

Wellington Primary School



Policy for Additional and Special Educational Needs.

Date of review October 2017

Date of next review September 2018

Schools Agreed Definition of Special Educational Needs.

Children have a learning difficulty if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability which 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 authority.
- c) Are under compulsory school age and fall within the definition of a) or b) above, or would do so if special educational provision was not made for them.

Definition of Disability

The definition of disability in the Disability Discrimination Act 1995 states

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities. Most disabled children will also have special educational needs although a minority will not”.

See the Disability Rights Commission Code of Practice 2002, Appendix 1 for further explanation of disabilities.

Children may have special educational needs either throughout, or at any time during their school career. These needs may impose barriers to learning which will need to be addressed by the school.

Philosophy of Wellington Primary School, regarding Learning Difficulties and Disabilities.

We believe that it is important to provide a caring and trusting environment where all children can achieve their potential academically, socially and emotionally. This is the shared responsibility of the whole school, the staff, governors and parents. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe.

This Policy was initially developed from focus group meetings auditing every aspect of SEND provision in school and annual scrutiny with the Senior Leader. Parents with significant SEND and parents of pupils with SEND were consulted specifically and opportunistically through the course of routine interviews.

Aims

- To enable pupils to participate fully in the life and work of the school, to the best of their abilities, whatever their needs.
- To identify children with special needs as early as possible, and to assess their needs and requirements.
- To offer a broad and balanced curriculum which recognises the National Curriculum entitlement and the individual's needs.
- To make clear the expectations of all partners in the process.
- To set realistic but also aspirational goals, which include increasing levels of independence, and ensure that the pupils are active partners in achieving those goals.
- To respect the rights of individuals with special needs, and/or additional needs.
- To help children develop a positive self-image and the respect of their peers.

Objectives

1. To pay attention to the 4 broad areas of need which will aid identification of pupils and help to prescribe the strategies and resources the school will need to consider. The 4 broad areas of need are (i) communication and interaction, (ii) cognition and learning, (iii) social, emotional and mental health, (iv) sensory and/or physical need. However each child is a unique individual and the school will always strive to address the needs of the whole child.
2. To use the school's assessment procedures, recording systems and screening tools for the early identification of children with special needs.
3. To use specialist skills of staff and to access resources to support the child's needs in a range of groupings; individual, small group and whole class.
4. To refer to and liaise with outside agencies and specialists in order to fully meet the needs of the pupil, and identify the training needs of the staff. In January 2014 there were changes to the existing system of support from the outside agencies purchased via the 'service level agreement' (SLA) with the Local Authority. Behaviour Support can still be accessed via the SLA as can support for pupils with English as a Second Language (EAL). The Learning Team will now be operating privately and can be 'bought in' by the school. The school may choose to access other private providers such as Speech and Language Therapists.
5. To ensure that parents are kept informed at all stages of their child's assessment, progress and review of special needs.
6. To meet with Senior Leaders to review the SEN Policy annually.

Barriers to learning or states which may impact on progress or attainment, but may not be a SEND.

The school will track and pay attention to a number of issues which may affect a pupil in terms of progress, attainment and general well-being. These would include

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Access for pupils with disabilities.

- See the school's Accessibility Policy.
- The school pays attention to the requirements of the Equalities legislation.
- Staff are committed to treating disabled pupils equally, and take all reasonable steps to prevent disadvantage to a disabled child if necessary.
- There is a commitment to review and improve all written information to disabled pupils who come into the school.

The Role of the Governing Body.

Designated SEND Governor - Mrs Helen Davies

The governing body will:

- Ensure the quality of SEND provision is continually monitored.
- Be active in developing, monitoring and implementing the school's policy for SEND.
- Ensure that SEND provision is part of the school improvement plan.
- Be knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Strive to ensure that the necessary provision is made for any pupil who has special needs, including access to enrichment activities.
- Publish the SEND Policy, to be available on the school's website or a paper copy available from the school's office.

The Role of the S.E.N. Co-ordinator

See also the SEND Staff handbook for information.

The Senco is in school 0.5 days per week.

Duties include:

- To co-ordinate provision for pupils with SEND.
- To liaise with outside agencies and medical professionals.
- To support and advise teaching and non-teaching colleagues.
- To seek out resources and training opportunities.
- To make referrals to the appropriate agency to gain the advice needed to support a pupil.
- To make top up funding applications for those pupils who meet the criteria for tariff a,b or c, although very occasionally a higher amount may be allocated.
- To contribute to the complex co-ordinated assessment process required initiating an Education Health and Care Plan (EHCP).
- To attend Senco training such as Senco Network meetings.
- To be aware of year group provision maps in conjunction with the SMT, and class teachers.
- To liaise with the parents/carers of children with SEND
- To use tracking and data analysis to identify pupils with higher level needs.
- To have a role in co-ordinating higher level needs intervention programmes. To work with the class teachers in writing and implementing intervention plans for some pupils at School Support (SS) with higher needs.
- To have a role, along with SMT, to facilitate in-house training for the identification of, and overcoming the barriers to learning, posed by a variety of learning difficulties.

