



Wheatcroft Community Primary School

## **Policy for Special Educational Needs and Disabilities (SEND) 2022**

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Senior Leadership Team

PGCert: Special Education Needs Coordination

Agreed by governors: 27.9.22

Review date: September 2025

This policy is in line with the Code of Practice 2014

### **Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' needs. All pupils are entitled to a broad and balanced curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEND.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all **reasonable steps** to provide effective educational provision.

### **Aims of Policy**

- To ensure that all children are valued equally, regardless of their abilities and behaviours.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- Ensure that SEND pupils take part in all school activities.
- Ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils and parents/carers are involved in decisions affecting their future SEND provision where appropriate.

### **Procedures**

**Responsibility for coordination of Inclusion and SEND provision and Arrangements for coordinating Inclusion and SEND provision is as follows:**

**The Headteacher has the overall responsibility** for the provision and progress of learners with SEND.

### **The SENCo is responsible for:**

- being an advocate for children with SEND
- over-seeing the day to day operation of SEND policy and coordination of specific provision made to support individual children with SEND including those with EHC plans.
- identifying special educational needs
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaising with parents/carers of children with SEND to ensure their views are listened to
- being a key point of contact with external agencies and refer pupils for support
- managing learning support assistants
- ensuring all staff have received relevant training
- where possible, ensuring all children with SEND are able to access extra-curricular clubs
- arrange access arrangements for assessments so that all pupils can demonstrate their full potential
- supporting staff

### **The SEN Governor is responsible for:**

- championing the needs of pupils with SEND
- meets at least 3 times per year with SENCo to overview SEND provision
- undertakes learning walks in school with a focus on SEND
- overviewing SEN data

### **Teachers are responsible for:**

- the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- high quality teaching which is differentiated for individual pupils.
- setting smart targets to support the pupil's progress
- setting up interventions and monitoring success
- for sharing concerns about pupil's additional needs and working with the SENCo to develop provision to support the pupil to meet their targets
- meeting with parents to share targets, concerns and strengths 3 times a year

### **Identification and Assessment**

We accept the principle that pupil's needs should be identified and met as early as possible. There are four broad areas of need stated in the SEND Code of Practice 2014.

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical

Whilst these four areas identify the SEN need of a pupil we also consider the needs of the whole child, which may impact on a pupil's progress such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium

- Being a looked after child
- Being a child of a service man or woman

## **The Graduated Approach**

### **Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents/carers will be informed about their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class including differentiation of provision.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEN Support**

Where it is determined that a pupil does have SEN, there will be a discussion with parents/carers and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers. Parents/carers will be informed either at SEN parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent/carer to learn that their child is being identified as having SEN.

## **Plan**

Planning will involve consultation between the teacher, SENCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Request for Statutory Assessment**

The school will request a statutory assessment from the Local Authority when despite an individualised programme of sustained intervention the pupil remains a significant cause for concern. A statutory assessment might also be requested by a parent/carer. The school will have the following information available:

- Records from past interventions
- Targets and minutes of meetings with parents/carers
- Records and outcomes of reviews
- Information on the pupil's health and relevant medical history
- Attainment data
- Relevant assessments from specialists such as support teachers and educational psychologists
- Views of parents/carers
- Views of pupils
- Social care/educational welfare service reports
- Any other involvement by professionals

## **Education, Health Care Plans**

An EHCP will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to longer term objectives set in the EHCP
- Are measurable
- Established through parent and pupil consultation
- Set out in an action plan
- And states who is responsible for delivering the provision

### **Reviews of EHCP**

EHCPs must be reviewed annually. The SENCo will then organise these reviews and invite:

- Pupil's parents/carers
- Pupil
- Relevant teacher
- Any professionals working with the child
- Any other person the SENCo or parent/carer considers appropriate.

#### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year.
- If appropriate to set new targets for the coming year.

At Key Stage Phase transitions, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with new teachers.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may have
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Attend review meetings

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher and SENCo. The chair of governors may then be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved. Please see the school's complaints procedure available on the school's website.

### **Review of the SEND Policy**

The school considers the SEN Policy documentation to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This policy was written September 2022