



Policy for Special Educational Needs and Disabilities

COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents.

Equality Act 2010: advice for schools DfE February 2013

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions
September 2014

The National Curriculum in England Key Stage 1 and 2 framework document
September 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

The Special Educational Needs Co-ordinator is Mrs Jane Young.

She can be contacted via the school office on 01922 743498.

The Governor for Special Educational Needs and Disabilities is Mrs Laura Hinton.

Rationale

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation.

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives.

Objectives

To implement the requirements of the SEND Code of Practice 2014 in accordance with L.E.A. guidelines.

To work in partnership with pupils and parents to enable pupils to achieve their short and long term goals.

To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.

To ensure the most effective use of school staff, (teaching and non-teaching)



and resources for pupils with special educational needs.

To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.

To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.

To ensure effective working arrangements with external agencies.

To enable staff, Head Teacher and Governors to evaluate the effectiveness of SEN provision within the school.

Identifying Special Educational Needs

Whetstone Field follows the DfE SEN Code of Practice in defining special educational needs:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers

It can include progress in areas other than attainment, such as social development.

Limited progress and attainment may not always be identified as SEN:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties.

Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

A child must not be regarded as having a learning difficulty solely because the home language is not English.

There are four broad areas of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Whetstone Field we identify the needs of pupils by considering the needs of the whole child.



Broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEN Support.

High Quality Teaching

As part of high quality teaching all teachers constantly assess every child's attainment and progress (See Assessment Policy). If a child is making less than expected progress then the teacher will adapt their teaching to target the areas of weakness, this may include modifying teaching, use of apparatus or in class support. The majority of pupil's needs will be met through high quality teaching.

Where progress continues to be less than expected the class teacher will do the following:

- Talk to the child about what they are finding difficult and discuss ways to help them.
- Talk to the parents/carers about their child's areas of strength and difficulty, concerns, the agreed outcomes sought for the child and the next steps.
- Talk to the Special Educational Needs Coordinator (SENCo) for further advice.
- Make further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.



- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

The class teacher will record this information on an **Initial Concern sheet** and discuss with the SENCO. If it is decided that the child may have SEN then targeted provision will begin.

Targeted Provision

The SENCO will enter the child's needs onto the SEN record. The SENCOs will keep a record of all children with special needs in the school, and copies of all information regarding a child's special needs. Each class teacher has a classroom SEN file and current information is kept in this on each child identified with special needs. The SEN file must be easily accessible for all support and supply staff.

SEN support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a child's needs.

The Graduated Approach

Assess

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SENCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Based upon this discussion an Individual Educational Plan (IEP) will be produced.

Do

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review



The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly. This review should include the views of the parents and other professionals involved with the child will also be invited. The review will contribute to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised gives a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENCO will make these referrals with the agreement of parents/carers and liaise with external agencies.

If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

Criteria for exiting the SEND record.

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEN record. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

Supporting Pupils and Families

The school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents' views are sought at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENCO via the school office.

Parents can find information about SEND Provision in Walsall by accessing the Local Authority Local Offer at:

http://cms.walsall.gov.uk/index/education/sen_and_disabilities.htm

The Walsall SEND local offer provides information in a single place for children and young people with special educational needs (SEND) and their parents/carers.

Whetstone Field Primary School's SEN Information report gives details of the provision in our school and can be accessed via the school website:

<http://www.whetstonefield.co.uk/page/?title=Policies&pid=30>

Alternatively, they can be given as a hard copy on request.



Supporting Pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where pupils have a medical condition which requires medication to be administered in school, this can be arranged with the School's Office Manager or SENCO.

Full arrangements for supporting pupils with medical needs can be viewed in the medical needs policy on the school website.

Monitoring and evaluation of SEND

Termly the SENCO will review the SEN development plan and evaluate the success of SEND provision. The following criteria can be used to measure effective implementation of the School's SEND policy. They can be used in the annual report to parents by the Governors.

- Accurate records of intervention are kept for all pupils with SEND.
- The monitoring of pupils' progress shows improvement in attainment.
- Parental and pupil satisfaction is evident through review meetings and school evaluation.
- Annual reviews are successfully completed on time.
- All staff are following the procedures laid out in the policy.
- All staff feel confident in managing the needs of SEND pupils.

There is a governor appointed as SEND Governor who is responsible for monitoring SEND policy and provision.

The Head Teacher makes a termly report to the full governing body meeting.

Roles and Responsibilities

The Class Teacher is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum meets the pupils' individual needs,
- Monitoring the progress of all pupils and identifying, planning and delivering any additional help pupils may need. Discussing with the SENCO as necessary.
- Ensuring that all members of staff working with the class are aware of individual needs and what specific adjustments need to be made to enable everyone to be included and make progress.

The Special Educational Needs Coordinator (SENCO) is responsible for:



- Coordinating provision for children with special educational needs (SEN) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in the graduated approach.
- Liaising with other agencies. e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEND record of need, and ensuring accurate record keeping.
- Providing specialist support for teachers and support staff.
- Supporting class teachers in meeting the needs of all pupils in their class.
- Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

Admission arrangements for pupils with Special Educational Needs

Pupils are admitted to the school according to the LEA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with Educational Health Care Plans are discussed with the L.E.A. Special Needs Team and a planning meeting held prior to admission.

Accessibility

The Disability and Discrimination Act as amended by the SEN and Disability Act 2001, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement plans. Information about how Whetstone Field primary School is meeting these requirements is set out in our Accessibility Plan.



Links with other Mainstream and Special Schools

Whetstone Field School works closely with pre-school groups and nurseries to ensure smooth transition for children coming into our school or nursery.

Advance planning for pupils in year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENCO will liaise with SENCOs of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEND records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENCO by telephone or by a visit, if appropriate. SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

Dealing with complaints

The schools' complaint procedures are set out in a policy which can be viewed on the school website <http://www.whetstonefield.co.uk/page/?title=Policies&pid=30> or via the school office.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements via the LEA and/or the Independent Mediation Service. The school will make further information about this process available upon request.

Bullying:

Whetstone Field Primary School has a zero tolerance of bullying and takes any accusations seriously. The Anti-bullying Policy gives details of the steps that are taken to prevent and deal with any instances of bullying.

The policy will be reviewed annually by the Governing Body and will be available to parents on the school website.

Policy revised June 2019 – Mrs J. Young

To be reviewed June 2020