The Role of the Class Teacher

- To use teacher assessment and tracking to identify pupils whose progress is of concern. The purpose of early identification is to work out what action the school needs to take.
- To provide good quality personalised teaching.
- To use the concern sheet to report any observed difficulties to the Senco.
- To plan for and appropriately deploy support staff.
- To liaise with outside agencies, medical specialists or other services supporting a pupil.

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Every teacher is a teacher of every child including those with SEND.

Teachers will strive to understand the needs of children with SEND in their class. They will seek greater understanding of the barriers to learning posed by the difficulties identified for pupils in their class. Teachers will plan to remove those barriers in creative ways using advice from the Senco and agencies.

Provision for Special Needs:

See also Accessibility Policy

Teachers' planning takes account of the diverse and wide range of needs and learning styles, of every pupil. Teachers plan to provide progression, relevance and differentiation.

They:

- Set suitable learning challenges
- Respond to the diverse needs and learning styles of their pupils.
- Arrange a variety of activities to overcome potential barriers to learning and assessment.

Additional resources are purchased for individual pupils with identified needs where this is reasonably possible.

Interventions at Wave 2 will be monitored for impact and cost effectiveness when reviewing funding and human resources. These interventions will be mapped onto year group provision maps. The school will continuously monitor whether the needs of individuals or groups of children are being met and seeks to address any gaps in provision, or to modify provision as necessary.

School Support

The school follows the **"Assess Plan Do Review"** cycle, approach to teaching and learning for all pupils.

When the class teacher, Senco or SMT, through the use of whole school tracking, identifies that a child is making limited progress, or progress not deemed appropriate to him/her, an intervention will be used and assessed for impact.

Class teachers may also fill in a concerns sheet to alert the Senco to an issue.

Parents/Carers may report an issue which could be affecting a child's receptivity to learning.

If progress following evaluation of support is still not fully appropriate, then that child, with parental permission will be placed on the Register of Special Educational Need. The class teacher, support staff and Senco will gather detailed information, using in-house assessments.

The pupil will be in receipt of 'Quality First Teaching', to include appropriate differentiation, as judged by the SLT during the in-house cycle of lesson observation, work scrutiny, marking moderation and pupil progress meetings.

The Senco may need to gather information on training strategies and resources to further support individual pupils and 'up-skill, the teaching and support staff.

If, despite receiving additional support, the child presents any of the following indications -

- Continues to make little progress over a given period of time.
- Continues to work at a level below 'Age Related Expectation'.
- Continues to have difficulty developing literacy and/or numeracy skills which may be the result of cognition and/or learning difficulties

- Has significant social, emotional or mental health difficulties.
- Has significant communication and interaction difficulties.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from specialist services.
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Then with parental consent the school will seek the support of the outside agencies, which may include

- an appropriately experienced provider for support with identification and meeting the needs of those children with Learning Difficulties.
- Educational Psychologist for all statutory procedures. To be bought in as required for some more complex difficulties.
- The Behaviour Team.
- The Physical and Sensory Support Service
- The Kite Centre for support through Physiotherapy, or Occupational Therapy.
- The Linden Centre – CAMHS (Child and Adolescent Mental Health Services) via a referral from the GP.
- Outreach services from Special Schools or Specialist Units including those which support Speech Language and Communication, Moderate and Severe Learning Difficulties and Behavioural Emotional and Social Difficulties.

(The School will pay attention to the PLASC descriptors recorded in Sims, when seeking to identify needs and also the 4 broad areas of need. The School may also add a concern and/or monitoring category as a pre-register stage).

Supporting pupils and families

Pupils with SEND may need additional support to access exams such as SATs. This may be an amanuensis (writer), reader or extra time. Some children will require an additional break, they may require enlarged texts or texts with a particular colour of background. If a pupil requires a reader or uses voice recognition software they may use a separate room with their support assistant. The school pays attention to the government guidelines. The identification process, tracking and typical methods of work accessed in class will form part of the process to decide if a need for additional support is required.

Transition from class to class is arranged during the summer term with teachers taking lessons with their next class and with move up day. SEN information is handed up in files and there is set aside time during inset days to discuss 'hand up' information.

Pupils with SEND on transferring to High School may have access to additional transition days as required. This can be through additional events staged by the receiving High School or 1-1 sessions with a pupil and TA to familiarise the pupil with the building and surrounds. A transfer book may be made.

