

Wellington Primary School

Special Educational Needs and Disability

(SEND) Policy



Date of Policy: 1st November 2021

Signed by:

Executive Head Teachers: Helen Rees and Helen Lynch

Chair of Governors: June Willis

Date of Review: 1st November 2022

Statement of Intent

Wellington Primary School is committed to providing an appropriate and high-quality education to all the children living in the local area. We believe that all children, including those identified as having Special Educational Needs and Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy outlines the framework for Wellington Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with SEND.

In response to the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** June 2014 (updated 2015), all Local Authorities must publish a 'Local Offer' in order to:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review.

For more information connected to Herefordshire School's Local Offer go to:

[Local Offer - SEND – Herefordshire Council](#)

Wellington Primary School therefore intends to work closely with Herefordshire Local Authority whilst using the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.

This policy has been written in conjunction with Wellington Primary School's SEND Information Report as published on the school's website: [Wellington Primary School and Nursery \(wellingtonhereford.com\)](#)

Wellington Primary School SENDCo:

Mrs. Beverley Blower

Contact: bblower@gvsc.org.uk

Tel: 01432 830264

Contents

1. Legal framework
2. Definitions
3. Areas of special educational need
4. Admissions
5. Roles and responsibilities
6. Involving pupils and parents in decision making
7. Joint commissioning, planning and delivery
8. Funding
9. The Local Offer
10. Identification
11. Graduated Approach
12. Assessment
13. Education, Health and Care (EHC) plans
14. Reviewing EHC plans
15. Special Educational Needs and Disability Tribunals
16. Data and record keeping
17. Confidentiality
18. Safeguarding children with SEND
19. Complaints
20. Evaluation

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2008 and subsequent updates
- Equality Act 2010
- Mental Capacity Act 2005 and subsequent updates
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018, last updated December 2020

2. Definitions

'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. 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

Special Educational Needs and Disability Code of Practice: 2015

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

3. Areas of Special Educational Need

Wellington Primary School will make provision for pupils with the following four kinds of need:

i. Communication and interaction

A child may have a delay or disorder in one or more of the following:

- i. Attention/Interaction Skills
- ii. Understanding/Receptive Language
- iii. Speech/Expressive Language
- iv. Autistic Spectrum Disorders

ii. Cognition and learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- i. Moderate Learning Difficulties
- ii. Specific Learning Difficulties
- iii. Memory and Reasoning
- iv. Problem Solving and Concept Development Skills

iii. Social, mental and emotional health

A child may have difficulties with their social and emotional development which may include:

- i. Depression
- ii. Anxiety
- iii. Attachment disorders

iv. Sensory and / or physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- i. Physical
- ii. Medical
- iii. Visual
- iv. Hearing

4. Admissions

Wellington Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- not refusing admission for a child that has named the school in their EHC plan;

- adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- considering applications from parents of children who have SEND but do not have an EHC plan;
- not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs;
- not refusing admission for a child on the grounds that they do not have an EHC plan.

Please see Wellington Primary School's Admission Policy for full details.

5. Roles and Responsibilities

The Governing Body:

- in partnership with the Head of School Governors have responsibility for deciding the school's general policy and approach to meet the needs of all pupils with SEND;
- will ensure through the appraisal process that the Senior Leadership Team, led by the Head of school sets objectives and priorities in the school development plan, which includes provision for SEND;
- will monitor the policy through the school's self-review procedures;
- will report annually to parents on the school's SEND policy and procedures (SEND Information Report) on the school's website.

The Head of School and Executive Head Teachers have a responsibility to:

- ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them;
- ensure that teachers monitor and review the pupil's progress during the course of the academic year;
- cooperate with the local authority during annual EHC plan reviews;
- ensure that the SENCO has sufficient time and resources to carry out their functions effectively;
- provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;
- ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered;
- alongside the SENDCo the head of school will inform all Governors of the school's provision, including funding, equipment and staffing.

The SEND Coordinator (SENDCo) will:

- be a qualified teacher;
- unless already holding the National Award in Special Educational Needs Coordination they must attain this within three years of appointment;
- collaborate with the governing body and head of school to determine the strategic development of SEND policy and provision in the school;
- work with the school governors and the head of school to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- undertake responsibility for the operation of SEND policy;
- coordinate the specific provision made to support individual children with SEND, including those who have EHC plans;
- liaise with the relevant designated teacher where a looked after pupil has SEND;
- advise on a graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaise with the parents of pupils with SEND;
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- be a key point of contact with external agencies, especially the LA and LA support services.
- liaise with the future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned. At Wellington Primary school, the SENCO and the class teacher will communicate with the child's next teacher (in the year above) to share targets, provision and areas of need in preparation for transition in September. They will also work closely with outside agencies and if a child is moving to high school, the class teacher and SENCO will liaise with the transition school to share information and arrange extra transition visits for the child to attend;
- provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies;
- be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family;
- ensure that pupils with SEND take part in activities of the school together with those who do not have SEND;
- ensure that the school keeps the records of all pupils with SEND up-to-date;
- inform the child's parents that SEND provision is being made and what this support looks like, where the child does not have an EHC plan.

