



Whittingham C of E Primary School

SEND Policy Spring Term 2022

Introduction

This policy was reviewed during Spring Term 2022

It was approved by the governing body in the Spring Term 2022

It will be reviewed in Spring Term 2023

A schedule for the review of this, and all other policy documents is set out in the school's five-year cycle of policy reviews. This policy is reviewed annually.

Our School Vision

The children know these as the 3R's:

'Hand in hand together we will become **resilient**, **respectful** and **responsible** citizens of our community and the wider world.'

Our School Aims and Values

- To provide an open, secure and welcoming environment for each pupil.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.
- To develop and maintain a mutually supportive partnership between home and school.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.

SEND Provision at Whittingham C of E Primary School

- *Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.*

- *Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.*
- *We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided*
- *We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.*
- *All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.*

This policy was developed in consultation with staff and governors (including parent governors). It reflects the SEND Code of Practice, 0-25 guidance.

Belinda Athey is the SENCO and has been a SENCO for 15 years and is therefore exempt from requiring the National Award for SEN (Clause 64 Children and Families Bill 2014)

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014 – last updated 30th April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010 and guidance for schools GOV.UK Feb 2013 – updated June 2015
- SEND Code of Practice 0-25 (June 2014 – updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Updated December 2019)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (June 2014 – updated June 2020) states:

Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv 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*

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child’s well-being and development. Our Local Offer provides further information about the agencies we work with.

Identification of ‘SEN/D’

A key principle under the Code is that there should be no delay in making any necessary SEN/D provision in early years as delay at this stage can give rise to learning difficulty and

subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SEN/Dco will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child’s time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review (usually within 1 term), including an analysis of the child’s progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child’s parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SEN/D co or the Headteacher (At Whittingham the SENCo is also the Headteacher).

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEND Support

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENCO, the child (if appropriate), and the child’s parents, carries out an analysis of the child’s needs. This assessment draws on the teacher’s assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and once the pupil passport is on place - a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are

required. This should also be recorded on the school's information system (SENDregister).

- **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEND

Level/ Wave 1 (Initial Concerns Record):

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing. The child may then be put on our school SEND register if we feel that further, outside agency intervention may be needed.

It is at this point that we usually complete an initial concerns or request for SEND supportsheet. Where SEND support is requested parents must sign the Parent Consent Form.

Level / Wave 2 (Initial Concerns Record and or Pupil Passport) :

Additional School Intervention - it is at this point where we involve outside agencies that we place our pupils on the School SEN register. The child may only be on the register for a number of weeks during a targeted intervention or for a longer period of time. This enables our SENDCo to assess whether further support is needed and also to provide a targeted approach which may need funding over and above the school can provide.

It is at this point where we may further develop the initial concerns sheet

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress (this may be academic, emotional or social) to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and

assess the impact of the support and interventions and to link them to classroom teaching. At this stage children from other agencies may be sought and STAR funding may be applied for. It is also at this time we may have Team Around the Family Meetings and the Early Help Assessment process begun.

Level / Wave 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request a COSA from the Local Authority. Parents can also request an EHA (Early Help Assessment) Needs Assessment at this stage if it has not been already completed.

Home School Partnership

- At Our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents and /or carers are invited to meet with their child's class teacher and/ or SENCO *at the least termly*.
- *Workshops and Support events are also regularly publicised* on the school Facebook and Twitter Pages as well as school website and through parent mail.

Pupil Views

- Children's views matter to us.
- All children should be made aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. We have adapted the views used from NCC Annual Review Paperwork to help us achieve a clear and consistent picture.
- For their annual review children with an EHCP or a COSA are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the school support staff.

In order to ensure the most effective 'SEND' provision, the SENDCo / Inclusion Manager has the following procedures in place:

- *Currently the Headteacher is the SENCO but if this were not the case there would be*

- *Weekly meetings with the Head teacher.*
- *Weekly meetings with the SLT (including the Head teacher, Deputy Head)*
- *Weekly meeting with EYFS leader(Headteacher)*
- *Termly meeting with the Governing Body and Governor responsible for SEN as well as a report in the Headteacher's Report to Governors.*
- *Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.*
- *Pupil progress meetings*
- *Regular meetings with the Learning Support Assistants and TA's.*

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

We have two Thrive Approach Qualified Practitioners, staff trained in ACE's, Staff trained in the Friends Resilience Programme and a number of staff are trained Place 2 Be Mental Health Champions.

The co-ordinator for SEND is Mrs Belinda Athey.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy (including Anti-Bullying)
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Curriculum Policy
- Intimate Care Policy
- Safeguarding / Child Protection Policy

A copy of this policy was agreed by the Governing Body Policy Committee Spring 2022.