

Special Educational Needs and Disability Policy

*This document has been based on the
SEN&D Code of Practice 2014*

Headteacher	Signature	Date
Chair of Governors	Signature	Date
Date Reviewed	March 2018	

SEND Policy

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Draft Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (April 2014)

Part 1 : Basic information about the school's SEND provision

Whitchurch Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (**DfE, July 2014**)

This defines SEND as:

xi. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction

2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

- At Whitchurch Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school's SEND Policy

- We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;
 - the views of the pupil will be sought and taken into account
 - our parents have a vital role to play in supporting their pupil's education
 - our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
 - The school will manage its resources to ensure all pupils' needs are met
 - A pupil's special educational needs will be identified early
 - Provision and progress for our SEND pupils will be monitored and reviewed regularly
 - The school will involve outside agencies when appropriate
 - Education, Health & Care Plans will be reviewed regularly in line with regulations
 - Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the AHT for Inclusion and Safeguarding in conjunction with the SEND

Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school.

The school's provision for pupils with SEND will be coordinated by Christina Nicola (AHT for Inclusion and Safeguarding for Whitchurch Primary School).

The AHT for Inclusion and Safeguarding has an important role to play with the Head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. At Whitchurch Primary School the AHT for Inclusion and Safeguarding is part of the school leadership team.

The AHT for Inclusion and Safeguarding has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The AHT for Inclusion and Safeguarding provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The AHT for Inclusion and Safeguarding is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the AHT for Inclusion and Safeguarding are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- monitoring looked after pupils with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

In addition to the AHT for Inclusion and Safeguarding, there is a specialist team of people who support the work of the AHT for Inclusion and Safeguarding. Their roles and responsibilities are:

Name: Mrs Joanne Daswani	Responsibility: Head Teacher
Name: Mrs Maureen Rafferty	Responsibility: Deputy Head Teacher
Name: Mrs Mani Maan	Responsibility: Specialist Support Teacher
Name:	Responsibility: Learning Support Co-Ordinator / Administration
Name: Mr Parkinson-Best	Responsibility: Governor Representative

The admission arrangements for pupils with SEND who do not have an Education Health Care Plan in so far as they differ from the arrangements for other pupils.

The admission arrangements for pupils with SEND who do not have an EHCP are the same as the school for a whole, unless admission was via the School Fair Access Panel.

Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

School purposely built with access for disabled pupils

Electric doors
Ramps
Disabled toilets
Personal Care facilities
Accessible coat pegs
Mastery
Pre-teaching
Specialist Support Teacher
Disability PE Scheme of Work
Manual Handling Training
TA meetings and training
Numicon
Precision Teaching
Clicker 7 Computer Software
Word Shark Computer Software
Parent Workshops
SEND Parent Cafe
Staff CPD
ICT equipment to support writing (AlphaSmart)
Hearing Loop

Please also see Whitchurch Primary School's Single Equality Plan and Accessibility Plan.

The school seeks to comply with the 2010 Discrimination and Disability Act.

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs
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SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register, it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. In exceptional cases the school can apply to the LA for top up funding. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

