- reading, writing, numbers or understanding information*
- expressing themselves or understanding what other people are saying*
- making friends or relating to adults*
- having social and emotional difficulties that impact on their behaviour*
- organising themselves*
- sensory or physical needs that affect them accessing aspects of school*

*Special educational needs and provision can be considered as falling under four broad areas:*

- 1. Communication & Interaction*
- 2. Cognition & Learning*
- 3. Social, emotional and mental health*
- 4. Sensory and / or physical*

*A child does not have learning difficulties just because English is not their first language.'*

### 2. Aims

**We will:**

- Identify children with special needs as soon as possible
- Assess the nature of those needs and implement appropriate support for the child
- Regularly review the progress and provision of the child with SEND
- Give all children access to a broad and balanced curriculum
- Include children with SEND in the full life of the school
- Provide equal opportunities for all children
- Support and train staff

- Encourage parents/carers to participate as fully as possible in decision making
- Where appropriate involve outside agencies in the support and provision for a child

We believe that SEND provision is particularly effective when parents/carers, the child, support services and the school work in partnership together in order to support the child's needs.

### 3. Roles and Responsibilities

The person responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs (Inclusion Manager) is Mrs Emma Russell.

- The **Headteacher** has responsibility for:
  - Managing the provision for children with special educational needs
  - Ensuring the Special Educational Needs and Disability Policy is implemented
  - Informing the Governing Body of current issues and provision
  - Working closely with the Inclusion Manager, meeting to exchange information and monitor effectiveness
- The **Inclusion Manager** is responsible for co-ordinating the SEND provision within the school as set out in the Code of Practice. This provision includes:
  - Co-ordinating the management of the child's SEND provision, including any additional teaching and teaching assistant support
  - Maintaining the school's SEND register
  - The day-to-day operation of the school SEND policy
  - Liaising with and acting in an advisory capacity to staff where appropriate
  - and overseeing the records of all pupils with special educational needs
  - Liaising with the parents/carers of children with special educational needs as appropriate
  - Liaising with external agencies including the educational psychology service and other support agencies including the speech and language therapy service, inclusion support team and health service professionals
  - Working closely with the Headteacher, meeting to exchange information and monitor effectiveness
- The **Assessment Management team** (Headteacher, Deputy Headteacher, Inclusion Manager, Assessment co-ordinator) has responsibility for:
  - Using assessment tracking data and teacher comments to help in the identification of children with SEND
  - Using assessment tracking data and teacher comments to monitor the progress of children with SEND
  - Using assessment tracking data and teacher comments to make decisions on effective provision for children with SEND and monitor its effectiveness
- **Class teachers** have responsibility for:
  - Ensuring they are delivering high quality teaching that is differentiated and personalised to meet the individual needs of the children in their class
  - Identifying children who may have special educational needs
  - Keeping parents/carers informed of their child's progress, any concerns and any action to be taken.
  - Being the first point of contact for parents and carers.
  - Informing colleagues and those concerned with the child of any information imparted by parents/guardians/carers pertaining to the child's progress
  - Devising Individual Development Plans (IDPs) for children at SEND support, based where appropriate on advice from outside agencies
  - Sharing IDP's with parents and carers and recording their views
  - Obtaining the views of the child

- Informing parents and carers that a child has been added to the SEND register – this could be a verbal conversation.
- Informing Teaching Assistants of any Individual Development Plans to be implemented

- **The Governing Body**, in co-operation with the Headteacher, has responsibility for:

- Determining the school's Special Educational Needs and Disability Policy
- Implementing the school's Special Educational Needs and Disability Policy to ensure that the aims are met

- **The Special Educational Needs and Disabilities Governor** will:

- maintain an oversight
- monitor identification, provision and effectiveness through termly meetings and sampling of evidence to be agreed annually with the Inclusion Manager

#### **4. Admission Arrangements**

The school's admission policy applies to all pupils (see School Admission Policy). Our admission policy does not discriminate against any pupil because of his/her special educational needs. Prior to starting school, parents/carers of children with a statement of SEND or EHCP will be invited to discuss the provision that can be made to meet their identified needs.

#### **5. Access to the Environment**

The school does not have specialist building provision for pupils with physical disabilities or for visually or hearing impaired children. The school does have ramped areas that ensure there is access for pupils and visitors. There are disabled toilet facilities. The school would work closely with the Local Authority to develop provision in line with The Disability Discrimination Act. The Disability Discrimination Act requires Governors to consider arrangements for admitting children with disability.

