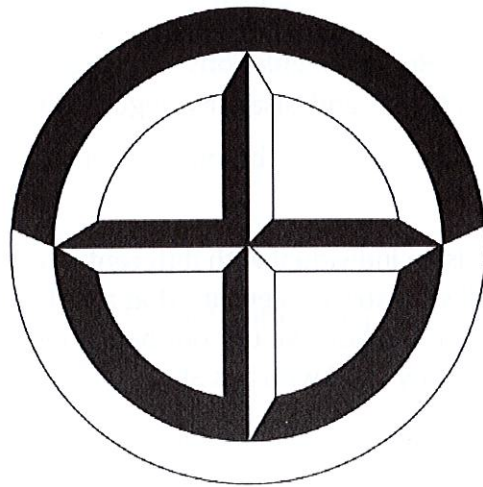


West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Special Educational Needs and Disabilities Policy (SEND)

Date created: February 2022

To be reviewed: February 2023

Signed (Chair of Governors) Lesley Hensford

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of 'enjoy, achieve and aspire' deeply rooted within them.

Compliance

This policy has been written in consultation with staff, governors and parents of pupils with SEND, it complies with the statutory requirements in the Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015). It has also been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2020
- Schools SEN Information Report Regulations and Local Offer 2017
- The Special Educational Needs and Disability Regulations 2015

Introduction

We recognise that every child is an individual with different needs. This policy provides information about the ways all staff strive to ensure that a child's special educational needs or disabilities are effectively met and how we use our best endeavours to ensure that the necessary provision is made for any child who has SEND.

Aims and Objectives

At West Wittering Primary School, we aim to support all our children to enable them to realise their full potential through our vision: **Enjoy, Achieve, Aspire.**

We believe that all children have the right to a broad and balanced curriculum matched to meet their individual needs. We are committed to promoting the inclusion of all children and celebrating their successes regardless of ability, gender or ethnic background. We recognise that every teacher in our school is a teacher of every child including those with SEND.

The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners who are encouraged to play an active role in their children's education. We aim to raise the aspirations of and expectations for all pupils with SEND.

The specific objectives of our SEND policy are to:

- Identify SEND as early as possible
- Provide appropriate support tailored to each child's individual needs
- Provide quality first teaching for all children, including those with SEND
- Ensure that every child experiences success in their learning
- Accurately assess the progress of pupils learning with SEND

- Improve attainment of pupils learning with SEND
- Work in partnership with parents/carers
- Work closely with external support agencies that provide specialist support, resources and interventions for children with SEND
- Provide appropriate training and support for all staff
- Work with the Governing Body to enable them to fulfil their statutory monitoring roles with regard to SEND and to produce a regular SEN information report for Governors.

Identification of Special Education Needs

The SEND Code of Practice (2014) defines a child or young person as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice identifies four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We also recognise that there are other factors that may impact on progress and attainment but are not considered SEND:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman
- Being in receipt of the pupil premium grant

A Graduated Approach to SEN Support

Class teachers are continually monitoring children’s learning. If they are concerned that a child is making less than expected progress, they will seek to identify a cause or barrier for learning. The progress of every child in the school is regularly assessed, progress is monitored and tracked at half termly Progress Meetings with the Head Teacher.

Children are identified and discussed if, despite quality first teaching, they are:

- Making little or no progress in specific areas
- Continuing to work significantly below age related expectations

- Experiencing persistent emotional or behavioural difficulties
- Experiencing significant sensory and/or physical needs that are impacting on their learning
- Has an ongoing communication or interaction difficulty that impedes the
- development of social relationships and cause substantial barriers to learning

SEN Monitoring

A child who is identified as making less than expected progress, or having a change in social or emotional well-being is then placed on the SEN Monitoring Register. The class teacher will discuss these concerns with parents/carers either at the termly parent consultation evening or ask for an additional meeting. The SENDCo, class teacher and teaching assistants will work together to identify a cause/area of need and any number of the following may be put in place:

- Targeted intervention either individually or in a group
- Further assessments to identify gaps
- Different learning materials or specialist equipment
- Staff development and training to introduce effective strategies
- Access to outside agencies for advice on strategies or interventions

If after two terms, a child does not begin to make sufficient progress further discussions will be held to decide whether the child has a special educational need that requires SEN Support through a more formal programme of intervention outlined in a Learning Passport.

