WARDEN HILL PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Member of staff responsible: Rachel Nicholson – SENDCo
Governor responsible: Full Governing Board
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Document Version Control

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This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Warden Hill Primary School. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015). It has been updated to include the statutory guidance as set out in documentation Keeping Children Safe in Education (KCSiE).

A definition of SEND

As defined in the Governments’ SEND Code of Practice (2001 revised January 2015), a child has Special Educational Needs and Disabilities 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

Children’s SEND are generally thought of in four broad areas of need and support:

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

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.
Throughout Gloucestershire support for SEND pupils is put in place by following the steps of the Graduated Pathway. Information about the Graduated Pathway can be accessed via the Glosfamilies website and a useful video can be found by clicking the following link
http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=oHfoXf1nCIY

Introduction

Warden Hill Primary School Aims

To encourage everyone to be:

- Happy and self-confident to **explore** their learning potential 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
- Able to **succeed** 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 to which they **belong**
- 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 SEND are valued, respected and equal members of the school.

As such, provision for children who are covered under the SEND definition is a matter for the school as a whole. All teachers are teachers of children with SEND. The governing body, Headteacher, SENDCo and all other members of staff have responsibility for our pupils with SEND.

Objectives

- To ensure that all staff are aware of the additional safeguarding needs of those pupils with SEND
• To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND
• To enable children with SEND to maximise their achievements
• To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed
• To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum including the Early Years 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

Safeguarding pupils with SEND needs


It is the responsibility of the school to ensure that all staff:

• Recognise that pupils with SEND can be more prone to peer isolation than other children
• Recognise that pupils with SEND may have an increased risk of being bullied or be the victims of hate incidents/crimes. The school’s Anti-Bullying, Equalities and Hate Policy is available on the school’s website and on the following link https://wardenhill.gloucs.sch.uk/wp-content/uploads/2019/04/WHPS-Anti-Bullying-Equality-and-Hate-Policy.pdf
• Are aware of the additional risks that pupils with SEND face on-line. The school’s On-line Safety Policy can be found on the school’s website and by following this link https://wardenhill.gloucs.sch.uk/wp-content/uploads/2019/04/WHPS-Online-Safety-Policy.pdf
• Are aware that pupils with SEND can have signs of possible abuse put down to their SEND
• Recognise that some pupils with SEND may have communication difficulties which make it difficult for them to verbally share their concerns

At Warden Hill Primary school the SENDCo works closely with the school’s Pastoral Support Lead to support the Social, Emotional and Mental Health (SEMH) needs of all pupils. If parents or school staff have concerns in relation to their child’s/ a pupil’s emotional well-being they are able to contact the
school’s Pastoral Support Lead to discuss these concerns. The Pastoral Support Lead can arrange 1:1 sessions with pupils and parents as well as intervention groups to support specific areas of SEMH.

The school also has access to support through the Early Help Partnership in Gloucestershire. Early help is about providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future. The school can make a referral to the Early Help Partnership and also has the support of an allocated Early Help Coordinator. The School’s Offer of Early Help can be found on the school’s website and by following this link https://wardenhill.gloucs.sch.uk/wp-content/uploads/2019/06/Early-Help-Offer-2019.pdf

Roles and responsibilities

The person responsible for co-ordinating provision for children with Special Educational Needs and Disabilities within the school is known as the Special Educational Needs and Disabilities Co-ordinator (SENDCo). It is a statutory requirement that the role of SENDCo in a mainstream school must be undertaken by a member of staff who is a qualified teacher and who has gained the Master’s-level National Award for Special Educational Needs Co-ordinator within 3 years of taking up the post.

The SENDCo 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 SENDCo has a time allocation to co-ordinate the special needs programme and is supported by a team of Teaching Assistants across the whole school. They also work with the school’s Pastoral Support Lead to coordinate support for the SEMH needs of all pupils.

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

Admission arrangements

Children from the local area are admitted in line with our admissions policy and without reference to ability or aptitude. For more details of the school’s admissions policy please refer to the school’s website or access the policy by following this link https://wardenhill.gloucs.sch.uk/wp-content/uploads/2019/09/WHPS-
Attendance

Warden Hill Primary School is committed to maximising the achievement of all our pupils and there is a clear link between good attendance and educational achievement. We aim to promote regular attendance and good punctuality in order to ensure all our pupils achieve their full potential. For our pupils to take full advantage of the educational opportunities offered (including any intervention programmes that are being carried out to support pupils), it is vital that they are at school, on time, every day unless the reason for the absence is unavoidable. Attainment, as well as confidence with peers and staff all depend on good attendance.

The school’s Attendance Policy is available on the school website and on the following link https://wardenhill.gloucs.sch.uk/wp-content/uploads/2019/09/Attendance-Policy-20192020.pdf

Specialised provision

Please refer to our Accessibility Plan for more information.

