

# Special Educational Needs and Disabilities (SEND) Policy

Member of staff responsible	Rachel Nicholson – SENDCo
Governor responsible	Chair of Curriculum and Standards Committee
Date next review due	September 2024

## Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	September 1994	Original Issue
1.1	January 1996	Updated
1.2	February 1998	Updated
1.3	May 2002	Updated in line with the new Code of Practice
1.4	January 2008	Updated
1.5	September 2015	Updated in line with new Code of Practice
1.6	September 2016	Updated
1.7	December 2017	Updated
1.8	September 2018	Updated in line with Keeping Children Safe in Education 2018 statutory guidance
1.9	September 2019	Updated in line with Keeping Children Safe in Education 2019 statutory guidance
1.10	September 2020	Updated in line with Keeping Children Safe in Education 2020 statutory guidance
1.11	September 2021	Updated in line with Keeping Children Safe in Education 2021 statutory guidance and the school's response to the Covid-19 pandemic.
1.12	September 2022	Updated in line with Keeping Children Safe in Education 2022 statutory guidance
1:13	September 2023	Updated in line with Keeping Children Safe in Education 2023 statutory guidance

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, most recently updated in April 2020). 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 2015, a child has Special Educational Needs and Disabilities if they have a learning difficulty which calls for additional educational provision to be made for them. A child has a learning difficulty if they:

- (a) Have 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) Have 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 using technology and/or scaffolding techniques to enable pupils to more easily access class learning, differentiated (adapted) learning tasks, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as a Speech and Language Therapist or the Advisory Teaching Service 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 on the following link:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=ktZYX6uM08s>

On this page there is also an external link to a short film about the Graduated Pathway (Gloucestershire's Education, Health and Care Plan Pathway – an animated introduction).

## **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**

KCSIE 2023 sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics (including those with disabilities)
- must consider how they are supporting pupils with protected characteristics including disability, sex, sexual orientation, gender reassignment and race.
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

The school's Safeguarding and Child Protection Policy' can be found on the school's website.

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We ensure that all staff are aware that:

- Pupils with SEND may have an increased risk of being bullied or be the victims of hate incidents/crimes. Children and Young People with SEND are three times

more likely to be abused than their peers. The school's Anti-Bullying, Equalities and Hate Policy is available on request from the school office.

- Pupils with SEND face additional risks on-line and that technology is a significant component in many safeguarding and wellbeing issues. 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/2022/11/Online-Safety-Sep-2022.pdf>

At Warden Hill Primary School the SENDCo works closely with the school's Well-being 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 Well-being Lead to discuss these concerns. The Well-being 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 difficulties begin to emerge or when there is a strong likelihood that support will be needed 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/2023/09/Early-Help-Offer-2023-2024.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 new leadership professional qualification for SENDCos within 3 years of taking up the post (or who holds the previous NASENCO qualification).

The SENDCo is Ms R Nicholson and she can be contacted on the school number 01242 523827 and the following email address: [senco@wardenhill.gloucs.sch.uk](mailto:senco@wardenhill.gloucs.sch.uk)

The SENDCo's responsibilities are to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Liaise with the school's Well-being Lead to coordinate support for the SEMH needs of all pupils.
- Advise on the graduated approach to providing SEN 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 SEN up to date

#### The SEND Governor

A member of the Governing body of the school is named as the SEND Governor. It is their responsibility to:

- Help to raise awareness of SEN 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 SENCO to determine the strategic development of the SEN policy and provision in the school

#### The Headteacher

The Headteacher will:

- Work with the SENCO 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 SEN and/or a disability

#### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Informing parents/carers of pupils' progress at Parent's Evenings, through reports and at other point throughout the school year if needed

- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Working with outside agencies who may offer advice and help to support your child
- Ensuring they follow the school's SEND policy

### **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/2022/03/Admissions-Policy-2023-2024.pdf>

### **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 in school, on time, every day unless the reason for the absence is unavoidable. Progress and 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/2023/09/Attendance-Policy-2023-2024.pdf>

### **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 they 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 these 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 of pupils who are supported on the Code of Practice 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 is paramount for all pupils and benefits those pupils with 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 the appropriate strategies that can be used to support children.

All pupils across the school complete a My Profile sheet at the start of the new academic year.

These profile sheets give pupils the opportunity to express their opinions in relation to the 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 in school. Once completed they are kept by the class teacher and SENDCo as a point of reference.

At the end of the academic year class teachers complete a One-Page Pupil Profile for some of the pupils who are on the COP. Older pupils in KS2 also input their thoughts and ideas into these. The One-Page Pupil Profiles outline each pupils' strengths and interests, independent skills, activities or times when they may need additional support etc. These are shared with their next class teacher/s when transitioning from one year group to the next.

Where needs have been identified these will in some cases be initially supported through a Challenge and Support Plan. This is an internal system which we have implemented at Warden Hill Primary School. Pupils who have a Challenge and Support Plan will have targets detailed on their plans which they will be supported to achieve through additional support and in some cases interventions.

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 Teaching Assistant/s, the SENDCo and the pupil's parents/carers. Once reviewed, new outcomes are written and recorded on a new plan.

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 currently involved with the pupil and their 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 work with parents and carers to 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/training 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.

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. In some cases staff from those external agencies who are involved in supporting the pupil may also attend.

The Local Authority have recently implemented an enhanced EHCP system with the aim of working more closely with parents/carers and children/Young People to support them through the EHCP process. Each school is allocated a Case Coordinator

who will liaise with both the parents/carers and school. Throughout the process, which can typically take 20 weeks from the initial request to the EHCP being finalised, there will be 3 specific touch points when the Case Coordinator will liaise with parents and carers to discuss how things are moving forward.

EHCP requests for assessment will now be submitted using an online Portal which will enable parents, carers, schools and other external agencies to submit and have access to all paperwork and evidence.

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 access their year group curriculum. There may be times when some young people with SEND are withdrawn from the classroom to follow targeted programmes of study in small groups, or as individuals. This withdrawal is carefully co-ordinated to ensure key areas of the curriculum are not missed. 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 matters 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 parents and their children
- 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.

### **Support for Parents**

There are a range of external services that can offer additional support for parents of children with additional needs.

Such services include

- SENDIASS Gloucestershire
- The Glosfamilies Directory (which includes details of the county's SEND Local Offer of services and resources to support the families of children with additional needs)
- The Family Information Service

## **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 may include; Educational Psychology Services, Advisory Teaching Services, CAMHS (Child and Adolescent Mental Health Services), 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 pre-school settings and our Reception team. The Reception team arrange to visit pupils in their pre-school settings and have meetings or phone calls with pre-school staff and parents prior to pupils starting school. Where there is an identified additional need the SENDCo will also visit children and meet with pre-school staff and parents. Pre-school settings pass on to school relevant SEND paperwork and reports.

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 children to make additional visits to their

new school. All SEND paperwork and reports from external agencies are passed on to secondary schools before pupils start in September.

### **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

All parents have access to the Accessibility Policy and Plan and the Warden Hill Primary School SEND Local Offer document which are available on the school's website by following this link <https://wardenhill.gloucs.sch.uk/wp-content/uploads/2023/09/Accessibility-Policy-and-Plan-2022-2025.pdf>

### **Links with other policies**

- WHPS SEND Local Offer
- Early Help Offer
- Accessibility Policy and Plan
- Child Protection and Safeguarding policy
- On-line Safety Policy
- Positive Behaviour Policy
- Anti- Bullying, Equality and Hate Policy
- Health and Safety policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Procedure