SEN Support

Where it is determined that a child does have SEN, parents will be informed and the child will be added to the SEN Support register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows.

Assess: Once a child is identified as requiring additional SEN Support, a more detailed assessment of their needs will be carried out including discussions with parents/carers. The SENDCo may also carry out more diagnostic assessments in key areas of difficulties.

A Learning Passport will be written for the child that will include a one-page profile which records their interests, strengths, what they enjoy about school, what they find difficult about learning and what helps them to achieve.

Plan: The school will use the information from assessments and discussions to draw up a Provision Map for the child to show the support that will be offered and set targets for progress.

Provision Maps will include information about:

- Specific targets/outcomes to be achieved
- The support to be provided, by whom and when
- Entry Data
- A running record detailing how the child responds to the intervention
- Exit Data
- Impact statement

Do: Class teachers, with the support of the SENDCo, will be responsible for overseeing the implementation of the interventions outlined in the Provision Map. Interventions may be delivered via targeted support in the classroom or through out of class intervention groups. There will be regular liaison and feedback with the staff delivering interventions so that any required refinements of the support can be managed promptly.

Review: Each Provision Map will follow a six-week intervention cycle after which the impact of the additional support will be reviewed. If progress is being made the intervention will continue but if not, an alternative approach will be discussed.

SEN Pupil Progress Meetings are held each term with class teachers as part of the assess, plan, do, review cycle to ensure pupils are making progress or to discuss whether further advice/support is needed from outside agencies.

Learning Passports and Provision Maps will be shared at least termly with parents/carers.

Involving Outside Agencies

When there is evidence that the child is still making insufficient progress despite significant support and intervention, further advice and support may be sought from outside agencies such as the Speech and Language Team, Community Nursing Team, Learning Behaviour Advisory Team or Educational Psychologist. The school will not seek advice from outside agencies without the knowledge and consent of parents/carers.

Professionals will meet with the SENDCo and/or class teachers, they may also meet with parents/carers to discuss areas of concern and give advice on strategies and resources to support a child. They may complete additional assessments if appropriate.

Statutory Assessments: Education, Health Care Plan

If the child continues to make very little or no progress, the school, through the Headteacher and SENDCo or the parents/carers, may request that the Local Authority (LA) consider carrying out a statutory assessment of the child's SEND. If the LA agrees, it will collect information from all the people who have been involved with the child. From this the

LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEND support.

The school and parents/carers may consider applying for an EHCP if:

- the child's achievements are so far below their peers that it is likely the child will always need significant support with learning and/or may at some point benefit from special school provision
- the child is looked after (CLA), and therefore additionally vulnerable
- the child has a lifelong disability which means that they will always need support to learn effectively.

It should be noted that having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

The local authority may decide that the degree of the child's difficulties and the nature of the provision necessary in school is such that the child requires an EHCP. This then becomes a statutory document and any funding received by the school will be used to support the child to achieve the objectives set out in the EHCP. An EHCP would remain in place until the child is 25 years of age.

An EHCP will not automatically qualify a child for a named 1:1 teaching assistant however additional support and targeted intervention linked to the EHCPs long term objectives will form an integral part of the child's provision.

Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. The Annual Review will focus on the achievements of the child as well as difficulties encountered.

Working in partnership with parents

Parents/carers are consulted and kept informed of the provision being made to support their child. They are encouraged to discuss any concerns about their child with the class teacher and/or SENDCo at any time to help plan steps forward for their child. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

Access

All children with SEND are part of our mainstream school and access a broad and balanced curriculum, they receive additional support in class from Teaching Assistants and may participate in individual or small group intervention sessions.

Our school building is fully wheelchair accessible; we have separate toilet facilities suitable for wheelchair users. We have an Intimate Care Policy which all relevant staff follow. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

Roles and Responsibilities

All staff and members of our school community are responsible for identifying, teaching and supporting children with SEND.