Class teachers will:

- plan and review support for all their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves;
- set high expectations for every pupil they teach and aim to teach each pupil the full curriculum, whatever their prior attainment;
- use appropriate assessment to set targets which are deliberately ambitious;
- plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

6. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- focus on the child or young person as an individual, not their SEND label;
- be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- highlight the child or young person's strengths and capabilities;
- enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future;
- tailor support to the needs of the individual;
- share Individual Education Plans (IEPs) with children (where appropriate) and parents at least termly;
- organise assessments to minimise demands on families;
- bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

Wellington Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- prevention;
- early identification / recognition;
- how pupils and their families will be able to access services;

- how transitions between life stages and settings will be managed, including from early years to primary education and primary education to secondary education, ensuring that effective transition plans are put in place for identified pupils.
- how provision and support services will enable pupils to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- population and demographic data;
- prevalence data for different kinds of SEND and disabilities among children and young people at national level;
- numbers of local children with EHC plans and their main needs;
- the numbers and types of settings locally that work with or educate children with SEND and disability;
- an analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- improved educational progress and outcomes for children and young people with SEND;
- working closely with early years provisions to ensure that all pupils with SEND have their needs identified before school entry, therefore allowing for effective provision to be in place from entry.

8. Funding

Wellington Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Wellington Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

Wellington Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer. Information connected to the Local Offer can be found at: [Local Offer - SEND – Herefordshire Council](#).

10. Identification

To identify pupils with SEND, Wellington Primary School will assess each pupil's current skills and age expected levels of attainment on entry and make regular assessments of all pupils to ensure that the interventions put in place:

- ensures that the child's progress is similar to that of their peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- lessens the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

The school will provide extra support and intervention to pupils falling behind or making inadequate progress given their age and starting point.

The school will assess whether a pupil has a significant learning difficulty if they continue to make inadequate progress despite high-quality teaching targeted at their areas for development.

11. Graduated approach

Wellington Primary School will (once a potential SEND has been identified) action the graduated approach to meeting the pupil's needs, including:

- establishing a clear **assessment** of the pupil's needs;
- **planning** with the pupil's parents (and outside agency support where appropriate), the interventions and support to be put in place, as well as the expected impact on progress and development, along with a clear date for review. This will be documented in an Individual Provision Map IPM;
- **implementing** the interventions, with support of the SENCO any outside agency advice;
- **reviewing** the effectiveness of the interventions and making any necessary revisions. Targets on a child's IPM will be reviewed and commented on for progress regularly.

High quality teaching, differentiated for individual pupils, will be our first step in responding to pupils needs. Where progress continues to be less than expected the class teacher will work closely with SENDCo to assess whether a child has a SEND or disability. The school will then put evidence based interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary a child may require specialist equipment to access and make progress in their learning. For higher levels of need Wellington Primary School will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND.

Early Identification

Those who work with young children should be alert to emerging difficulties and respond early. The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record of evidence is kept of strategies used.

A child is identified as needing provision 'additional to' or 'different from' that provided as part of normal class activities where they:

- make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of development;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- present persistent social or emotional difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- 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.
- has SEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

12. Assessment

Wellington Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

13. Education, Health and Care (EHC) plans

- Wellington Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least six months following an initial assessment, if a pupil's need significantly change.

14. Reviewing an EHC plan

Wellington Primary School will:

- ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority;
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- seek advice and information about the pupil prior to the annual review meeting from all parties invited including any outside agencies involved with the pupil;
- send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- cooperate with the local authority during annual reviews;
- prepare and send a report of the meeting to everyone invited within two weeks of the meeting;
- ensure that a review of a pupil's EHC plan is undertaken at least seven months before transfer to another phase of education and ensure that a representative, preferably the SENDCo, from the new setting is invited to the meeting.

15. SEN and Disability Tribunal

Wellington Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice 2015.

16. Data and record keeping

Wellington Primary School will:

- include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils;
- maintain an accurate and up-to-date register of the provision made for pupils with SEND;
- record details of additional or different SEND provision on a personalised provision map.

17. Confidentiality

Wellington Primary School will not disclose any EHC plan or its contents without the consent of the pupil's parents with the exception of disclosure:

- to the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996;
- on the order of any court for the purpose of any criminal proceedings;
- for the purposes of investigations of maladministration under the Local Government Act 1974;
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- to Ofsted inspection teams as part of their inspections of schools and local authorities;
- to the SENDCo of transferring schools;
- Wellington School will store confidential SEND records in a location which is locked with a key.

Please see Wellington Primary School's policy connected to GDPR and sharing of information.

18. Safeguarding children with SEND

Wellington Primary School is fully committed to safeguarding and promoting the welfare of all of our children. We expect every member of staff and all visitors to share our commitment as the health and safety of our children is paramount. Please see Wellington Primary Schools Safeguarding Children Policy, Including Child Protection.

Children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding challenges. The Governing Body ensures that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- indicators of poor mental health can be a sign of potential safeguarding concerns

This policy is written in conjunction with the school safeguarding policy and Keeping Children Safe in Education 2021. Please also see the school behaviour policy.

19. Making a complaint

Parents and carers of children with SEND follow the same procedures as parents and guardians of other children in the school. However, if they have a complaint about the provision for their child with regards to SEND they are encouraged to speak to the class teacher or SENCO in the first instance.

20. Evaluation of Policy

June Willis, The Governor with responsibility for Special Educational Needs will, alongside the SENDCo, regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCO will ensure that the policy is monitored and regularly updated.