

Weston Turville CE School

Mission Statement:
To pursue wisdom within a Christian Ethos

Policy for Special Educational Needs

Co-ordinator	Mrs L Mercer
Policy reviewed by	Mrs L Mercer
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Adopted by Governors	Autumn 2019
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Compliance

This SEN policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Introduction

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Weston Turville Church of England Primary School will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of Weston Turville Church of England Primary School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. All teachers are teachers of SEND students.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services, health and all other agencies.

Aims and Values

As an integral part of SEND provision we will ensure that:

- SEND pupils will have their needs met.
- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENDCo, have responsibility for the initial informal assessments and establishing of individual education programmes.
- Our school will endeavour to support parents/carers through the process of transition.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- The SENDCo maintains a confidential register of all pupils with special educational needs. All staff maintain records of interventions for individual children..
- All SEND children, whether SEN Support or on an EHC plan, will have an Individual Provision Map produced through edukey to identify termly provision and track progress.
- Children's progress in Reading, Writing and Maths is also tracked termly using Target Tracker.
- Resources to support pupils with SEND are available.
- Referrals are carried out to external agencies where further support is required.
- Class teachers retain responsibility for pupils with SEND and compile determine appropriate interventions.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are integrated into the life of the classroom. In addition they have access to individual / small group work.
- There is a smooth transition at each transition stage for the child.

Definition of 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 child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Special educational provision means:

“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

(a) mainstream schools in England,

- (b) maintained nursery schools in England,
 - (c) mainstream post-16 institutions in England, or
 - (d) places in England at which relevant early years education is provided.
- (Children and Families Act 2014)*

Roles and Responsibilities

Provision for special needs is a matter for the school as a whole. The Special Educational Needs and disabilities co-ordinator (SENDCo) is responsible for the day to day operation of the SEN policy.

The SENDCo has responsibility for –

- Co-ordinating provision for children with SEN
- Reporting to the Head
- Liaising with and advising colleagues on the graduated approach to SEN Support.
- Overseeing Individual Provision Maps of all SEN children..
- Liaising with parents of children with SEN with class teachers.
- Contributing to In-service Training (INSET).
- Ensuring that the school complies with the Code of Practice, 2014 guidance.
- Keeping the SEN register up to date.
- Ensuring teachers effectively plan for and hold review meetings as requested by parents.
- Monitoring standards of education and attainment of all children on the SEN Register.
- Ensuring that Annual Reviews are held.
- Ensuring relevant parties are invited to reviews.
- Ensuring appropriate records are kept.
- Maintaining staff awareness and expertise in dealing with SEN issues.
- Liaising with Special Educational Needs and Disabilities governor (SENDGo).
- Maintaining links with other education settings and outside agencies.
- Liaising with previous and potential next providers of education.
- Working with head and governors on Equality Act, when appropriate.

It is the responsibility of the class teacher to -

- Give all children access to quality first teaching.
- Set up a differentiated programme of work to enable a child to access the full curriculum.
- Inform the SENDCo of any child whose progress causes concern by completing a form and gathering evidence.
- Keep records and evidence of the child's progress.
- Set up SEN Support Plans as appropriate, with the help and advice from the SENDCo and/or reports available, and monitor them.
- Use TA time to support a child 1 to 1, group, within the classroom or out of the classroom.
- Ensure the SENDCo has up to date SEN support plans.
- Plan interventions and review their success.
- Keep parents informed.

It is the responsibility of the TAs to –

- Support the teacher in delivering a differentiated programme of work to a child/group.
- Keep records up to date.
- Keep the Class Teacher informed through informal discussions and reviewing of individual interventions.
- Keep professional knowledge up to date through attending training provided.

Inclusion – providing effective learning opportunities for all pupils

There are three principles that are essential to developing a more inclusive curriculum -

- Setting suitable learning challenges – high quality first teaching..
- Responding to pupils’ diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
(Bucks SEN handbook 2006)

Identification Assessment and Provision of Special Educational Needs

Identification of Special Educational Need may come from school observations or in combination with parent support.

The initial identification of Special Educational Need is the responsibility of the class teacher who has concerns that a child is not making expected progress. A need will be of an educational nature. It may also take the form of an emotional, sensory, physical difficulty if this impacts on the educational development of the child.

Graduated response

In light of the new SEN Code of Practice, 2014, Weston Turville Church of England School has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Weston Turville Church of England School and parents match special educational provision to individual pupil needs.

Early Intervention

If a child enters the Foundation Stage with specialist teacher involvement this is continued and the SENDCo liaises closely with specialists. Prior-to-entry information on pre-school experience is sought if applicable. On entry to Reception the Foundation Stage Profile is completed for each child by the Reception class staff and any concerns raised are addressed as Early Concerns. Constant observations and recording of information is also carried out in line with EYFS procedures. Any concerns are raised as Early Concerns.