Travel training is still available, this can be accessed for pupils with SEN to practise their bus route, become familiar with the bus driver, their seat, where to get on and off, where to wait. The pupil will be accompanied by a travel trainer employed by the LA until the pupil is confident. Some pupils may have a record book with photographs of stops along their route, their bus, driver seat etc.

If a child is transferring to a Special School such as Barr's Court or Westfield Walk, at the end of Key Stage 2, the receiving school will have a comprehensive programme of transition activities which the pupil will be supported to attend. If a pupil is transferring to a Special School placement before the end of Key Stage 2 then additional transition would be planned with the family and the 2

schools, to tailor support as needed.

Admissions

See admissions policy

Medical Conditions

See policy for supporting pupils with medical conditions. Some pupils may have medical needs requiring a care plan.

EHA

Some families may benefit from additional support which may be accessed through the Early Help Assessment framework

Top up Funding

The school can apply for additional, 'top up' funding to support children who meet the criteria. This funding is in 'Tariff Bands' the most usual tariffs to be accessed will be 'a', 'b' and 'c'. Attention is paid to the 'High Needs Matrix' when deciding if an application is appropriate. Funds previously available for level 1 and 2 and part of level 3 are now delegated to schools, within the budget for SEND.

The monitoring of costings against attainment is undertaken by the SMT and the School's Business Manager. The funding for pupil premium/looked after children is managed by SMT and the School's Business Manager.

Funding for training for teaching and support staff will be allotted according to the particular needs of the pupils. The school may use the Senco to provide training using the NASEN resources at no cost. Some training is accessed through the use of a private learning assessor. Training can be accessed as a cluster of schools. All staff are aware of the training offered via 'CPD on-line and can request to access courses which the SMT will assess for suitability.

The Senco will access training through LA Senco Network meetings.

Statutory Assessment to produce an 'Education Health and Care Plan (EHCP).

Any new requests for statutory assessment, if appropriate will be given the new EHCP.

The assessment can be requested by school or parents/other agencies, after due consideration of the needs and progress of that child and with parental consent.

The school will provide reports and assessments to support that process. All statements/EHCPs in place will have an Annual Review, to determine the rate of progress against set targets, and the appropriateness of the provision in place. Procedures set by the LA will be followed.

After September 2014 there will be a transition period when existing 'Statements' will be rewritten as EHCPs. They will be rewritten by the Local Authority over a period of time highlighting the pupils facing transitions first. This process is still on-going.

Recording and Monitoring of Special Needs

- The Senco will update the Register of children with SEND, as the need arises for any change.
- When possible the Senco will meet twice yearly with teachers or SMT to discuss the

progress of each child on the Register. - at a specific meeting or as part of the pupil progress meetings. This will also show when School Support status is no longer required and a pupil with parental notification can exit the register.

- Teaching and support staff monitor pupils on a daily/weekly basis, through end of unit assessments and through the 'whole school tracking' system. This assessment will inform planning and provision.
- Support Staff feedback to teachers as appropriate.
- Personal tracking sheets for some and year group provision maps will record the impact of interventions.

The cycle for assessing, planning delivering recording and reviewing.

- Whole school tracking
- Whole school teacher assessment and levelling or equivalent half termly recording in Sims.
- Pupil progress meeting – termly to assess if appropriate progress is being made and to adjust provision to ensure catch up.
- The Staff will pay attention to the 'Assess, Plan, Do, Review' model when planning interventions and considering the need for outside agency advice and/or the need to place a pupil on the Register of special needs.
- Year group provision mapping – half termly or sooner if deemed appropriate by teacher or SMT.
- Interventions – may have a plan with beginning and end date and entry and exit criteria and objectives.
- **IEPs** Some pupils, such as those with an old style statement or the newer EHCP will have an 'Individual Education Plan' (IEP). Some pupils, possibly in receipt of top up funding, having some additional adult support to meet their needs may also have an IEP. This should be written through the collaboration of the class teacher, Senco and support staff. These will be informed by in house assessment, teacher observation, and outside agency reports where they have been obtained.
- BSquared tracking – recorded as ongoing on hard copy may be used for some pupils who are working within the Pscals. Strategy sheets, may be used as a record of supportive strategies, for a range of difficulties, and a quick guide to supply teachers.
- Annual reviews of statements or EHCPs. This is an opportunity for every professional working with a child to review progress against set targets and plan for the forth coming year. An interim review can be called should a situation change.
- See the enclosed diagram of when reviewed interventions highlight a need to place a pupil on the Register of special needs.

Responsibility for the above

Teachers plan and deliver appropriately differentiated work for all pupils. Pupils with additional support in class will have small group support and or 1-1. Teachers will aim to work with all pupils as part of a rotational cycle.

