



WENTWORTH PRIMARY SCHOOL

November 2016

Proposed review date November 2018

Special Educational Needs Policy

Definition of Special Educational Needs

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.

SEND Aims and objectives of Wentworth Primary School

We 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 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, Inclusion Manager, SENCo and learning support team, all other members of staff have important responsibilities.

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

General Philosophy

Wentworth Primary School recognises that during their school careers, many children may have SEND. Social, domestic or medical problems can lead to temporary or permanent learning difficulties, which need to be identified at an early stage. Teaching pupils with SEND is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will progress within these arrangements but pupils with

SEND may need to have an enhanced level of provision to support and develop their learning abilities.

- The teaching of pupils with SEND requires positive attitudes from staff
- Partnerships between home and school
- A climate of support in which self-confidence and self-esteem can grow

Inclusion Principles

- Staff at Wentworth value pupils of different abilities and support inclusion.
- Staff and pupils are constantly involved in the best way to support all pupils' needs within the school. There is flexibility in approach to find the best placement for each child.
- Teaching, learning styles and organisation are flexible in order to ensure effective learning. Grouping to support children with additional needs is part of this process.
- Pupils are given access to all areas of the curriculum
- Pupils feel respected and supported by staff and pupils.

Objectives

1. to ensure the SEND Code of Practice 2014 and Equality Act 2010 and relevant guidance are implemented effectively across the school.
2. to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Special Educational Needs and Disabilities.
3. to monitor the progress of all pupils, to identify needs as they arise and provide support as early as possible.
4. to provide full access to the curriculum (except where disapplication arising from a Statement occurs) through differentiated planning by class teachers, Inclusion Manager (includes the role of SENCO) and Support Staff as appropriate.
5. to provide specific input, matched to individual needs, in addition to or different from differentiated classroom provision, for those pupils recorded as having SEND support.
6. to ensure that pupils with SEND are perceived positively by all members of the school community and that inclusive provision is positively valued and accessed by staff and parents/carers
7. to involve parents/carers at every stage in plans to meet their child's additional needs
8. to involve children in planning and decision making that affects them.

Roles and responsibilities

The Governors, Head Teacher, Inclusion Manager (including the role of SENCO) and class teachers and teaching support staff work together as a team to support children with SEND.

- The Governors will fulfill their statutory duties towards pupils as described in the Code of Practice. A termly meeting will be arranged for the Governor with responsibility for SEND to meet with the Inclusion Manager.
- The Head Teacher will consult with the Inclusion manager and SENCo to monitor the day to day effectiveness of the policy and practice of SEND.
- The Inclusion Manager will :
 - Oversee the day to day operation of this policy

Co-ordinate provision for children with SEND
Lead the moderation of SEND Support Plans at staff meetings
Liaise with and advise fellow teachers
Oversee records of all children with SEND
Liaise with parents of children with SEND
Contribute to in-service training
Liaise with external agencies such as Educational Psychologists, and when appropriate, support teachers
To liaise with social services and health services
Support staff in determining targets for SEND Support Plans
Maintain the school's SEND register

- Class Teachers will take overall responsibility for the children in their class, supporting all pupils through 'quality first teaching'. They will write SEND Support Plans for children on the SEND register, supported by the Inclusion Manager. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teachers and teaching assistants throughout the school.
- SEND TAs will provide targeted support for pupils during lessons and implement the pupils SEND Support targets.
- Parents will be invited regularly to review their child's SEND Support Plan. They will be encouraged to take an active role in assisting and helping their child meet their targets.
- Pupils will be made aware of their targets. They will be encouraged to recognise and understand their difficulties to enable these to be addressed positively to increase self-esteem and confidence.
- All pupils to complete One Page Summaries shortly after entering their new classes. One Page Summaries are an overview of each child's strengths, ambitions and areas in need of development for the forth coming year. They are completed by the child, with support from the class teacher and have input from the parents outlining their aspirations. These will be reviewed annually with both parents and pupils.