Identification, assessment, provision and review

All children with SEND 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 samples of work, standardised assessment test results, reports and observations appropriate to their year group setting. They will speak to the SENDCo 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 – GPs, the Community Paediatric Department, the Advisory Teaching Service, the School Nursing Team, the Speech and Language Therapy Service, the Occupational Therapy Service and the Educational Psychology Service.

Permission is sought from parents/carers before a child is referred to an external agency and parents/carers are also asked to sign the ‘Gloucestershire Children’s Partnership Consent to Share Information’ form to confirm their wishes in relation to sharing information about their child. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Teachers are
responsible and accountable for the progress and development of the children in their class, including where children access support from other staff. Staff will be supported through professional development to increase their knowledge of SEND and appropriate strategies that can be used to support children.

Pupils who have been identified as having additional needs will 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 they feel 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. Once completed they are returned to school and kept by the class teacher as a point of reference.

Where continued and significant needs have been identified the pupil, the class teacher and class Teaching Assistant, the SENDCo and the pupil’s parents/carers will devise and agree on outcomes and strategies that will best support the child’s progress in the classroom. This support will be outlined in a My Plan document which details SMART (Specific, Measurable, Achievable, Realistic and Time related) outcomes relating to the pupil’s areas of need.

The My Plan details the pupil’s specific areas of need and provides strategies to support the pupil in making progress towards meeting these needs. 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 when and how often it will take place. Parental ideas for continuing this support at home are also included on the My Plan.

The My Plan documents are reviewed three times a year by the pupil, their class teacher and class Teaching Assistant, the SENDCo and the pupil’s parents/carers. Once reviewed, new outcomes are generated.

Children who have more complex needs, or those children receiving support through a My Plan who are not making the expected progress may need additional support. Their needs are initially assessed through the completion of a My Assessment document before a My Plan + is written. This document is completed in consultation with the pupil, their parents and school staff and will include recommendations from additional agencies who are supporting the pupil and or family. A Team Around the Child (TAC) meeting will be arranged to look at the provision that is already in place and to explore the options for further support.
For the minority of pupils, support at My Plan and My Plan + may not be sufficient to facilitate their progress. On such occasions the school will consider the need to apply for an Education, Health and Care Plan (EHCP). If this is approved by the Local Authority the pupil will be entitled to receive a degree of additional funding which can be used to provide further support or additional resources in school. Parents/carers of a child with an EHCP will also have the opportunity to consider the possibility of an alternative specialist educational setting for their child or to move their child to a mainstream school which is able to meet the needs of the child.

An Annual Review of progress towards the EHCP outcomes is held each year in school to ascertain if the outcomes remain relevant or need to be amended. This Annual Review meeting is attended by the pupil, their parents/carers, the class teacher, Teaching Assistant and SENDCo. A member of SEN Casework will sometimes be available to attend the meeting and also staff from those external agencies who are involved in supporting the pupil.

Effective communication between home and school is key to effective support. Parents / carers are encouraged to voice concerns or worries with the school without needing to wait until meetings or set review times.

In the case of bilingual children who may have SEND, 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 SEND 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 SEND 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 SENDCo, 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 SEND to access the learning or the assessment processes. This includes Access Arrangements for tests where pupils may be entitled to additional time or a reader to administer the test paper.

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

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

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 SEND. 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 SEND
- The impact of targeted intervention programmes on the progress of pupils
- The success rates in respect of My Plan/My Plan + outcomes
- Scrutiny of teachers’ planning and children’s work
- SEN Learning Walks, Book Looks and pupil conferences
- The views of both the parents and the child
- Regular monitoring by the SEND governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENDCo, 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 Educational Needs Co-ordinator, the head teacher and/or the school’s SEND Governor so that the situation
can be investigated and any necessary action taken.

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

Links with other schools, teachers and services

The SENDCo regularly attends local cluster meetings where there is the opportunity to liaise with SENDCos from other settings and to receive Local Authority updates with regard to SEND provision. Specialists from external agencies are used to support the progress of SEND pupils and may visit the pupil in school. These external agencies include; Educational Psychology Services, Advisory Teaching Services, CYPS (Children and Young People Service), Early Help services such as Families First Plus and Health services which include the Speech and Language Therapy Service, Occupational Therapy and the School Nursing Team.

Transitions between settings

In order to ease the transition of children with SEND from one setting to another, arrangements are in place for liaison between playgroups/nurseries/ Battledown Assessment Centre and our Reception classes. When making the transition to secondary school we will arrange a meeting with a member from the SEND and/or Pastoral Support Team to discuss the needs of pupils and the support that has been put in place for them (including Access Arrangements for tests). There may be opportunities for your child to make additional visits to their new school.

The role played by parents of children with SEND

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 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