



Waterhouses CE  
Primary Academy

# Special Educational Needs and Disability Policy

Committee	Curriculum
Date Approved by Governing Body	21 January 2021
Last Review Date by Committee	December 2020
Next Review Date by Committee	September 2021

Currently the SENCO is Mr M Dodson

The governor with responsibility for SEND is Ms Beth Hall

*'Celebrate Learning, Achievement and Friendship in God's Love'  
Core Christian Values: Love, Trust, Hope, Respect*

This SEND Policy works alongside and in conjunction with **Waterhouses CE Primary Academy SEND Information Report for Parents**, The Local Offer offered by Staffordshire Local Authority and various other school policies namely The Behaviour Policy, Assessment Policy, The Medical Conditions in School Policy, Safeguarding Policy, The Single Equality Scheme (including Accessibility Plan) and is embedded in the Teaching and Learning Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEND Code of Practice** (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2015;
- **Equality Act 2010**;
- **Children and Families Act 2014**;
- **The National Curriculum (primary) 2014**;
- **Teachers Standards 2012**.

## Aim

To raise the aspirations, expectations, progress leading to achievement for all pupils with SEND.

## Objectives:

- to ensure access to the curriculum for all pupils by making reasonable adjustments;
- to ensure that children and young people with SEND engage in activities of school alongside pupils who do not have SEND;
- to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement (P8);  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)
- to identify and provide for pupils who have special educational needs and additional needs including the use of outside agencies and support services;
- to work within the guidance provided in the SEND Code of Practice 2014 and to develop and maintain partnership and high levels of engagement with parents;
- to provide support and advice for all staff working with special educational needs pupils.

## 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).*

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff both teaching and support, staff have very important day-to-day responsibilities.

*'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

This policy has been formulated in consultation with stakeholders.

## Identifying Special Educational Needs

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

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

A pupil may be identified as having SEND if:

- concerns are raised by parents/carers, teachers/teaching assistants, the pupil's previous school or other adults e.g. school nurse, Children's Services;
- tracking of attainment outcomes indicates continued lack of progress;
- pupil observation indicates they have additional needs in one of the four categories of need stated above and/or meets the Staffordshire Local Authority criteria for SEND.

## A Graduated Approach to SEN Support

### STEP 1 - whole school

- Quality First teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.
- A whole school approach to developing mental and physical wellbeing for all pupils

### STEP 2 - progress concerns

Where staff have evidence that certain children are still not making adequate progress a 'record of concern' can be made to the SENCO, clearly indicating previous interventions. Concerns may also be raised by parents/carers or the pupil's previous school.

The Code of Practice 2014 describes 'adequate progress' as:

- **progress which is similar to that of peers starting from the same baseline;**
- **matches or betters the child's previous rate of progress;**
- **closes the attainment gap between the child and their peers;**
- **prevents the attainment gap growing wider**

### STEP 3 - intervention through graduated support

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly pupil progress meetings that are undertaken between the class teacher and SENCO and or Headteacher. The class teacher is responsible for appropriate interventions and differentiated learning to be carried out to allow these pupils to make adequate progress. Progress is closely monitored. If a pupil continues to be a concern following a period of intervention, they may require further support and be placed on the SEND register. Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Where it is decided that further action is required to increase the rate of progress, a personalised learning plan will be completed. These will be referred to as an Individual Learning Plan (ILP). The school will follow the; **assess, plan, do and review model as use the Boxall Profile as a tool to assess cognitive development and behavioural traits** . This plan will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed regularly, at least termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. Referral to specialist services will only be undertaken after parent permission has been obtained. Referrals may be made to:

- Special Educational Needs Support Services through Staffordshire Connects
- Behaviour Support Services
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team Autism and Sensory Support in Staffordshire
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

As a result, specific programmes may be advised and these will be followed by all adults coming into active learning situations with the child.

#### **STEP 4**

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **Meeting pupils' needs**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. Strategies include:

- Differentiation of the curriculum to match tasks to ability and pupil need.
- Use of Teaching Assistants to provide additional support within literacy and numeracy lessons.
- Small group and/or 1:1 intervention/booster groups.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Personalised learning plans ILP's are written and a small stepped approach is used which ensures both challenge and achievement for children with SEND.
- Advice is sought from external agencies where appropriate, to inform staff of the best ways to provide 'reasonable adjustments.'
- Regular monitoring and review of extra support/ intervention sessions, to ensure impact and effectiveness is carried out on a termly basis.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment where appropriate.
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy.
- Boxall Profile assessments
- Nessy Reading interventions
- LEGO Therapy
- Social and Emotional Groups
- Nurture Provisions
- Zones of Regulation
- Healthy Mind and Healthy Body initiative to be introduced 'Whole School' January 2021
- Empowered Learner Award to be introduced 'Whole School' in February 2021
- Access to extra-curricular clubs.
- In-Service training for all staff on the needs of children with SEND.

