

# WARDEN HILL PRIMARY SCHOOL

## *Special Educational Needs and Disability (SEND) Policy*

Member of staff responsible	Denise Mitchell - SENCO Rachel Nicholson - Assistant SENCO
Governor responsible	Chair of standards
Sub-Committee responsible	Standards
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	Tri-annual
Date next review due	28.1.16

### Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Sept 1994	Original Issue
1.1	Jan 1996	Updated
1.2	Feb 1998	Updated
1.3	May 2002	Updated in line with the new Code of Practice
1.4	Jan 2008	Updated
1.5	Sept 2015	Updated in line with new Code of Practice

## **A definition of SEN**

As defined in the Governments' SEN Code of Practice (2001 revised January 2015), a child has Special Educational Needs if he/she has a learning difficulty which calls for additional educational provision to be made for him or her. A child has a learning difficulty if he/she:

- (a) Has a significantly greater difficulty in learning than the majority of children of the same age. This includes a difficulty in learning owing to behaviour;
- (b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

## **Introduction**

### **Warden Hill Primary School Aims**

To Encourage Everyone to be:

- Happy and self-confident in a safe environment, recognising that everyone is unique and of immense worth
- Responsible for the care of our world and respectful of the diverse societies and cultures within it
- Successful in learning the skills for our future
- Able to make the right choices in our school life and beyond
- Cooperative and able to work as a team valuing the contribution of everyone
- Trusted and caring members of the communities in which they live
- Creative in the approach to our learning and decision making
- Healthy in our lifestyles allowing us to enjoy and achieve
- Supportive in all of us reaching our own individual potential and responding to challenges in and out of the classroom

Warden Hill Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such, provision for children who are covered under the SEN definition is a matter for the school as a whole. All teachers are teachers of children with SEN. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN

- To enable children with SEN to maximise their achievements
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed
- To ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

### **Roles and responsibilities**

The person responsible for co-ordinating provision for children with Special Educational Needs within the school is known as the Special Educational Needs Co-ordinator (SENCO).

The SENCO will provide support and advice to Teachers and Teaching support staff, liaise with the LA and external agencies and monitor and develop special needs provision. The SENCO has a time allocation to co-ordinate the Special Needs programme and is supported by a team of Teaching Assistants across the whole school.

A member of the Governing body of the school is named as the SEN Governor.

### **Admission arrangements**

Children from the local area are admitted in line with our admissions policy and without reference to ability or aptitude.

### **Specialised provision**

Please look at our accessibility plan for more information.

### **Identification, assessment, provision and review**

All children with SEN are identified and assessed as early as possible. When a Class Teacher is concerned about the progress a child is making, he/she will collect information about the child, including writing samples, standardised assessment test results, reports and observations appropriate to their year group setting. They will speak to the SENCO and colleagues about their concerns and will discuss their concerns with the parents / carers of the child where appropriate.

Advice and support may also be sought from external agencies including the following services - Educational Psychology, Advisory Teachers, Speech and Language Therapists, Paediatricians, GPs, Physiotherapists and Occupational Therapists.

Permission is sought from parents/carers before a child is referred to an external agency and parents/carers are also asked to sign an information sharing consent form to ensure that any reports generated from a particular service will be made available to everyone involved in the care and education of the child.

Where significant needs have been identified the Class Teacher, SENCO and parents/carers will devise and agree on targets and strategies that will best support a child's progress in the classroom. This support will be outlined in a 'My Plan' document which will detail SMART (Specific, Measurable, Achievable, Realistic and Time related) targets relating to the pupil's areas of need. The parents will be invited to discuss these targets and to formulate a specific 'home' target which they will be responsible for. Once completed the 'My Plan' will be shared with the Teacher, teaching support, parents / carers and the child.

The 'My Plan' targets detail the pupil's specific areas of need and provide strategies to help the child to achieve these targets. The 'My Plan' sets out how this support is arranged and any specific interventions or resources that are needed. It also includes details of who is responsible for this support and how often it will take place. Parental ideas for continuing this support at home are also included on the 'My Plan.'

