

## SEND policy



# John Wilkinson Primary School and Nursery



## SEND POLICY

SENCO- Mrs L Fleming

**Approved by:** Governors

**Date:** March 2022

**Last reviewed on:** May 2021

**Next review due by:** May 2023

## **Contents**

1. Aims.....	3
2. Legislation and guidance .....	3
3. Definitions .....	3
4. Roles and responsibilities .....	4
5. SEN information report.....	5
6. Monitoring arrangements .....	11
7. Links with other policies and documents .....	11

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## Principles

The School's Special Educational Needs Policy is based on the following principles:-

- We have a commitment to work in partnership with integrated services for children and young people
- All teachers are teachers of children with special educational needs, and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professionals as appropriate.
- All children are entitled to a broad, balanced and relevant curriculum which includes the Maths and English Strategies, National Curriculum and which involves all round development of individuals.
- We acknowledge pupil's differing pace, styles of learning, previous experience, and we adapt accordingly allowing children to develop lively enquiring minds.
- Needs should be identified at an early stage, and progress monitored using a graduated approach and assessment system.
- Pupils with special educational needs are fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- We develop an atmosphere of encouragement, acceptance and respect for others and their achievements, in order to promote self esteem, worth and value.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs L Fleming

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEND 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

### **4.3 The Headteacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

- Children admitted to school may already have attended an early years setting, some will not. The school are aware that children admitted to the Reception class may have special educational needs, but these may not necessarily be identified. The same applies to children who transfer from other schools within the primary phase.
- At the heart of the work at John Wilkinson Primary School and Nursery 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. However, some children will have Special educational needs.
- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  1. Is significantly slower than that of their peers starting from the same baseline
  2. Fails to match or better the child's previous rate of progress
  3. Fails to close the attainment gap between the child and their peers
  4. Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents can contact the class teacher, SENCO or Head Teacher if they have any concerns or require information on their child's progress. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents will always be kept informed of any additional SEND provision being given and invited to contribute to and attend any review meetings about their child.

Children who make slower progress will be targeted for intervention work. This will provide learning opportunities to help them develop, with regular and frequent careful monitoring of their progress. This will involve the parents/carers and the children in working in partnership with the school.

All children will receive a broad and balanced curriculum where possible, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means is necessary to ensure that success is achieved. All teachers take account of the following:

1. Setting suitable learning challenges.
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
4. We aim to recognise strengths as well as areas for development and try to involve all children in the activities of the school.

The school works closely with all agencies involved in supporting pupils.

Parents can have access to, or can discuss with SENCO/Headteacher information relating to: -

- SEND Policy
- SEND information report
- Support available in school or LEA
- Services available
- Accessing voluntary services
- EHCP procedures/staged process
- Graduated support

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Transition between nursery and the reception class comprises of the Reception teacher visiting nursery settings to meet children and gain information about the child. Home visits take place to meet with and discuss issues with parents. Visits are arranged into the Reception class for the children. There is some capacity for the nursery staff to accompany children into the Reception class initially if the child attends the school nursery.
- Transition between key stages one and two include passing information on to the next teacher, including one- page profiles. As well as progress data, discussions will be held about how the pupil learns best and which interventions are proving beneficial. This information sharing will take place during movement between any classes however.
- Transition to secondary school- We invite the SENCO and year 7 coordinators in from the various secondary schools in to school. Information about the child is shared and the child can meet with these coordinators to ask questions. Extra visits to secondary school can be arranged.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The SENCO and teacher will: -

- Use information from the child's previous educational experience to provide starting points for the curricular development of the child.
- Identify and focus attention of the child's skills and highlight areas for early action to support the child in class.
- Ensure ongoing observation and assessment and provide regular feedback upon the child's achievements and experiences. The outcome of such assessment forms the basis to planning future steps of the child's learning.
- Involve parents in development of approaches to learning at home and school.
- When an outside agency report has been received, the class teacher, SENCO and Head teacher will meet to develop a strategy plan for that child.

## 5.7 Adaptations to the curriculum and learning environment

In order to help children who have special educational needs, the school has adopted a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialised expertise to bear on the difficulties a child may be experiencing. However, we make full use of all available classroom and school resources in the first instance.

### Wave 1

This is where children's needs are catered for within day- to- day whole class teaching. Activities may be differentiated for different children or groups of children.

### Wave 2

This is where we feel that children need additional support in the form of intervention groups. Targets are set and a programme is put into place to 'close the gap'. Targets are SMART and progress is reviewed approximately every ten weeks. Children will work through at least two cycles of intervention before we may

decide to move a child to wave 3 (SEN intervention). Details of these interventions are found on class intervention maps.

### **Wave 3 SEN intervention**

This is where we feel that a child may have a specific difficulty that requires support and advice from an outside agency. When we have received advice, a PCP (Person centred plan) is written in consultation with the child and parents. This sets out any arrangements that are additional to and different from the usual curriculum or approaches. The teacher liaises with the SENCO and parents to write the PCP and they are reviewed termly. Parents are invited in to this termly meeting.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

### **Education health care plan (EHCP)**

In a very few cases it may be necessary for the school to consider, in consultation with parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidelines to help make any such decision. If, in rare cases, the child's needs are considered to be severe and complex, an Education and health care plan may be issued by the LA.

### **Review:**

The SEN policy is subject to a regular cycle of monitoring, evaluation and review.

The SENCO ensures that all appropriate records are kept and available when needed.

The SEND information report is on our website and will be updated annually or earlier if significant new training is undertaken.