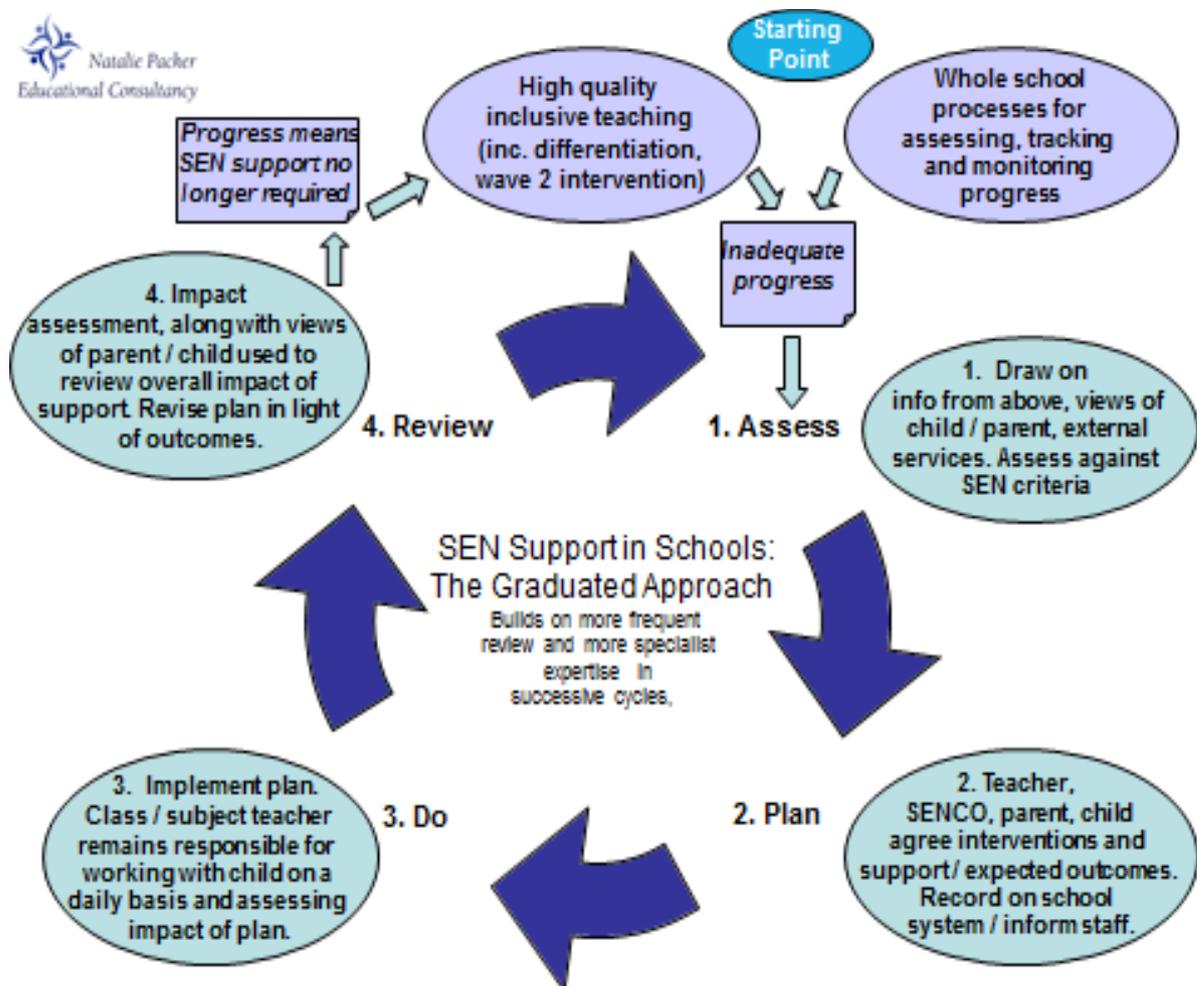
How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers, the AHT for Inclusion and Safeguarding and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEND: (with thanks to Natalie Packer, **Natalie Packer Educational Consultancy** www.nataliepacker.co.uk/)



Action by class / subject teacher (prior to involvement of the AHT for Inclusion and Safeguarding). Class / subject teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Implement targeted intervention programmes
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of EYFS Curriculum / National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child’s learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the AHT for Inclusion and Safeguarding is consulted, as to whether the pupil should be placed on the school’s SEND register.

SEND register

Placing pupils on the school’s SEND register

- Will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, children working below age expected level or serious cognition/social & emotional/physical/Sensory/communication/interaction difficulties. Wave 2 interventions have not made a significant improvement.

The Graduated Response

Will be led by the class/form tutor in partnership with the AHT for Inclusion and Safeguarding.

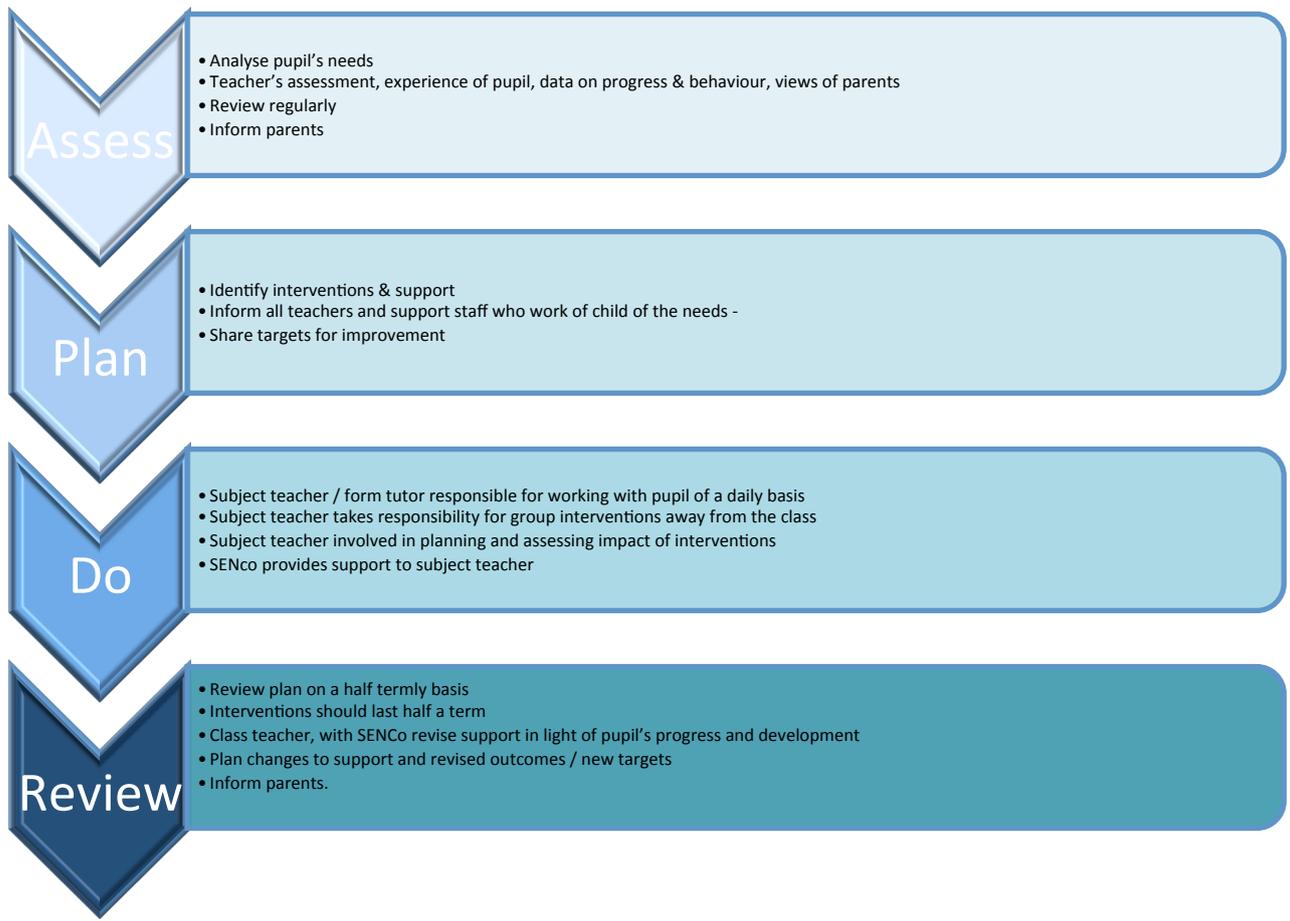
It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that:

- External agencies will be contacted and will see existing records and carry out their own assessments
- AHT for Inclusion and Safeguarding /teacher/ will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



The termly review meeting

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the AHT for Inclusion and Safeguarding. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The school's provision map

The school will maintain a report on the SEND provision of the school, to ensure that pupils with SEND can access learning and maximise their achievements.