#### **6. Resources**

Resources are allocated based on the LA funding. Funding is allocated for training, for special educational needs and resources. Resources allocated include Inclusion Manager time, teaching assistant time, administration time for SEND, equipment and materials.

#### **7. Identification, assessment and provision for children with SEND**

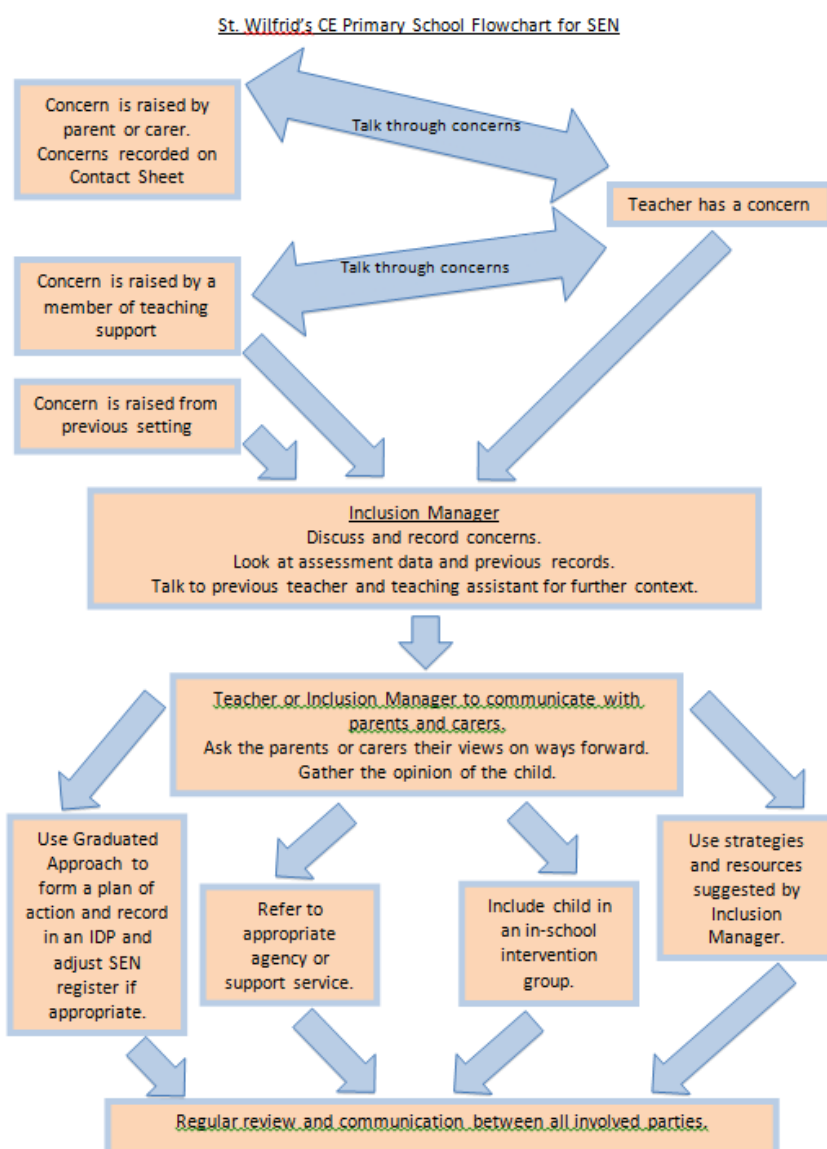
##### **Identification of Pupils with SEND**

The school recognises the importance of early identification of children with special educational needs. Children may be identified by:

- Notification from the pre-school alert panel
- Concern shown by the class teacher
- Expression of concern by the parent
- An external agency
- School screening procedures
- Information obtained from the child's previous school /pre-school

This information gathering includes an early discussion with the pupil and their parents/carers. These early discussions with parents/carers will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parent/carers' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on the school information system and given to the parents/carers. Where a pupil is identified as having SEND (and therefore will be listed on the SEND register specifying the SEND category being focused on and listed as 'SEND support'), action will be taken to

remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach**- Assess, Plan, Do, Review and is reflected in our IDP format.



### A Graduated approach to SEND support

#### SEND Support- Assess

In identifying a child as needing SEND support the class or subject teacher, working with the Inclusion Manager, will 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, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Outside professionals from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Manager will contact them if the parents agree.

### **SEND Support- Plan**

The teacher will agree in consultation with the Inclusion Manager, parents/carers and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The views of parents and carers will be taken into account and recorded on the IDP. The IDP will be shared with appropriate members of staff who are working with the child.

