

SEND Policy



October 2015

Recommended by the Curriculum and Community Committee on 1st October 2015

Ratified by the Governing Body on 22nd October 2015

Signature of Chair of Governors _____

Dated: _____

SEND Policy for Wheelers Lane Primary School

Wheelers Lane Primary School has a named SENCO, Mrs Sumner and a named Governor, Mrs Uppal responsible for SEN. They ensure that the Wheelers Lane Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. This policy and school information report for parents has been written in consultation with stakeholders and will be reviewed annually.

Equal Opportunities

At Wheelers Lane Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in learning alongside pupils who do not have SEN;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure pupils with medical conditions are included in all school activities through consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure that pupils needs are at the heart of all we do, by using a person centred approach,

What are special educational needs?

At Wheelers Lane Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Wheelers Lane Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL Being in receipt of Pupil Premium Grant
- Being a Looked After Child Being a child of Serviceman/woman
- We recognise that children may have other needs e.g. gifted and talented - See additional policies.

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We 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 areas of need identified in the new SEND Code of Practice; 0 - 25 (September 2014), i.e.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

This SEN policy details how, at Wheelers Lane Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

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SEN Language and Literacy Continuum

This new assessment document developed by Pupil School Support, will form the main assessment tool for children with additional needs at Wheelers Lane Primary. This tool will be used to generate the Individual Target Plans (ITP's) to track children's needs and monitor progress.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

When new children join the school and are either identified as SEN from prior school or the new class teacher has concerns. Staff will complete relevant age related assessments and complete the SEN Language and Literacy continuum to gauge the child's starting level. All this will be carried out with support from the SENCO.

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

What Provision Looks like at Wheeler Lane Primary School

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help '**additional to and different from**' that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's social and emotional wellbeing.

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In order to help children with special educational needs, Wheelers Lane primary School will adopt a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ITP and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. If the concerns are not resolved within a half term then the class teacher should fill in a **Cause for Concern Referral Form**.

The 5 stage Graduated Approach in relation to areas of need and progress triggers.

Differentiation Quality First Teaching	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations after half a terms support they need to be referred.
Quality First Teaching PLUS	Those that are under achieving but will make progress with some provision in/out class. If the child still makes no progress then the child becomes 'Targeted Support' and is added to the SEN list.
Quality First Teaching PLUS Targeted Support	A child receives additional support in class and/or in intervention groups. A provision map completed or an ITP (Individual Target Plan) may be written. If expected progress is not made the child may move to Specialist Support.
Quality First Teaching PLUS Specialist Support	Outside agencies are consulted and support the school in allocating resources and an ITP (Individual Target Plan) will be written. All children with a medical diagnosis will receive specialist support - including specialist support.
Quality First Teaching PLUS Statemented Provision/EHC	A child receives specific support in class funded and children receive additional support/intervention outside the classroom.

Specialist Support may be requested from:

- Educational Psychologist
- Pupil School Support
- Communication and Autism Team
- Physical Disability
- Hearing Impairment
- Visual Impairment
- Speech and Language Team

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- **City of Birmingham School**
- **CAMHS**

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The Nature of Intervention and support

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other specific interventions. Details of which can be found on our website;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

School Request for an Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

SEN Files

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Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher.

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The SEN File includes:

- A list of children at each stage of the SEN **graduated approach on the** Children Requiring Further Provision **sheet**.
- A section for each child's ITP.
- These files are confidential.

These files are shared with the Teaching Assistants.

These file **MUST** remain on School. (NOT TO BE TAKEN OFF THE PREMISES)

Individual SEN Files

Each child has their own file which is kept by the SENCO in a filing cabinet. These files contain everything that concerns that child, including ITPs, reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which is kept the child's folder in class.

The Role of the Class Teacher

- Supporting children in the classroom daily
- Differentiation of planning
- Using ITP to support learning
- Using additional resources to support children
- Monitoring pupil progress
- Identifying children that may have additional needs
- Share concerns and plans with parents
- Communicate with teaching assistants

The Role of the Teaching Assistants

- Supporting vulnerable children in the classroom
- To plan and deliver additional interventions
- Keep a register of pupils
- Carry out assessments to identify needs
- Communicate with class teacher

The Role of Middle Managers

- Liaising with SENCO
- Complete timetables for additional interventions
- Monitor teaching assistants
- Monitor planning to support SEN pupils

The Role of the Pupil

- Put in 100% effort during additional support

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- Use skills learnt in the classroom
- Complete any additional work given

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The Role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN;
- Producing the S.I.R for the school website
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEN;
- Liaising with parents of children with SEN;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEN;
- Monitoring the progress of children on the SEN register through regular classroom observations.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SEN Governor will feed back to governors about SEN meetings. The SENCO will report to Governors, sharing up to date SEN information and any changes to provision.

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEN Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENCO
- Liaising with the LEA with respect to policy and enactment
- Ensuring that the SEN Policy is implemented as described
- Involvement in how children with SEN are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other
- Ensuring that the legal requirements of current legislation are met within the school

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- Keep the Governing Body well informed about SEN within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education

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- Ensure the SENCO receives training and induction in her role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included..
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school using the formula below to calculate time.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains links to our policy for special educational needs, the **Special Educational Needs Information Report** including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

Monitoring and Review

SEN Management will be under constant review throughout the school on a class and individual basis.

This document is freely available to the entire school community.

It will be reviewed on a bi annual basis.

Review date: October 2017

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