The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCO, the SEND link governor and external agencies where appropriate.
2. ongoing assessment of progress made by pupils in specific intervention groups;
3. work sampling on a termly basis;
4. scrutiny of planning;
5. teacher meetings with the SENCO;

6. pupil and parent feedback when reviewing target progress and attainment;
7. whole school pupil progress tracking;
8. attendance and behaviour records;

Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEND Information Report on a yearly basis.

### **How the school's resources are allocated and matched to children's special educational needs**

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- 1) The Notional SEND budget which is a proportion of the funds allocated per pupil to the school to provide for their education.
- 2) The Pupil Premium. This is extra funding for pupils eligible for Pupil Premium who also have SEND.
- 3) Additional Educational Needs (AEN) funding. This is extra funding for those pupils with the most complex needs,

Funding may be used for:

- In-class support from teaching assistants;
- Small group support from teaching assistants e.g. Nurture Provisions, LEGO therapy;
- Specialist support from external agencies e.g. 1:1 tuition;
- Provision of specialist resources e.g. ICT software or equipment;
- Professional development relating to SEND for staff;

### **How is the decision made about how much support my child will receive?**

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent/carer. For pupils with an Education, Health and Care plan, this decision will be reached when the plan is being produced or during the annual review of existing plans.

### **Supporting pupils and families**

If you have concerns over your child then please discuss these with your child's teacher in the first instance. This may result in a referral to the school SENCO. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents are encouraged to look at the **Staffordshire local offer** (regulation 3a) which can found on the **Staffordshire County Council** website.

If you require any further advice regarding the services and support available to your child then please don't hesitate to contact Mr M Dodson in the first instance. Alternatively, look on the Staffordshire Connects webpage for SEND support and information which can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

### **Criteria for exiting the SEND Register**

Pupil progress is standardly reviewed on a termly basis but this may vary depending on the complexity of the pupils' needs. Should it be considered that a child has made progress and no longer meets the criteria outlined in the policy, a meeting will be arranged with all parties involved to discuss the matter.

### **Training and Resources**

SEND funding varies from year to year and is incorporated into the main school budget.

Training needs of staff are identified through performance management/appraisal and planned through the whole school Continuing Professional Development (CPD) programme.

## **Roles and Responsibilities**

The SEND Code of Practice 2014 states that the role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND;
- Advising and supporting colleagues;
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals from beyond the setting.

At Waterhouses CE Primary Academy, the SENCO will:

- Have responsibility for the day to day operation of the SEND policy;
- identify areas for development in special educational needs and ensure these form part of the school's improvement plan;
- work in partnership with colleagues, parents, pupils, governors and outside agencies to ensure that short-term objectives on the IEP's, Behaviour Plans (where appropriate) and EHC plans are set, monitored and reviewed;
- oversee the records of all pupils with SEND and maintain a 'provision map' showing any ongoing record of all provision for pupils with SEND. The provision map will show the type, length of time and impact of provisions carried out;
- co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning;
- provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND;
- monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement;
- liaise with external agencies in matters relating to pupils with SEND;
- take responsibility for the management of the teaching assistants with regard to SEND provision;
- maintain and update the School's SEND Information Report on an annual basis and ensure this is available to parents via the school website and school office if requested.

## **The Role of the Class Teacher**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress a teacher should collaborate with SENCO and parents to plan support and teaching strategies for the individual.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

## **Access**

In line with the Equality Act 2010 and 2006 Disability Equality Duty (DED), the SENCO, headteacher and governors of the school believe in maximum accessibility and inclusion for all pupils, staff, parents and stakeholders.

### **Complaints procedure**

**In the first instance** If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher;
- The SENCO/Headteacher;
- The School Governor with responsibility for SEND via the school office.

Complaints will be dealt with in line with the Children and Families Act 2014 and the school's own complaints procedure. (see school website).

### **Reviewing the Policy**

The SEND policy will be reviewed annually by Governors. Parent governors will be involved in this process.