Identification, Assessment and Provision

The School will assess each child's current level of attainment on entry, or on transfer from another school, in order to ensure that they build on the pattern of learning and experience already established during the child's pre-school years, or former setting. If the child already has an identified special educational need, this information will be transferred from the setting.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

Assessment is a continuing process that can identify pupils who may have special needs. The school will measure children's progress by referring to;

- Evidence from teacher observation and assessment
- Parental concerns.
- Performance against the National Curriculum end of year expectations

- P-Scales (attainment levels preceding National Curriculum levels)
- Progress against Maths and English objectives
- Standardised screening /assessment tools. Those used currently are the Neale Analysis of Reading ability; the British Picture Vocabulary Scale; Renfrew Language Tests, the Quest reading and number Diagnostic tests; the SALFORD reading test.
- Reports from other agencies e. g. Speech Therapy, Occupational Therapy

Monitoring pupil progress

When teachers conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible, they will consult the Inclusion Manager to consider what else might be done. Evaluation of strategies may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class. Consideration should then be given to helping the pupil through 'quality first teaching'. Adequate progress can be defined as progress which:

- Closes the attainment gap between the pupil and his/her peers
- Prevents the gap growing wider
- Is similar to that of peers starting from the same attainment baseline but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

Pupils causing concern

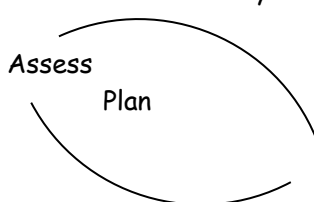
When a teacher or the Inclusion Manager identifies a child with SEND the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The triggers for intervention through SEND Support will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when particular weaknesses are targeted
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor achievement in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour managements employed as part of our school policy
- 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

The Inclusion Manager will support further assessment of the child and advise on resources. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted and kept informed of the action taken to help the child and will be encouraged to take an active part in strategies planned.

SEND Support

SEND Support replaces School Action and School Action Plus. A graduated approach refers to a recommended cycle of:



Do

Review

SEND Support is characterised by the involvement of outside agencies such as special needs advisory teachers, educational psychologists etc. The triggers for SEND Support could be that, despite the help being given, the child:

- continues to make little or no progress in specific areas over a long period
- continues working below year group expectations
- continues to have difficulty with English and Maths skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own and/or others learning despite having an individualised behaviour management programme. Our school uses the ESSEX APPROACH to plan behaviour management strategies.
- Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships.

Advice from specialists will be included in the subsequent SEND Support Plans.

Nature of Intervention

The Inclusion Manager and class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment. Differentiation taking a variety of forms within teacher planning. Learning intentions made explicit and activities that are adapted or planned separately as appropriate. Alternative methods of responding or recording may be planned where necessary.
- Some group or individual support
- 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

Funding

- Teachers will be made aware of available resources through staff meetings.
- Extra SEN TA hours to support pupils with needs ~ the school matches hours from the designated SEND budget and budgets for early intervention provision eg: Wave 3
- Funding for the early intervention strategies, including staff training for Numicon, Wave 3 reading etc, and early identification and support for children with speech and language difficulties
- Gym Trail ~ in place two mornings a week to support pupils with poor fine and gross motor skills

SEND Support Plans

Strategies employed to enable the child to progress will be recorded within an SEND Support Plan. This will include:

- long term and short term targets for the child
- strategies used
- provision

- date of review
- outcomes

The SEND plans will only record that which is additional to or different from the differentiated curriculum and will focus on three or four targets to match the child's needs. The SEND plans should be reviewed termly and the parents' views will be sought. The child should be involved in the review process and be involved in setting the targets. Behavioural SEND plan targets will be in line with the Behaviour and Discipline Policy.

School Request for Statutory Assessment (Education and Health Care Plan)

If a child continues to make little or no progress after receiving SEND Support we may consider asking for a statutory assessment. This will involve a consultation from the Educational Psychologist, but we can also apply without if the timescale dictates that this is the quickest course of action for the child who we are concerned about. The LA considers the evidence and may grant an **Educational Health Care Plan (EHC Plan)**; if it considers that the child meets the criteria.

Regardless of the Stage that the pupils have reached, our emphasis will be on including them in the full range of educational activities and experiences. This will be achieved through effective differentiation and deployment of resources, including human resources.

Annual Review of a statement of EHC Plan

All EHCs must be reviewed at least annually with parents, the pupil, the LA, the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Partnership with parents

All facilities offered by the school and in the local area are outlined in the **Blackwater SEND Local Offer** which is published on the school website. Partnership with parents is vital to provide the best support for our pupils. Parents 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 review meetings and can discuss any concerns at other times with the Inclusion Manager by making an appointment.

Changing Schools

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 Inclusion Manager will use any existing documentation to inform the child's targets.