The Governing Body

The Governing Body should have regard for the SEND Code of Practice when carrying out their duties towards all children with SEND. This enables them to:

- Monitor the quality and effectiveness of SEND provision within the school
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Ensure a current update of SEND is reported each term to the Full Governing Body meetings
- Ensure that pupils with SEND are fully integrated into the normal activities of the school so far as is reasonably possible
- Be part of the development and monitoring of the SEND policy

The appointed SEND Governor is Mrs Jenny Splude.

The Head Teacher

- Ensure that the school meets statutory requirements in relation to SEND provision
- Evaluate the impact of SEND provision on raising standards within the school
- Have overall responsibility for the provision and progress of learners with SEND
- Deploy the school's delegated SEN budget to meet children's needs effectively
- Report regularly to the governing body

The SENDCo

Mrs Emma Bowman is the school's SEND co-ordinator (SENDCo), who completed the National Award for SEN Co-ordination in 2016.

The SENDCo will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Oversee the day-to-day operation of the school's SEND policy and the co-ordination of specific provision for children with SEND, including those with EHC plans
- Review and update the SEN Support register and SEND Monitoring register with staff on at least a termly basis
- Monitor Learning Passports and Provision Maps to ensure these are kept up to date
- Organise the annual reviews of children with EHC plans
- Ensure the records of all children with SEND up to date, using CPOMS to store information

- Identify and ensure that the training needs of staff are met in relation to SEND and contribute to the in-service training of staff
- Make referrals and liaise with external agencies, especially the local authority and its support services
- Liaise with parents of children with special educational needs, informing them of proposed referrals and intervention groups involving their child
- Monitor and evaluate the effectiveness of SEND provision
- Analyse the school data to monitor the progress of children with SEND
- Regularly report to the Headteacher and Governors
- Ensure that all relevant transition arrangements and information for all children on the SEN Support register is passed onto the next class teacher or secondary school

Class Teachers

When a child is identified as having SEN, the class teacher will:

- Complete a Learning Passport, including a one-page profile, for each child on the SEN Support register
- Remain responsible for working with the child on a daily basis ensuring that appropriate provision is made in the classroom to ensure they can access the national curriculum
- Ensure intervention support is consistently completed as detailed in provision maps
- Record and analyse pupil progress using INSIGHT
- Work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCO to review each child's progress and decide on any changes to provision
- Report regularly to parents about progress, attainment and next step

Admission Arrangements

The Governing Body agrees with the Local Authority admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. The admission arrangements for children with SEND and without an EHCP are no different to other children. However, careful attention is paid to identifying the individual needs of children on entry to our school. Parents/carers of a child with additional needs are advised to approach the school well in advance so plans can be put in place in a timely manner.

Transition

We aim for all children, including those with SEND, to have a positive experience when they start at a new school, whether they are starting West Wittering Primary School or at a secondary school, and try to ensure that children settle quickly and happily into their new environment.

Starting School

For all children starting with us in Early Years, we have a transition programme which prepares the teachers, parents and the children for a successful start to school:

- Teachers visit the children in their pre-school setting and talk to staff about each child
- Children are invited into school in small groups for two classroom visits, a stay and play and a story time
- There is an introductory meeting for parents/carers with the Head Teacher and Early Years teacher in the summer term where key information is given and questions can be asked
- Six weeks into the first term there is a breakfast meeting for parents, professionals such as the School Community Nurse **are invited to attend** these meeting to share key messages
- Children with SEND may benefit from additional visits **to school which are arranged between staff and parents at a mutually convenient time. Parents or the school may feel the need for additional transition meetings in order to help prepare for a successful start to school. External agencies may attend transition meetings or forward paperwork to the school about an individual child's needs**

Transfer to Secondary School

During the summer term teachers complete a Children's Learning and Well – Being Audit (CLAWBA) for every pupil moving to a secondary school within our locality. The CLAWBA provides a comprehensive summary of each child highlighting areas of need and enabling secondary schools to identify pupils who require additional support.

In addition to the CLAWBA, class teachers meet representatives from local secondary schools, children with SEND are discussed during these meetings which may also be attended by the SENDCo.

The SENDCo will liaise with secondary schools to organise additional transition sessions for children who may find this move more difficult.

All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if a child leaves before this.

Complaints

The school works, whenever possible, in partnership with parents/carers to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaint policy and procedures.

Policy Review

The policy will be reviewed on an annual basis.