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. Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

### **SEND Support- Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Manager will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **SEND- Review**

The views of parents and carers will be gathered at the review stage and the effectiveness of the support and interventions and their impact on the pupil's progress will be assessed.

The class or subject teacher, working in consultation with the Inclusion Manager, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents / carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The Inclusion Manager liaises frequently with a number of specialists and outside agencies, for example:

- Learning Inclusion team
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Family Link Worker
- Social Services

Specialists may be involved at any point to advise on early identification of SEND and effective support and interventions. A specialist's involvement will be requested where a pupil continues to

make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care assessment

### **School request for an Education, Health and Care Plan (EHCP)**

#### **For a very small number of children, SEND Support might not meet their needs**

If a child has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, if appropriate the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child. An EHCP should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education, Health and Care Plan**

A child who has an Education, Health and Care plan will continue to have arrangements as for School Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the Inclusion Manager, to establish the appropriateness of the support and provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents/guardians can directly buy in the support identified in the plan. Parent/guardians will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

## **9. The SEND Register**

### **Additions to the SEND register**

When a child is added to the SEND register their parents and carers will be informed. This could be via a verbal conversation (face to face or on the telephone) and recorded on the Contact Sheet. At this point the parents and carers should be given time to respond and their views should be recorded.

### **Exiting the SEND register**

The names of children, who have received a programme of additional help and made sufficient progress to enable them to work in class without interventions that are additional to or different from those provided as part of the school's usual differentiated strategies will be removed from the SEND register. Parents / carers will be informed in writing if this happens and recorded on the Contact Sheets.

## 10. Record Keeping

Children's records are currently kept in two locations:

1) In special needs files in the SEND room (the Den)

- SEND records will be kept in individual special needs files in the SEND Room, **from which they must not be removed.**
- The Inclusion Administration Assistant will maintain the files with current and complete IDPs, test results, behaviour logs, parent/carers meetings, unaided work and advice

2) On the A: drive and T: drive

- Records e.g. contact sheets, records of interventions will be saved on the A drive in Pupil records.
- IDPs will be saved in Curriculum – SEND on the T: drive, IDPs
- The Inclusion co-ordinator and Inclusion Administration Assistant will maintain an up to date register of SEND children

## 11. Parental/Carer Involvement

- Parents/carers are kept fully informed through formal and informal meetings with the class teacher and/or Inclusion Manager and other agencies involved in supporting the child
- Parents/carers will be informed of the Parent Partnership Service through leaflets and notices
- If parents/carers wish to discuss, or have concerns about their child, they should first speak to their child's class teacher, the Inclusion Manager, and the Headteacher to discuss their views. The school will attempt to remedy the situation with regard to the needs of the child

## 12. Transition Arrangements

- For children identified with SEND at pre-school settings the Inclusion Manager or Year R teacher will make contact with a representative from the child's setting and the child's parents/carers to ensure that information is passed on securely and to make a plan to ease the child's transition to school
- For children on the SEND register in Year 6, the Inclusion Manager or Year 6 teacher will make contact with a representative from the child's secondary school to ensure that information is passed on securely and to make arrangements for extra visits, where appropriate, to ease the child's transition to secondary education
- When a child with an EHCP is in Year 6, the Annual Review will take place during the Autumn Term. The Inclusion Manager from the receiving school will be invited to the review meeting to plan the transition to secondary education

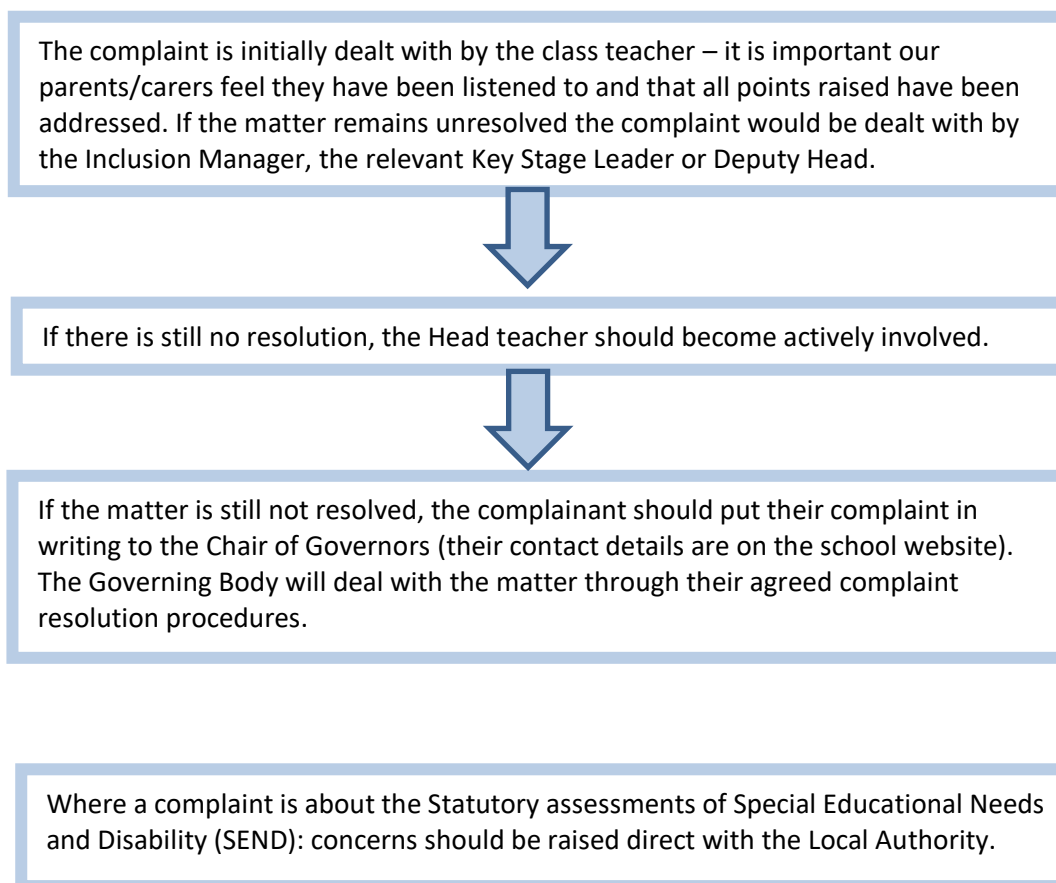
## 13. Raising Your Concerns

If there is any cause for concern the problem should be resolved at the earliest possible opportunity. At an informal level, discussions will take place with the class teacher. A record of the discussion will be made. If the matter cannot be resolved an appointment should be made to discuss the matter with the Inclusion Manager and if necessary the Headteacher.

Should an informal approach be inappropriate the matter should be raised in writing to the headteacher and/or the Chair of Governors according to the School's Complaints Procedures.



### St. Wilfrid's CE Primary School SEND Complaints Procedure



#### **14. Evaluating Our Attainment for SEND Pupils**

Every year, we analyse the data we hold on attainment at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we improve the school.

The Inclusion Manager will regularly provide information to the Governing Body as to the numbers of pupils receiving special educational provision at SEND Support stage, Statement/EHCP as well as any pupils for whom an education, health and care needs assessment has been requested. The number of pupils transferring to or from each type of provision will be noted.

The Headteacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes. SEND and inclusion are a regular item on the Curriculum and Resource Agenda and is reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary.

### **Dyslexia Friendly Statement**

At St Wilfrid's CE Primary we aim to identify and support children who have dyslexia or dyslexia type difficulties.

#### What is dyslexia?

In 2009 Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' gave the following description of dyslexia, which was adopted by the BDA, with the addition of the further paragraph shown below:

The description of dyslexia adopted in the report is as follows:

- 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.'

In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

We acknowledge that our pupils at risk of dyslexia will have their learning difference met through;

- Early identification. Using the 'Indicators of Dyslexia' Checklist and further diagnostic testing by the Inclusion Manager or Learning Inclusion Team if needed.
- Having specialist advice from the Learning Inclusion team.
- Teachers and support staff that have received dyslexia awareness training, share best practice and act upon it.
- Working in partnership with parents, carers and the pupils themselves.
- Providing good quality dyslexia aware teaching, interventions (e.g. phonics programmes, MAP, memory skills group) and resources that are planned and monitored for their effectiveness.
- A 'learning friendly' environment and teaching that is consistent with the provision of a multi-sensory approach and a range of learning styles.
- Providing emotional support.
- Recording information that tracks individual performance, consultations with parents/carers, pupils and other professionals.
- Provision of a range of programmes including ICT and accessing specialist services as needed.
- All staff are provided with a dyslexia aware folder that contains information about identification of dyslexic learners, good classroom practice and appropriate strategies.

Sarah Paxton is the named person for dyslexia.

This policy was approved by The Governing Body on **23<sup>rd</sup> March 2018**. It will be reviewed as part of the Governing Body's cycle of policy review, or in response to additional guidance from the Department for Education.