

SEN Policy and Information Report



Whetstone Field Primary School
Beaufort Way
Aldridge
WS9 0HJ

Approved by: **Mr S. Cox]**

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Introduction

Welcome to our SEN information report which is part of the Walsall Local Offer for learners with Special Educational Needs (SEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Our report is co-produced with parents/carers, pupils, governors and school staff. We would welcome feedback and future involvement in the review of this statement.

If you would like to contact us, please do so via the school office (01922 743498). The best people to contact are;

Mr Stuart Cox – Head teacher
Mrs Laura Hinton – SENCO

Aims

The aims of our policy and practice in relation to special educational need and disability (SEND) are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the [National Curriculum Inclusion statement](#).
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England;*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEN) for which provision is made at the school:

- Children and young people with SEN have different needs, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person;
 or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

Roles and responsibilities

The SENCO

The SENCO is Mrs. Laura Hinton . She can be contacted via the school office on 01922 743 498/
office@whetstonefield.co.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the school's SEN policy and provision
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision ensuring they follow this SEN policy

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised, relating to inadequate levels of progress or inclusion, by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress;
- Observation of the pupil indicates that they have additional needs.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion they should initially discuss these with their child's teacher. This then may result in a referral to the school Special Educational Needs Coordinator (SENCO) Mrs L. Hinton. Parents may also contact the SENCO directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

1. Classroom observations by the senior leadership team and SENCO which are verified by Local Authority School Improvement Advisers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs.
4. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND.
5. Termly reviews of Individual Education Plan (IEPs) in order to ensure that targets are up to date and relevant.
6. Pupil and parent feedback on the quality and effectiveness of interventions provided.
7. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Children and young people who are looked after by the local authority and have SEN will receive additional weekly support from the SENCO. Individual targets will be formulated, and progress will be shared with all parties involved in the care of the child at PEP meetings as well as SEN review meetings. Provision for these pupils is quality checked by Walsall Virtual School.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. A discussion between a member of the Senior Leadership Team, the class teacher and the pupil (if appropriate) results in the identification of additional action to increase the rate of progress. Actions are recorded and will include a review of the impact of the differentiated teaching being provided. If required, additional strategies or interventions to further support the success of the pupil, are initiated.

Where it is decided during this early discussion that special educational provision is required to support accelerated progress, parents will be informed that the school considers their child may require SEN support and their partnership sought to improve attainments.

Action relating to SEN support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher /SENCO to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and/ or different from" support will be required, then the views of all involved, including the parents and the pupil, will be obtained. Appropriate evidence-based interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

What specialist resources are available at the school?

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services – Speech and Language Therapy; Occupational Therapy
2. Specialists in other schools e.g. special schools
3. Chatterboxes -Speech and Language Therapist.
4. Educational Psychologist
5. In school Emotional Literacy Support Assistant (ELSA)

6. Social Services
7. Health partners such as School Nurse and Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex, and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess the pupil's education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How will the curriculum be matched to each child's needs?

- Using pupils' achievement levels, teachers plan differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

We are a child and family centred school, you can expect, "no decision about me, without me."

Attainments towards the identified outcomes will be shared with parents at least termly through feedback at SEN support reviews, through the school's reporting system and Parents' Evenings.

Questionnaires will be used to gather parental views on an annual basis and the information gained from these will be used to improve provision.

Children with communication difficulties are provided with a home-link book. This allows us to tell you about activities your child has taken part in at school. We encourage parents/carers to add comments about home experiences.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01922 743498.

How will parents be helped to support their child's learning?

Please look at the school [website](#) which includes whole school newsletters and other key information. Further information about the current learning taking place in your child's class can be found on Tapestry (log in details are required and can be requested through your child's class teacher).

The class teacher or SENCO may suggest additional ways of supporting your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, our SENCO is able to sign post parents to a range of services. She can be contacted via the school office.

What support will there be for children's overall well-being?

The School offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Health, Social and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governing Body.
- An Anti-bullying Policy, which follows Local Authority guidelines, is in place. This specifies how all incidents of bullying are reported and dealt with. Anti-bullying lessons are an integral part of our PSHE and ICT curriculum.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse, parents, and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training if required.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE 2014) and identified in the School Medicine Administration Policy.

What training do staff supporting children and young people with SEND undertake?

Awareness training is provided to relevant staff on:

- Support for pupils with autism
- Support for pupils with dyslexia
- Support for pupils with cognition and learning issues

Medical Needs training is received by relevant staff in epilepsy care.

The SENCO attends:

- Termly SENCO Updates
- Termly SENCO cluster meetings with local schools' SENCOs

Specialist support is received as:

- The LA Educational Psychologist visits to meet with specific children when required.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- There are no steps on site to ensure accessibility to all.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

- The transition programme in place for pupils provides several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying the school that their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
3. Out of class support (relationship building, social, emotional skill development)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
7. Partnership working with other settings (shared expertise: support from local special school on action to improve inclusion etc.)
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Implementation of strategies from support agencies e.g. Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming or have claimed Free School Meals (FSM), who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCO or senior leadership team member;
- during parents' evenings;
- meeting with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher;
- The SENCO;
- The Headteacher;

For complaints, please contact the School Governor with responsibility for SEN; Mr Kevin Thorley. He can be contacted via the school office on 01922 743498.

Monitoring arrangements

This policy and information report will be reviewed annual by the SENCO. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Support services for parents of pupils with SEN

- [Walsall Information, Advice and Support Service \(SEND\)](#) offer free, impartial, confidential advice and support to parents and carers of all children and young people with SEN.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located [here](#).
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available [here](#)
- [Walsall Children and young people's service directory](#)
- [MENCAP](#)
- The Walsall Local Offer can be found on the [Walsall Community Living website](#).

References

The [SEND Code of Practice](#) (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

[Supporting pupils at school with medical conditions \(December 2015\)](#)

[SE7 Local Offer: Framework and Guidance](#)

Glossary - A glossary of SEND terms is included in the appendices of the [SEND Code of Practice](#).

Glossary of Terms

SEN – Special Educational Need – this means that a child has a specific educational need.

SEN Support – this means a child is currently having increased difficulty in specific areas and staff require further intervention to be put in place to meet your child's needs. This stage was previously referred to as School Action (SA) and School Action Plus (SAP).

EHCP (Education Health Care Plan) – this is a process that takes place if school feel a child needs extra support that cannot be met from the school's budget and a request is made to the Local Authority and they decide if an Education Health Care Plan is required based on school and other agencies evidence. This was previously referred to as Statement of Educational Needs.

EYFS (Early Years Foundation Stage) – this refers to classes in Nursery and Reception.

KS1 (Key Stage 1) – this refers to Years 1 and 2.

KS2 (Key Stage 2) – this refers to Years 3, 4, 5 and 6.