

**WEXHAM COURT PRIMARY SCHOOL**  
**SEND Policy and Information Report**  
**2018 - 2019**



**Date Approved:** November 2018

**Date for Review:** November 2019

**Responsibility:** Full Governing Body

**Approved By:** Full Governing Body

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## 1. Introduction

### 1.1 Our SEN Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND (special educational needs and disabilities).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## 2. Aims and Objectives

### 2.1 Wexham Court Primary School (WCPS) believes in a positive and inclusive learning environment. The Governors and the school staff, in close consultation with parents, aim to meet the individual needs of all pupils, including those who experience difficulties with:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory/physical

at any time during their education at WCPS (*Equalities Act 2010*). We aim to ensure that all pupils have access to and experience success in a broad, balanced curriculum which is appropriately differentiated and follows the National Curriculum in England (*KS1 and 2 Framework document 2013*).

All children on the SEND register are integrated into mainstream classes and supported as appropriate by all staff members.

### 2.2 Objectives

- To identify learners with SEN and disabilities and ensure their needs are met.
- To ensure that parents are informed of their child's SEND and that there is effective communication between parents and the school regarding appropriate support and provision.
- To identify, assess, record and regularly review pupils' progress in all areas of the curriculum.
- To ensure that SEND pupils make the best possible progress and grow in confidence and self-esteem.
- To recognise and celebrate pupil achievement with certificates and displays of pupil work.
- To ensure that pupils with SEND and disabilities have equal opportunities to join in with all the activities at school.
- To provide pupils with a forum to express their views and ensure that they are fully involved in decisions which affect the education of the children.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interest of the child.

### 2.3 To meet these objectives

We aim to identify children with SEND as quickly as possible. According to their needs, children will be designated as needing:

- SEND support within school as outlined in a SEND Support Plan.
- SEND provision supported by an Education, Health and Care Plan (EHCP).
- The SEND register will be updated once a term.
- SEND Support Plans will be reviewed at least once a term.
- Parents/Carers will be kept informed at all times and provided with a forum to express their views.

- The LA has the responsibility to conduct assessments for EHCP referrals.
- The LA must work within the prescribed time limits to produce an EHCP.
- Attendance and achievement data will be monitored to ensure the children are making progress
- Appropriate resources will be provided for pupils with SEND.
- SEND pupils will be provided with suitable support to access the curriculum in all subject areas.
- Governors and staff will increase their knowledge and understanding of SEND strategies and procedures through relevant and continuous in-service training (INSET).

### 3. Legislation and Guidance

**3.1** This policy and 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 co-ordinators (SENCOs) and the SEN information report.

### 4. Definitions

**4.1** A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age.

### 5. Roles and responsibilities

#### 5.1 The SENCO

The SENCO is responsible for the day-to-day implementation and is responsible for:

- Maintaining the SEND register.
- Liaising and advising colleagues.
- Liaising with parents/carers of children with SEND.
- Overseeing the records of pupils with SEND.
- Making formal requests for EHCP to the LA.
- Managing EHCP teaching assistants.
- Liaising with and coordinating with other external agencies.
- Dealing with SEND/EHCP administration.
- Liaising with and observing pupils with SEND.
- Providing appropriate training and Inset for all staff.
- Monitoring the progress of pupils.
- Continuously developing their professional knowledge through reading/ research, courses and networks.
- Co-coordinating the provision for SEND children.
- Contributing to the in-service training of staff
- Carrying out annual reviews.

- Overseeing and monitoring the SEND budget to ensure value for money and that funding is appropriately utilized.

## **5.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEND 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.

## **5.3 The Headteacher**

The headteacher will:

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

## **5.4 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 SEND policy.
- Keep parents informed, and ask for their thoughts and feedback.

## **6. SEN information report**

**6.1** Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy ,
- Moderate/severe/profound and multiple learning difficulties.

## **6.2 Identifying pupils with SEN and assessing their needs**

We currently use a range of baseline screening systems with all new children in our Early Years to identify SEND. In 2020, we will also use the new DFE baseline tests.

Wexham Court Primary School follows the guidance set out in the SEND Code of Practice (2014) using the graduated approach. The graduated approach recognises that children learn in different ways and can

have different kinds or levels of SEND. Listed below are the four main components of the graduated approach which are activated when a concern regarding a child is raised:

**Assess** - Taking into account the views and experiences of parents alongside the views of the child, the class teacher and SENCO will decide if a child has a SEND need. If appropriate, advice may be taken from external services. Assessment for all children is reviewed half termly.

**Plan** - If the outcome of the above action denotes that a child requires SEND support, parents are informed and an SEN Support plan is implemented. The SEN Support Plan is created with the input from the class teacher, parents, the child, and if necessary, recommendations made in external reports are implemented. The plan will detail any interventions and additional support the child will receive and is reviewed at least termly with parents.

**Do** - The responsibility for ensuring that the curriculum is accessible for the child on a daily basis remains with the class teacher. The class teacher works with the teaching assistants and SENCO to assess the impact of the interventions. At this stage, further specialist support may be sought if deemed appropriate.

**Review** - The progress a child makes will be evaluated through regular reviews throughout the year and targets and interventions will be amended accordingly. A child may need help through the graduated approach for only a short time or for many years.

Wexham Court Primary School also has particular regard for Looked After Children.

### **6.3 Consulting and involving pupils and parents**

Wexham Court Primary School values the need to work in partnership with parents. If any SEND needs have been identified, we will have an early discussion with the pupil and their parents regarding additional provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **6.4 Supporting pupils moving between phases**

If a pupil is moving to another school or making the natural transition to a secondary school, we will share information with the 'new' school that the pupil is moving to.

- SEND records including EHCP are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- SEND learners are provided with additional visits if required.
- SEND Support Plans/EHCP will be reviewed shortly before transfer and amended if appropriate.
- The SENCO from the receiving school will be invited to a final review meeting for a SEND child with an EHCP.

### **6.5 Our approach to teaching pupils with SEND**

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Pupils will be taught how to use meta-cognition to develop strategies that work for them.

- We will also provide the following interventions:
  - Nurture Groups
  - Social Skills Groups
  - Word Aware
  - Language Link
  - Units of Sound
  - Handwriting
  - Auditory Memory
  - Bucket Time

## **6.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Work should be challenging therefore scaffolding and meta-cognition will be effective.

## **6.7 Additional support for learning**

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- SEBDOS
- Sensory Consortium Teachers
- School Nurse
- Speech and Language Therapist
- SBC Autism Outreach Service
- SEND Teacher Advisor
- Expert teachers and TAs within the school

## **6.8 Securing equipment and facilities**

The school has a range of specialist SEND facilities in place. These include:

- Disabled toilet use
- Adjustable changing tables
- Dedicated bins or disposal systems for clinical waste
- Wheelchair access throughout the school grounds

- Stationery and classroom resources such as slanted boards, pencil grips etc

### **6.9 Evaluating the effectiveness of SEN provision**

SEND provision at Wexham Court Primary School is evaluated against the objectives stated in this policy. We ensure that staff, parents and pupils are involved in the evaluation process. Listed below are the steps taken during the evaluation process:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6-8 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.
- Discussing SEN in progress meetings.

### **6.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Ufton Court and Kingswood.
- Wexham Court Primary School takes part in sporting activities that support pupils with disabilities.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Home visits prior to children joining our EYFS provide valuable information regarding any disabilities which can be addressed prior to the child starting school. At WCPS, we regularly liaise with parents and professionals involved with the children to ensure we provide the appropriate care for their needs. The individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference is promoted; we want all our children to have a sense of belonging to a large and varied family and to celebrate the positive views and beliefs of others. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. We want to give all of our children every opportunity to achieve the highest of standards and offer a broad and balanced curriculum. The achievements, attitudes and well-being of all our children are a priority and we actively seek to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils.

### **6.11 Complaints about SEN provision**

The complaints procedure is available on the school website. However, the school would encourage parents to raise concerns with the class teacher or SENCo where possible.

### **6.12 Contact details of support services for parents of pupils with SEN**

At WCPS, we value the importance of the parent teacher relationships to maintaining good home-school partnerships and ensuring the best outcomes for the child. We therefore ask parents to initially speak to their child's class teacher should any concerns arise. They are the first point of contact. The school has a network of professionals that can support the class teacher and parent if issues of SEND arise. Details of these are listed below:

### SCHOOL CONTACTS

<b>Class Teacher</b> Wexham Court Primary School Church Lane 01753 524533 Wexham Slough SL3 6LU <a href="mailto:mail@wexhamcourt.slough.sch.uk">mail@wexhamcourt.slough.sch.uk</a>	<b>SENCO</b> Mrs Sharma Wexham Court Primary School Church Lane 01753 524533 Wexham Slough SL3 6LU <a href="mailto:mail@wexhamcourt.slough.sch.uk">mail@wexhamcourt.slough.sch.uk</a>
<b>Head Teacher</b> Navroop Mehat <a href="mailto:mail@wexhamcourt.slough.sch.uk">mail@wexhamcourt.slough.sch.uk</a>	<b>Assistant Heads</b> Mrs Chahal, Mrs Harris, Miss Orsi, Miss Burt, Miss Snadon <a href="mailto:mail@wexhamcourt.slough.sch.uk">mail@wexhamcourt.slough.sch.uk</a>

## LOCAL SERVICES

<p><b>Parent Partnership</b>  Parent Support Services for Parents with children with SEN  Parent Partnership Slough  St Martin's Place  51 Bath Road  Slough  SL1 3UF  Tel: 01753 787 693 (Mon and Fri)  <a href="mailto:Parentpartnership@slough.gov.uk">Parentpartnership@slough.gov.uk</a></p>	<p><b>Parent Partnership Slough / Destiny Support</b>  Destiny Support are a community support service.  Parent Partnership Slough / Destiny Support  Thames Valley Community Centre  The Green  Slough  SL1 2SP  Tel: 01753 577 458 (Tue, Wed and Thurs)  Out of Hours 07899784902  <a href="mailto:info@destinysupport.org">info@destinysupport.org</a></p>
<p><b>Special Voices</b>  (for parents/carers of children and young people with SEND)  Classroom 3, Cippenham Baptist Church,  11 Elmshott Lane,  SL1 5QS  07990 693439</p>	<p><b>Slough Speech and Language Therapy Services</b>  Sarah Heath  <a href="mailto:Sarah.Heath@sarbourvaleschool.org">Sarah.Heath@sarbourvaleschool.org</a></p>
<p><b>Child &amp; Adolescent Mental Health Service (CAMHS)</b>  CPE Office  The Old Forge  2nd Floor  45-47 Peach Street  Wokingham  RG40 1XJ  Tel: 0300 365 0300</p>	<p><b>SEBDOS</b>  (social emotional and behavioural difficulties outreach service)  Littledown Special School  Queens Road  Slough, Berkshire,  SL1 3QW  01753 521734 / 07774 919000  <a href="mailto:post@littledown.slough.sch.uk">post@littledown.slough.sch.uk</a></p>
<p><b>The Children's Centre</b>  (Occupation health, physiotherapy, speech and language and paediatricians)  Fir Tree House, Upton Hospital,  Albert Street, Slough, Berkshire  SL1 2BJ</p>	<p><b>Sensory Consortium Service</b>  Children's Services  Town Hall  St. Ives Road  Maidenhead  Berkshire-  01753 787639  <a href="mailto:Sensory.Consortium@rbwm.gov.uk">Sensory.Consortium@rbwm.gov.uk</a></p>
<p><b>Social Care</b>  01753 690898</p>	<p><b>Services for Autism</b>  Mandy Wimbush  01753 787627</p>
<p><b>School Nurse</b>  Delip Dhillion  01753 896688</p>	<p><b>Wexham Road Children's Centre Early Years Service</b>  Wexham Road Slough  Berkshire  SL2 5JW  01753 533543  <a href="mailto:wexhamroad.childrenscentre@slough.gov.uk">wexhamroad.childrenscentre@slough.gov.uk</a></p>
<p><b>CAF coordinator for Slough</b>  Suki Bhachu –  01753477225  <a href="mailto:sukhvinder.bhachu@slough.gov.uk">sukhvinder.bhachu@slough.gov.uk</a></p>	

### **6.13 The local authority local offer**

Our local authority's local offer is published on the Slough Family Information Service website.

## **7. Monitoring Arrangements**

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

## **8. Links with other policies and documents**

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Intimate Care Policy

This is a true version signed by:

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N. Mehat, Headteacher

Signed:

Date:

Review date: November 2019