Class teachers mark according to the school's marking policy, and will engage in interactive commenting, they will assess the understanding of each pupil against the lesson objective. All on-going teacher assessment will be viewed alongside attainment measured half termly and reviewed as part of the pupil progress meetings.

Pupil progress meetings are held termly and provision for pupils as groups or individuals will be decided by the SMT. Provision for pupils with an EHCP will have targets informed by collaboration of Teacher, Senco, TA and the advice gained from contributing agencies.

Assessment Procedures

Early Years Foundation Stage

If appropriate -

- Foundation Stage Profile
- Phonics assessment, key word recognition.
- Teacher observations.
- SMT termly whole class observations, see assessment schedule.
- Senco termly observations in class and/or small group, or individual observations of pupils with SEND and additional needs to assess access to the curriculum and appropriateness of provision.
- Eexatt Learning Journey Assessment

Key Stage 1

In addition to whole school assessment the SEND team in school will also use

- York Assessment of Reading Comprehension.
- Single Word Spelling Test.
- Goodman's Strengths and Difficulties for children whose behaviour is cause for concern.
- Progress in Maths, for individuals causing concern.
- 'P' Scales, where appropriate and B Squared materials.
- Wide Range Intelligence Test

- **Key Stage 2**

- Single Word Spelling Test
- York Assessment of Reading Comprehension
- Goodman's Strengths and Difficulties for children whose behaviour social or emotional demeanour is cause for concern.
- Progress in Maths, for individuals causing concern.
- Wide Range Intelligence Test
- 'P' Scales, where appropriate and B Squared materials

Parental Involvement and engagement

- Parents are notified if the school feels that there may be some special need to be met.
- Parents views are sought and valued, they are encouraged to bring any concerns they have to the attention of the class teacher, SMT or the Senco.
- Parents evenings are twice yearly for a formal opportunity to highlight any difficulties observed by the teacher or parent/carer.

- Senco will invite the parents of new pupils with a need for a meeting.
- The Parental Questionnaire invites comments related to the engagement and enjoyment of school life for the child.
- Parental/Carer permission is sought before a referral is made to an outside agency and before a child is placed on the Register.
- Parents will be invited to meet any assessor and contribute their views, they will receive the report and are invited to discuss this with the Senco, class teacher or Head teacher.
- Parents are made aware of the Parent Partnership Service.
- The Senco is available to talk to parents informally or by arrangement on Wednesdays. The Senco is contactable by the school with requests for information via the phone or email on Senco's working day.

Training and Inset.

- Where a particular training need arises the Senco or SMT will access training through the LA or appropriate outside agency.
- .Where staff have expressed an interest, during performance management, in acquiring a specialism, they will be supported if feasible.
- Senco will be invited to have input into staff meetings on a regular basis.

Evaluation

The policy will be presented to the Governors for evaluation and review annually.
The SEND Governor, Senco and SMT will evaluate the effectiveness of the policy, annually.

Success Criteria

The SEND Policy will be judged to be effective if:

- Children with SEND are making progress appropriate to them and in line with national norms.
- Children are able to say they feel safe at school, have a positive attitude to their learning and feel they are a valued member of the school community. This will be judged through the use of appropriate pupil voice activities and questionnaires, as well as more informal observations.

The governing body will review and evaluate this policy annually

Signed by

Chairman of the Governors _____

SEND Governor – Mrs Helen Davies _____

Head Teacher Mrs Debbie Hughes _____

Senco - Mrs Alison Rawlings _____

Date 5th October 2017

Next Review Date September 2018

Flow Chart for the placing on and management of pupils on the Register of SEN

1 Whole school tracking – Pupil progress meetings

Progress appropriate

Progress not appropriate

2.

Quality First Teaching ensured

No

Yes

Adjustments in class

Additional support in class

Yes

Adequate Progress

No

Go back to number 1.

**Assess, Plan, Do, Review Cycle
Class teacher and Senco assess and begin to
identify barriers to learning**

**Implement an intervention
Monitor for progress
Review effectiveness
Further interventions may be used.**

Yes

Adequate Progress

No

**Place pupil on SEN Register, at School Support (SS)
if parental permission is obtained.
Implement an intervention,
Monitor for progress
Review effectiveness
Further interventions may be used.**

Yes

Adequate Progress

No

Go back to number 1.

**Consider referral to an agency
Gain reports from the agency
Discuss report with Parents/Carers
SEN Register status may now show SS higher
needs.**

Implement suggestions in Agency Reports where feasible.

Yes

Progress appropriate for the pupil is attained.

No

**Monitor
Exit the Register, after consultation with
parents/carers, if no further adjustment is
required.**

**Consider further referrals to other relevant
agencies
Implement advice and monitor
Continue until all aspects of the difficulty are**

Remain on the Register where difficulties remain.

**understood and addressed appropriately
Consider the need for an Education Health and
Care Plan**