The 'My Plans' are reviewed three times a year by the class teacher, parents/carers and supporting adults with the support of the SENCO and

any external agencies supporting that child. New 'My Plan' targets are then generated.

In addition, each child on a 'My Plan' will also complete a 'My Profile' sheet. These profile sheets give the pupil the opportunity to express their opinions in relation to things which are important to them, their aspirations and goals, the things which people like and admire about them and those things which help or hinder their learning. The profile sheets are differentiated across the key stages and are completed at home between the child and their parents/carers and in school to provide a clear picture of the pupil's thoughts and feelings.

Children who have more complex needs, or children receiving support at 'My Plan' who are not making the expected progress may need to move on to a 'My Plan +.' This document is completed in consultation with the pupil's parents and any other external agencies who are supporting the pupil and or family. The 'My Plan +' document also takes account of the pupil's family background and their hopes and aspirations for their child as well as those things that are important to the pupil personally in helping them learn effectively. Within the 'My Plan +' the 'My Plan' targets remain an integral part of the document.

In some cases support at 'My Plan' and 'My Plan +' may not be sufficient to support the pupil's progress. When this happens the school will consider the need to move the pupil onto an Education, Health and Care Plan (EHCP). If this is approved by the LA this will result in the pupil receiving more support in addition to the ten hours provided by the school

An Annual Review of progress towards the EHCP objectives is held each year to ascertain if the objectives remain relevant or need to be amended. This review process involves the pupil, their parents/carers, the SEN Monitoring and School Support Officer, a member of the Advisory Teaching Service, the SENCO, class teacher, class Teaching Assistant and other external agencies involved.

For those pupils who have not yet been transferred from a Statement of Special Educational Needs to an EHCP, an Annual Review meeting will also continue to be held.

Good communication between home and school is key to effective support. Parents / carers are encouraged to voice concerns or worries with the school and not wait until meetings or set review times.

In the case of bilingual children who may have SEN, the school will endeavour to obtain an assessment of the child in their first language and liaise with the parents / carers through an interpreter wherever possible.

### **Access to the curriculum**

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. There are times when some young people with SEN are withdrawn from the classroom to follow targeted programs of study in small groups, or as individuals. This withdrawal is carefully co-ordinated to ensure key areas of the curriculum are not missed and are clearly marked on a young person's 'My Plan.' All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, teachers match the learning to the needs and abilities of each child or young person. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable children and young people with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. For this reason the teachers regularly review issues related to children with SEN.

### **Monitoring and evaluating the success of the education provided for children and young people with SEN**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for and the achievements of children and young people with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of children with SEN
- The success rates in respect of 'My Plan' targets
- Scrutiny of teachers' planning and children's work
- The views of both the parents and the child
- Regular monitoring by the SEN governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENCO, Class Teachers and Teaching Assistants.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for dealing with complaints from parents**

Should any parent be dissatisfied with the school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the headteacher so that the situation can be investigated and if necessary improved.

We want to ensure that problems are highlighted at an early stage and dealt with effectively and thoroughly.

### **Links with other schools, teachers and facilities**

In order to ease any transfer problems for children with special educational needs, arrangements are in place for liaison between playgroup/nursery and the reception classes, and Battledown Assessment Centre. When transferring to secondary school, all young people in Year 6 with special educational needs will have their needs discussed with the secondary school SENCO and additionally Secondary school SENCOs and parents attend review meetings prior to transfer for all pupils who have a 'My Plan,' 'My Plan +' or who have a EHCP or Statement of SEN.

There are regular liaison meetings between the special needs co-ordinators in the cluster group. Specialists from external agencies are used to support the progress of the children and regular visits are made to school. These external agencies include; Educational Psychology Services, Advisory Teaching Services, Education Welfare Officer, CYPS (Children and Young People Service), Health services which include Speech and Language therapy services, Occupational therapy, physiotherapy and the school nurse.

### **The role played by parents of children with SEN**

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN 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

All parents are entitled to view the special Educational Needs Policy on request and a summary of our approach is laid out in the school's prospectus. An overview of SEN and identification, assessment and review is available as a leaflet.