### **Evaluation Procedures:**

The management group and Governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the number of children identified and their progress, the levels of parental /carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results, identify value added data for pupils with SEND.

We will provide the following interventions:

- Cool kids- occupational therapy club for children with dyspraxia or similar physical difficulties
- Intervention to develop fine motor skills- using the Shropshire Occupational therapy pack and a range of resources available in school.
- Intervention support for dyslexia- including Rapid Phonics, IGR reading recovery, Word Shark,
- Intervention support for Dyscalculia- including Numicon breaking barriers
- Interventions for speech and language difficulties- following speech therapy plans, resources including such as 'Mr Good Guess'
- Interventions to develop social skills- including 'A time to talk, Socially speaking'.
- 'Rapid reader intervention'- for children who below reading expectations
- 'Better reading support intervention'- for children who are just below reading expectations

### **Withdrawal Support**

Pupils with special educational needs will spend most of their time fully integrated with the class group. However, in order to maximise their potential as learners, it may be necessary to support some pupils for some of the time outside the mainstream class.

### **Criteria for Withdrawal Support**

1. The need to provide a quiet, still environment to aid concentration.

On the occasions when withdrawal support is planned, the school will seek to ensure that the principle of a broad and balanced curriculum is maintained and will have regard to any preferences expressed by parents and pupils.

2. To provide behavioural/emotional/social support.
3. To implement specific programmes, e.g. springboard, additional literacy support, booster classes.
4. To provide for individual needs including occupational therapy, medical needs.

## **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as listed above.

Teaching assistants will support pupils on a 1:1 basis when the class teacher and SENCO feel that this would be beneficial for the child in consultation with the parents. This would only be for a specific intervention programme or for extra support to develop a particular skill. It may be needed for emotional support.

Teaching assistants will support pupils in small groups when it is felt that the child works better this way. It may be used to develop social skills. It may be that the intervention programme works best with several pupils. Our aim is to assist children to be independent learners.

We work with the following agencies to provide support for pupils with SEN:

1. LSAT
2. Educational Psychologist
3. Speech and Language Therapist
4. Teacher for Hearing Impaired children
5. School Nurse
6. Health Visitor
7. Occupational Therapist
8. Child and Family Services
9. Visual impairment
10. Physiotherapist
11. EWO
12. Traveller service
13. Sensory inclusion service
14. Woodlands outreach
15. Looked after children team
16. Bee U

## **5.9 Expertise and training of staff**

Our SENCO has sixteen years experience in this role and works as the Reception teacher and EYFS lead. She is also the designated teacher for looked after children.

She is allocated time each week to manage SEND provision.

We have a team of number of teaching assistants who are trained to deliver SEN provision.

We use specialist staff for ;

Abbey Beaumont/ Chris Jew - specialist PE teachers who run PE after-school clubs

Amanda Shannon- dyslexia specialty- runs dyslexia screening tests and supports staff when planning for children with dyslexia.

Rebecca Steele- ELKLAN trained. Runs Speech and Language programmes, Little Wandle letters and sounds catch up programmes.

Cathy Slarke- Social and emotional development-intervention programmes.

Emma Crook- Therapeutic activities to develop social and emotional skills such as art, gardening.

'Better reading support partners' intervention. Attachment support

Shirley Rushton - Speech and Language support/ social and emotional support groups. Little Wandle letters and sounds catch up programmes.

Lucy Bigwood- Attachment support.

Cathy Slarke/ Lisa Fleming- Nurture group

Lorraine Baugh-Brown- Speech and Language support/ social and emotional support groups, dyslexia intervention groups. Rapid Reader intervention

Lisa McGowan (Nursery manager), Steph Bowen, Claire Wells and Chloe Wilde- Monitor SEND in the nursery and feedback to the SENCO. They are trained in Speech and Language programmes to support children in their setting.

All teaching assistants are very experienced. They are assigned to specific classes and adapt to the needs of the pupils that they are working with. Staff work together to train each other on interventions that they have been using.

### **5.10 Securing equipment and facilities**

The school is very well resourced for SEND. Intervention programmes and equipment are housed in the GP room in the school, though specific interventions may be kept in classrooms.

Resources and expertise is shared in school

Staff will come to the SENCO if they need any extra resources and these are ordered by the SENCO in agreement with the Head teacher.

If an outside agency report suggests any resources, we will look at what we have in the first instance and then make any purchases necessary.

Pupils with an EHCP will have a costed provision map and any purchases they need will be added to this.

### **5.11 Evaluating the effectiveness of SEN provision**

*We evaluate the effectiveness of provision for pupils with SEN by:*

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after several weeks as appropriate
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Arthog – reasonable adjustments are made where necessary.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Pupils are generally not excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments are made, if necessary for inclusion purposes.

See the school's accessibility plan.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encourage to join a wide range of clubs that are open to all pupils.
- Pupils with SEND are encouraged to learn a musical instrument if they are interested.
- Pupils with SEND may be given jobs or areas of responsibility to boost their self esteem.
- Pupils with SEND may help mentor younger children to help boost their self esteem, e.g. reading buddy scheme.
- Pupil's with SEND will have a trusted member of staff that they can go to with any worries or concerns.

We have a zero tolerance approach to bullying. Please see our Anti bullying policy.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.18 The local authority local offer**

Our contribution to the local offer, entitled 'The SEND information report', is found on our website under [policies](#)

Our local authority's local offer is published here: <https://shropshire.gov.uk/the-send-local-offer/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions