

# SEND POLICY and INFORMATION REPORT

FOR  
WENTWORTH PRIMARY SCHOOL



***APPROVED BY GOVERNORS: March 2021***

***POLICY TO BE REVIEWED: March 2023***

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## Aims

Our SEN policy and information report aims to recognise that each individual pupil has their own needs, rights and entitlements in both an educational and social environment. We encourage every pupil to support others, whatever their ability or skill level.

It is the policy of Wentworth Primary School to enable all children to access to a broad and balanced curriculum regardless of race, colour, gender or creed. All children are special but some will require additional help appropriate to their needs. The school will have regard to the **Special Educational Needs and Disabilities Code of Practice 2014** when carrying out its duties towards all pupils with SEND. Effective inclusion for pupils with special educational needs is a matter for the school as a whole. This policy describes the procedures and systems, which have been established to provide for integrated education for all pupils with special educational needs. In addition to the Governing Body, the Head Teacher, SENCo and learning support team, all other members of staff have important responsibilities.

**All teachers are teachers of pupils with special educational needs**

## Definitions

Children have special educational needs if they have a **learning difficulty or disability** that calls for **special educational provision** to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them

Children 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.

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.

## 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 SEN information report
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## Roles and responsibilities

### The SENCo

The SENCo is Mrs S Waller

01621 853572

Email: [office@wentworth.essex.sch.uk](mailto:office@wentworth.essex.sch.uk) for the attention of Mrs Waller

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 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

### The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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

### The headteacher

The headteacher will:

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

### 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 SEN policy
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## SEN information report

### The kinds of SEN 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, literacy difficulties, 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
- Moderate learning difficulties

### Identifying pupils with SEN and assessing their 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:

- Is significantly slower than that of their peers starting from the same baseline
- Widens the attainment gap
- Fails to close the attainment gap between the child and their peers
- Fails to match or better the child's previous rate of progress

The SENCo and Class teachers will do this by:

- Liaison with pre-school and nursery where needs have already been identified
- Observing pupils in class and in the playground to identify attention, concentration and social and emotional needs
- Monitoring pupil progress termly using a range of methods including standardised tests to identify those working at levels significantly below those for their year group in maths and English
- Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as at school
- Taking advice from external agencies, including medical and social care professionals
- Working together with other schools to exchange information during transition

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 SEN.

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.

There are two levels of support recognised in Essex:

SEN support – this is the category the majority of children with SEND will be placed at. Some pupils with high needs may be eligible for an Education, Health Care Plan (EHCP) that is issued by the local authority.

### Consulting and involving pupils, parents or carers

Partnership with parents/carers is vital to provide the best support for our pupils. Parents/carers will be regularly informed at each stage of their child's assessment and provision. They will have the opportunity to discuss their child's targets at termly review meetings of their child's person-centred support plan and can discuss any concerns at other times with the Class Teacher and/or the SENCo by making an appointment.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
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- We take into account the parents'/carers' 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/carers.

We will work closely with parents/carers to decide if a pupil will receive SEN support and then a person-centred support plan will be put in place.

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

At Wentworth, parents/carers will be encouraged to attend termly meetings and to contribute their views in writing as part of the review process. Pupils' views will also be sought through working with a familiar adult.

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

The class 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment 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.

### **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/carers and pupils which information will be shared as part of this. When a pupil transfers to another school, the school will forward all the necessary documentation regarding the pupil's SEND and how they are being met. If a child transfers into the school with identified SEND, then the class teacher and SENCo will use any existing documentation to inform the child's targets.

As a pupil with SEND moves from class to class each year, a transition book and plan is made to support the move to ensure the pupil knows about the new class and staff know the pupils' needs.

### **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.

We will also provide the following interventions:

- Different learning materials or special equipment. Differentiation will take a variety of forms within teacher planning. Learning intentions will be made explicit and activities that will be adapted or planned separately as appropriate. Alternative methods of responding or recording may be planned where necessary.
  - Some group or individual support
  - Structured maths and English programmes
  - Strategies to support attention and concentration
  - Individual or small group speech and language
  - Pastoral care support, play therapy and emotional first aid
  - Positive behaviour support programmes
  - Social skills groups
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- Gross and fine motor skills programmes
- Specialist equipment
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to Support Services for one-off or occasional advice on strategies and equipment
- TA support is in place within each class to support both groups and individual children. TA training to support children with SEND is on-going
- Input from medical professionals for pupils with medical needs

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

All staff share the responsibility for supporting pupils with special educational needs. Staff receive training courses and have continuing professional development opportunities across a wide range of SEND. We have teaching assistants who are trained to deliver interventions such as: Dinoschool; Play Therapy; Emotional First Aid; Gym Trail; Numicon; Wave Three reading and writing; Catch-Up; Nuffield Early Language Intervention; Speech and Language and maths fluency.

Teaching assistants will support pupils on a 1:1 basis or as part of a small group, when developing skills in maths and English; pre-teaching of vocabulary.

Teaching assistants will support pupils in small groups when developing social skills; taking a handwriting/comprehension/spelling/ or times table intervention.

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

- Specialist teachers
- Speech and Language Therapy Specialists
- NHS specialists
- Community Paediatrician
- Occupational Therapists
- Social Care
- Emotional Well Being and Mental Health Service
- Inclusion Partners
- Educational Psychologist

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

Our SENCo has more than ten years experience in this role and is an experienced teacher who has taught every year group. She is allocated 10 hours a week to manage SEN provision.

We have a team of teaching assistants, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Staff have access to resources and training courses to enable them to develop their continuing professional development across a wide range of SEND.

In the last academic year, staff have been trained in NLP, Provision Guidance, Literacy difficulties and Early Language Development.

We use specialist staff for speech and language; Wave 3 reading and writing: Gym Trail; Play Therapy: Emotional First Aid.

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## **Securing equipment and facilities**

Wentworth works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with a range of external professionals such as Speech Therapists, Physiotherapists, Occupational Therapists, specialist teachers and specialist nurses. Some equipment is provided by these agencies and, in addition, the school will purchase or hire specialist equipment required.

Equipment/support may include:

- Modified furniture
- Access to specialist teacher input
- Large print books
- Wobble cushions
- Angled writing slopes
- Pen grips and special pens

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

At Wentworth we use a range of strategies to evaluate the effectiveness of interventions and the impact they have on the progress of the individual pupil.

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

- Reviewing pupils' individual progress towards their smart targets each term
- Regular feedback from staff delivering interventions
- Regular pupil progress review meetings with the Head and SENCo
- Monitoring by the SENCo
- Baseline and summative assessment of pupils through intervention programmes
- Holding annual reviews for pupils with EHC plans
- Academic assessment data and comparing to the cohort and National expectations
- Pupil and parent/carer views
- Reports, assessments and feedback from external agencies

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

At Wentworth, we aim to be fully inclusive and all of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are encouraged to go on our Year 6 residential trip.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- When admitting a pupil with disabilities, we look closely at how we can meet their needs with specialist equipment or support
- Ramps have been fitted to some classroom to enable the use of wheelchairs
- Extra electricity points have been fitted to enable easier computer access
- The school has a disabled toilet
- Large print can be provided for pupils with eye difficulties
- Teaching aims to accommodate the undiagnosed needs of many pupils
- The accessibility plan can be accessed on the school website

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

At Wentworth, we have a Pastoral support team who will support and listen to pupils and their families to improve the emotional wellbeing of the pupil.

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

- Pupils with SEN are encouraged to be part of the school council/Eco team
  - Friendship groups
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- Pupils with SEN are also encouraged to be part of sports/dance clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

### **Working with other agencies**

At Wentworth, we work closely with other agencies, including health and social care, the local authority and voluntary sector organisations such as NSPCC and MIND to meet pupils' SEN needs and to support their families.

### **Complaints about SEN provision**

At Wentworth, we work hard to have effective communication with pupils and their families and we listen carefully and respond positively to any concerns brought to our attention. We will take any concerns seriously and aim to be open and accessible so that concerns can be dealt with easily. Complaints about SEN provision in our school should be made to the SENCo in the first instance. If the complaint cannot be resolved, the next stage is to discuss it with the Headteacher. If the parent/carer is still not satisfied, they should consult the school's Complaints Policy.

The parents/carers 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

### **The local authority local offer and support services for parents or carers of pupils with SEN**

Our local authority's local offer is published here: [HTTP://www.essexlocaloffer.org.uk/](http://www.essexlocaloffer.org.uk/)

This provides details of provision within Essex and a wide range of outside agencies is available on the portal.

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENCo and Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

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

This policy links to our policies:

- Anti-Bullying
  - Behaviour and Discipline
  - Single Equality Policy (includes Disability Accessibility Plan)
  - Supporting Pupils with Medical Needs
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