Early Concerns

Children are continually monitored, observed and assessed throughout their time at the school and any concerns are discussed with the parents and the SENDCo. The class teacher completes an Educational Concern form and gathers evidence about the child’s difficulties. Appropriate class-based differentiation is put in place in the classroom to support needs and this is regularly reviewed. Parents are kept informed of each stage. If the provision is not working then the form is passed onto the SENDCo along with evidence of concern for further assessment and

intervention. If the differentiation is working then this will be maintained until no longer required by the class teacher as part of quality first teaching. Children will be placed upon a monitoring list by the SENDCo following reports of early concerns to ensure that contact with the class teacher is regular.

A child may also be placed onto the monitoring list by the SENDCo if it becomes clear through data analysis that attainment or progress are below that expected. If a child is accessing more than two interventions they will also be placed on the monitoring list.

Single Category of SEN - SEN Support

Under the SEN Code of Practice 2014 identifying SEND will be through a single early years setting based category and a school based category of SEND, identified from the following SEND categories:

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Emotional and mental health include:

- Emotional and mental health difficulties (ESD)

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

SEN Support

When a child is identified as needing provision **additional to or different from** that provided as part of normal class activities, the intervention of the SENDCo will be requested by the class teacher. Teachers will have completed an Educational Concern Form, backed by evidence, about a child who, despite receiving differentiated learning opportunities,:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not supported by the behaviour management techniques employed by the school and is not make expected progress academically;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

At this stage the SENDCo will further assess the child and further support will be discussed with class teacher, TA and parents and action taken. An SEN Support Plan will be written and reviewed termly, unless it is appropriate to do this sooner.

Interventions may include:

Precision monitoring

Talking Partners

Write words

Additional/Bespoke support for Literacy and Maths

If the child continues to not make progress in their area of need, in consultation with parents, external agencies will be involved to further support the child to ensure progress. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of their peer group
- Needs specialist advice for a particular need, eg. Sensory, physical, emotional

If a child is making good progress and the gaps in their learning have been closed and no longer need an SEN Support Plan, they will be monitored by the SENDCo for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.

Statutory Assessment of SEND

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at School under the Single Category, a request may be made to the LA for an Education, Health Care Plan (EHCP).

This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. The purpose of the EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.

- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Assess, Plan, Do and Review

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

Identification & Assessment

SEND children will be identified through teachers/TAs observations and assessments and through completion of the Early Concerns process (detailed above). Concerns may also be raised through standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The teacher and the SENDCo should agree, in consultation with the parent and the child, the interventions and support to be put in place, as well as the expected impact on outcomes for the child to make appropriate progress, along with a clear date for review.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Interventions

Interventions will be input and monitored using edukey software. These will be short term interventions which will be related to the areas of concern with a clear target. These will be reviewed by appropriate staff and the class teacher will determine upon the next appropriate intervention.

Review Process

Interventions are to be reviewed at the end of each term, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If it is appropriate the child will be taken off SEN Support and monitored for a further term.

Children with an EHC Plan have set short term targets which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out on edukey and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be

reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Children participate in their Annual Reviews by:

- ☑ Offering their opinion and advice in the setting of targets on paper
- ☑ Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Weston Turville Church of England School is the responsibility of the Head Teacher and the SENDCo in conjunction with the support of colleagues in the Inclusion Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

Assessment and Monitoring

All children are assessed and monitored throughout their schooling and their progress is recorded. Several screening procedures are used. These are detailed in the Assessment Policy. Pivots assessments are in place and are used to track the progress of SEN children.

Non-verbal communication is used throughout the school, by all adults in all aspects of the curriculum in order to cater for different learning styles. It is also varied by the teachers to keep interest and focus. This is achieved by:

- Hand signals – E.g. 'Give Me Five', hand claps for the class' attention.
- Gestures and facial expressions – E.g. eye contact.
- The use of visual cues – E.g. diagrams, mind maps, symbols, pictures.
- Equipment to keep children's attention – E.g. writing slopes, foot rests, cushions, different sized chairs, carpet spots.
- Explaining concepts in more than one way.
- Limiting visual distractions in the classroom where the teacher delivers the majority of lessons.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs.
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN.
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns.

Monitoring

By Governing Body:

It is the Governors' responsibility to ensure that the school has a nominated Governor who monitors the implementation of this policy. In addition Governors may focus on SEN issues as part of their programme of school visits.

By SENDCo:

The SENDCo is responsible for:

- Inspection of interventions
- Sampling work from School Action and School Action Plus children.
- Adding pupils to/removing pupils from the SEN register.
- Tracking the achievements of SEN pupils in comparison to their peers.
- Ensuring that all staff have appropriate training to ensure the best teaching is taking place in class.

L Mercer

SENDCo, September 2018