The School's Approach to Identification and Assessment of SEND

At Whitchurch Primary School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs. Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. Whitchurch Primary School has access to the following professional agencies;

Occupational Therapy
Physiotherapy
Speech and Language Therapist (SALT)
Educational Psychologist
Child & Adult Mental Health Service (CAMHS)
Children's Services
Children's Sensory Team (CST)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Whitchurch Primary School, the Head Teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's

SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the EYFS Curriculum and the National Curriculum.

At Whitchurch Primary School we follow the EYFS Curriculum and the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons/tasks are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full National Curriculum and EYFS Curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At Whitchurch Primary School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

Preparing for adulthood (transition)

At Whitchurch Primary School we help our pupils with SEND to start planning for their future. Our aim is to support our pupils to go on to achieve the best possible outcomes for their future and in participating in society. The views and wishes for the children, by the children and their parents, are taken fully into account. This could include:

- Preparation for transition into Reception, KS1 into KS2 and KS2 into KS3 in the planning meetings with pupils and parents at an early stage.
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. 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 is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE

1. How the school meets a range of SEND
2. How the school identifies and assesses SEND
3. The name and contact details of the AHT for Inclusion and Safeguarding (mainstream schools)
4. How the school works with parents
5. The curriculum offer for SEND pupils and how the school differentiates
6. An example of the school's provision map for supporting the needs of pupils with SEND
7. The school's approaches to teaching and learning for pupils with SEND
8. Links to relevant policies – SEND Policy, Single Equality Plan, Accessibility Plan, Medical Policy (including responsibility for individual Health Care Plans for pupils with Medical conditions)
9. Arrangements for engaging with pupils and parents
10. Arrangements for preparing for transition
11. Expertise and training of staff
12. Engaging with the wider curriculum, for example sports or arts provision
13. Pastoral care for pupils with emotional and social SEND
14. Arrangements for pupils with SEND who are Looked After Children
15. Links with external agencies
16. Who to talk to re SEND
17. How to make complaints
18. How the school contributes to the LAs local offer
 - a. Weblink to the LA Local Offer for accessibility to parents/carers
 - b. How parents and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

<p>Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school</p>

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the AHT for Inclusion and Safeguarding.

The role played by the parents of pupils with special educational needs.

All parents and carers of pupils with special educational needs at Whitchurch Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Whitchurch Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need

- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the AHT for Inclusion and Safeguarding.

Children with Special Educational Needs transferring from our Nursery into Reception, or from outside Nursery settings to our Reception, have the opportunity for the following:

- Home visits by their new class teacher and support staff
- Visits to children's outside Nursery settings
- Discussions with other settings regarding the needs of the children

Children with Special Educational Needs who transfer from the lower school into the upper school will have the following:

- An opportunity to visit the upper school in a small group context, prior to the whole school Transition Day.

- Passports with photographs of their new classroom / teacher / TA, made for children to take home and read, in order that they feel more secure with their new surroundings prior to transition.
- Staff handover meeting to discuss a child's special educational needs with their future class teacher.
- An invitation for parents to meet with their child's new TA in order to discuss their child's needs.

Year 6 children transferring to High School will have the opportunity to:

- Participate in a Year 6 transition group, for the duration of their final year.
- Partake in additional visits to High Schools, prior to Transition Day
- The opportunity for children to take photographs of their new school / staff
- Annual Review meetings for Year 6 children with Education Health Care Plans take place in the Summer Term. The High School SENCO is invited to attend in order to meet the parents and child to discuss how the school will endeavour to meet the needs of the child.

At Whitchurch Primary School we also have links with Aspire Leisure Centre to provide swimming for our disabled pupils.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school is in contact with the following services and organisations:

Physiotherapists
 Occupational Therapists
 Educational Psychologist
 Speech and Language Therapists
 CAMHS (Child & Adult Mental Health Service)
 Children's Services
 Children's SENDsory Team (CST)
 Aspire Leisure Centre (Swimming for PD children)

Contact is coordinated by the AHT for Inclusion and Safeguarding.

This policy will be reviewed and updated annually. The AHT for Inclusion and Safeguarding will also report annually to the Governing Body concerning the effectiveness of the policy.

RESPONSIBILITIES

Governor Committee:

SLT:

Revised Date:

APPROVED

Committee:

Chair of Governors:

Signed: