

Special Educational Needs and Disability (SEN/D) Policy

Governor Ratification: October 2019

Next Review: October 2020

Headteacher: Mrs C Macfie

WILBERFORCE PRIMARY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN/D) POLICY

Wilberforce Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEN/D policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEN/D policy is written to comply with the Section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the SEN/D Regulations 2014.

Applicants with a signed Statement of SEN or an Education, Health and Care plan which names Wilberforce Primary will be admitted in accordance with Section 43 of the Children and Families Act 2014.

For the accessibility plan please refer to Wilberforce Primary Accessibility Policy.

Parents are advised to refer any inquiries about an individual child's progress initially to the class teacher since he or she is the person who knows the child best. In addition, the Inclusion Manager, Denise Paramore, is always available when possible, at the beginning and end of the school day within the school community.

Headlines from the 2014 Code of Practice

From September 2014, the following changes should be reflected in the provision for SEN/D:

- No more statements will be issued by the Local Authority. Statements have been replaced by **Education, Health and Care plans (EHC Plans)** which can be used to support children from birth-25 years
- School Action and School Action Plus have been replaced by one school based category of Need, known as '**Special Education Needs Support**' (**SENS**)
- All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo/Inclusion Manager

- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory

- All schools are required to work more closely with parents and children to ensure that they take account of the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents need to be invited and involved at every stage of planning and reviewing SEN/D provision for their child

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, some focused interventions will need to be implemented to target particular skills
- All schools should have high expectations of all children. Children identified as having SEN/D need to make progress which compares well with the progress made by other children within a school
- Local Authorities are required to publish a Local Offer of services which are available to parents within the area.

Admission arrangements

Applicants with signed Statement of Special Educational Needs or an EHCP which names the school will be admitted in accordance with Section 43 of the Children and Families Act 2014.

For accessibility plan please refer to Wilberforce Primary Accessibility Policy.

Defining SEN/D

The 2014 Code of Practice says that:

A person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv).

SEN/D at Wilberforce Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN/D; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Local Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEN/D

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Types of SEN/D which we currently have in school, as of September 2015, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- moderate learning difficulties, global developmental delay

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired

Medical Needs

- Diabetes, type 1, various allergies, leukaemia.

Identifying children at SENS (SEN Support)

Children with SEN/D are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo/ Inclusion Manager and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS. The school is expected to fund £6000 worth of intervention given in the budget for this stage.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their

GP if they think their child may have ASD or ADHD or some other disability. Where possible the school will support the family in this process.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN/D.

Once a child has been identified as having SEN/D, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review', required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile, is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Monthly, at a progress meeting, smaller targets taken directly from the Individual Support Profile are discussed with children and parents and agreed next steps are recorded towards the longer term targets.
- Weekly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. Funding is then available from the LA for the child.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN/D, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who

monitors progress towards the targets during the intervention- and by the SENCo/ Inclusion Manager who monitors overall progress after the intervention.

- Interventions are planned in response to individual/ group needs.

- At the beginning and end of each block intervention, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The Inclusion Manager monitors interventions to identify what has been successful. Children are tracked to ensure progress against SEN/D and all children nationally.

Adaptations to the curriculum teaching and Learning Environment

Wilberforce Primary will endeavour to provide a disability friendly environment which is able to meet the needs of all children. The school currently has access to disabled toilets on both sites and the building for EYFS and Key Stage 1 pupils is all on one level.

Planned adaptations for the KS2 building are now reflected within the School Improvement Plan to meet the needs of children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. There is currently no lift in school for the KS2 building.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our United Learning Pledge and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN/D and have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Wilberforce Primary Inclusion Manager has been awarded the Advanced SENCO Award.

If we identify training need which we cannot access without the aid of additional, more specialists help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Specialist Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement,

parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will, according to the individual needs of the child, provide support to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN/D following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Edward Capewell, Chair of Governors.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Westminster's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Westminster's Local Offer is available

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)