



WARD GREEN PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Background

Legislative framework:

Ward Green Primary School Special Educational Needs and Disability (SEND) policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice 2015
- The Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989
- Education Act 1996

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 Ward Green Primary School will do its best to ensure that the necessary provision is made for any 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 Ward Green Primary School will also work to ensure that all SEND pupils 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 pupils.

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 pupils.

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 - parents/carers, school, LA, students, children's services and all other agencies.

The SEND Co-ordinator is Mrs H Jones
The SEND Governor is Mrs K Littlewood

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

- SEND pupils will have their needs met.
- We have a whole school approach e.g. through record keeping, liaison and support and sharing ideas, but recognising that class teachers, with guidance, have responsibility for the initial informal assessments and establishing 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 pupils whom they teach.
- The SENCO maintains a confidential register of all pupils with special educational needs.
- Where required, pupils on the SEND register have School Focused Plans (SFP's) which states the outcomes that they are working towards and the additional support the pupil is receiving to help meet these.
- A variety of forms of assessment are available to report on progress of pupils with SEND e.g. Boxall profile.
- Resources to support pupils with SEND are available.
- Class teachers retain responsibility for pupils with SEND and compile SFP's for pupils.
- 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 pupil.

Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Ward Green Primary School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Ward Green Primary School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Identification, Assessment and Provision

Graduated response

Ward Green School will adopt 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 Ward Green Primary School and parents match special educational provision to individual pupil needs.

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

Single Category of SEND

Under the SEN Code of Practice 2015 there is a single approach, known as SEN Support, 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)

Social, emotional and mental health difficulties:

- Social, emotional and mental health difficulties (SEMH)

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).

A pupil is identified as needing provision **additional to or different from** that provided as part of normal class activities will trigger the intervention of the relevant agency, a referral form, backed by evidence, about a young person who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a young person'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 ameliorated by the behaviour management techniques employed by the school;
- 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 emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- 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.

The Class Teacher and SENCO will further assess the young person and support for the individual will be discussed and action taken. A School Focused Plan will be written. There will be termly reviews of the School Focused Plan.

Intervention may include:

- Specific interventions eg Stile trays, Rapid Maths, Numicon or Catch Up
- Play Therapy
- Pastoral care through Mentor Intervention
- Basic skills interventions

As the result of an SFP review meeting the decision may be taken, in consultation with the parents/carers and the young person, to involve external support services provided by the LA and/or other agencies. 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 young person'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 young people

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 Statutory Assessment – this is now referred to as an Education, Health Care Plan (EHCP).

This will determine the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Barnsley Metropolitan Borough Council SEND Assessment team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- Views of the young person
- Views of the parents/carers
- The schools current provision
- Provision maps
- School Focused Plans
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- Attainments in reading, writing and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Involvement of other professionals' e.g. social services, EWO or G.P.

Plan, Assessment, Do and Review

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

Identification & Assessment

SEND students may be identified through the teachers' observations and assessment, SEND areas of need, standardised assessments (Baseline, SATs, etc), progress checklists, school trackers, 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, with support from the SENCO, should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a School Focused Plan, this will be updated, at least termly, by the class teacher with support (if needed) from the SENCO. Each child will also have an annually updated pupil profile sheet to share their strengths and how to best support the child.

Do

The class or subject teacher should remain 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, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should 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.

School Focused Plans

School Focused Plans (SFP) include short realistic and measurable targets related to the area(s) of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts. The SFP should include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- a start date and finish date of the intervention
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when SFP is reviewed).

Review Process

School Focused Plans are to be reviewed at the end of a strategy and/or intervention, with input from the pupil, parent/carer, teachers, and learning support staff and outside agencies (if applicable). Students with an Educational Health Care Plan (EHCP) have set short term targets which have been established after consultation and include targets identified in the statement of SEND. These targets will be set out in the SFP 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 EHCP's will be reviewed annually with the review taking place in school. The parents/carers, the young person (where appropriate) 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. Students participate in their Annual Reviews by:

- Attending their review meetings (if appropriate)
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Pupil Voice

Pupils are invited to submit their views as part of their annual review as well as to attend the review itself. We endeavour to engage all pupils in the setting of their targets and strategies, all with a view to the longer term desired outcomes.

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 Ward Green is the responsibility of the Head Teacher and the SENCO in conjunction with the support of colleagues. 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.

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, and other school staff 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.

Allocation of resources

- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.

- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individual programmes.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

The Role of the SENCO

- In collaboration with the Headteacher, the SENCO and governing body, determine the strategic development of the SEND policy and provision at Ward Green Primary School with the ultimate aim of raising the achievement of pupils with SEND need.
- Collaborating with SENCOs and Inclusion managers in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of EHCPs and records for all SEND pupils.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND pupils.
- Liaising with parents/carers of SEND students in co-operation with class teachers.
- Liaising with Secondary Schools when SEND pupils leave at the end of Year 6.
- Liaising with external agencies including the LA officer with responsibility for SEND and the Educational Psychology Service, health and children's services, voluntary bodies and others as relevant/appropriate.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Ward Green Primary School's SEND policy:

- Governing Body to review the policy
- Pupil assessments for review meetings
- Pupil Progress Meetings
- Pupil and parent views relating to the statutory review of the Educational Health Care Plan need
- Evaluation of SFP's and the setting of new targets

Arrangements for considering complaints about SEND provision

- If a parent/ carer has a complaint about SEN provision it should first be raised with the school. If the issue cannot be resolved, then please see our complaints policy.

Headteacher: Mrs M Binns

SENCO: Mrs H Jones

SEND Governor: Mrs K Littlewood

Date of Review: September 2020

Date of next Review: September 2021

Signed: **H Jones**

Date: **9th September 2020**

