

WEXHAM COURT PRIMARY SCHOOL
Special Educational Needs Policy
2016- 2017



Date Approved:	December 2016
Date for Review:	December 2017
Responsibility:	Full Governing Body
Approved By:	Full Governing Body

Wexham Court Primary School
Special Educational Needs & Disability (SEND) Policy

Definition

Children have special educational needs if they have a difficulty or disability that calls for special educational provision to be made for them that is more than normally offered in a classroom.

The Special Educational Needs (SEN) policy recognises the legal requirements of schools as stated in the Children and Families Act 2014 and the SEN code of practice including accompanying regulations 2014.

Aims

Wexham Court Primary School believe in a positive and inclusive learning environment. The Governors and the school staff, in close consultation with the parents, aim to meet the individual needs of all pupils, including those who experience communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional difficulties or sensory/physical difficulties at any time during their education at Wexham Court Primary School (*please refer to the Equalities Act 2010 and Wexham Court's Valuing Equality and Dignity at Work Policy*). 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 SEN register are integrated fully into mainstream classes and supported as appropriate by all staff members.

Objectives

- To identify learners with SEN and disabilities and ensure their needs are met
- To ensure that parents are informed of their child's SEN and that there is effective communication between parents and the school with discussions around appropriate support and provision.
- To review and revise the targets and teaching strategies termly, in consultation with parents and pupils
- To identify, assess, record and regularly review pupils' progress in all areas of the curriculum
- To ensure that pupils with SEN 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 their education
- To provide/review/update appropriate resources for pupils with SEN
- To provide a suitably differentiated curriculum in all subject areas
- On a termly basis, set achievable, measurable targets for individual pupils, which are agreed and supported by parents and pupils, and recorded on their SEN Support Plan
- To recognise and celebrate pupil achievement certificates and displays of pupil work
- When necessary, to seek advice and liaise with outside professional agencies to obtain appropriate provision/support in the best interest of the child
- To regularly evaluate the success of support systems and resources used in school
- To enable all Governors and staff to increase their knowledge and understanding of SEN strategies and procedures through relevant and continuous in-service training (INSET)

To Meet these Objectives

- We aim to identify children with SEN as quickly as possible. According to their needs, children will be designated as needing:
 1. SEN support within school as outlined in SEN Support Plan
 2. SEN provision supported by Education, Health and Care Plan (EHCP)
- The SEN register will be updated half termly
- SEN Support Plans will be reviewed every 6-7 weeks
- Parents/Carers will be kept informed at all times and their views heard
- The pupils will have the opportunity to add their voice so that it best reflects their needs and desires
- The LA will have the responsibility to draw up EHC assessments and plans
- Attendance and achievement data will be monitored to ensure the children are making progress

Roles of the Governors and Staff

'All teachers are teachers of children with special educational needs'

(Children and Families Act 2014)

The success of the school's SEN policy will be judged against the objectives set out above and the governing body will challenge the school on the efficacy of the policy and the effectiveness of the provision. The designated SEN Governor is Anjum Javid, who will have a strategic overview of the SEN provision and progress made. The Head teacher has overall responsibility for the management of SEN provision and funding and in liaison with the SENCO, informs the Governors of practice and procedures.

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

- Liaising and advising colleagues
- Liaising with parents/carers of children with SEN
- Liaising with and observing pupils with SEND
- Liaising with and coordinating with other external agencies
- Co-coordinating the provision for SEN children
- Maintaining the SEN register
- Overseeing the records of pupils with SEN
- Managing EHCP teaching assistants
- Contributing to the in-service training of staff
- Dealing with SEN/EHCP administration
- Carrying out annual reviews
- Overseeing and monitoring the SEND budget

Class teachers hold prime responsibility for identifying, assessing and planning appropriate learning tasks for the SEN children in their class, with the support of the SENCO and subject co-ordinators, as appropriate (*see Teachers Standards 2013*). They must plan and deliver a differentiated curriculum, liaise with parents/carers, teaching assistants and external agencies where necessary and plan, monitor and evaluate SEN Support Plans and EHCPs.

Teaching Assistants (TAs) to work under the direction of the class teacher and SENCO to support pupils.

Admissions Arrangements

We are legally obliged to admit any child who's EHCP specifically names this school. Before admissions, parents/ carers and children visit the school and are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents/carers state any SEN that their child has.

Procedures for Identifying and Assessing Pupils with Special Educational Needs

Early identification and assessment is achieved through:

- Liaison with playgroup leaders prior to pupils' nursery entry
- Initial interviews with parents of nursery pupils and home visits
- Completion of nursery profiles, within 2 weeks of nursery entry
- Classroom observations
- Regular parental contact
- Contact with school nurse, education welfare officer (EWO) and social services, as appropriate and accessing relevant medical paperwork (*see Statutory Guidance on Supporting Children at school with Medical Conditions Document 2014*)
- Records received from other schools/agencies
- Class based assessments in all subjects
- Formative and summative assessments of attainment
- Standardised tests
- Lunchtime staff are informed about the individual needs of pupils with whom they come into contact with and effective strategies for managing individual pupil's special needs are shared

Subsequent identification and management of special needs are based on:

- Class teachers' observations of concerns regarding low academic achievement, health or sensory impairment, difficulties with speech or language, attendance, home circumstances or social interaction
- Completion by class teachers of **Record of Concerns** for pupils they have concerns about. This form is prepared in conjunction with discussion with parents and with the **Criteria for SEN Support form**. Teachers highlight areas to be targeted, strategies used so far, child's attainment level, the short term objectives and a date for review.
- A file of evidence is then opened on which is recorded all information pertinent to monitoring progress on the special need and for use of review. The child's targets are now set out on a **SEN Support Plan** and displayed in class on a **Target wall**. On this form, targets are clearly recorded and monitored for a period of a term, unless the need is seen to be urgent where a review would

be held mid-term.

- At review stage, a decision is made on whether the child should continue with SEN support, and with parental agreement, his/her name to be recorded on the SEN register
- If a child's needs are not met with a SEN Support Plan then a referral will be made to external agencies which may result in an Education, Health and Care Plan

Review Procedures

Most pupils with SEN will have their needs met in mainstream schools without an Education, Health, Care Plan (EHCP).

SEN Support:

Once a child's name has been recorded on the SEN register, the class teacher completes an individual target wall and a SEN Support Plan identifying appropriate targets and setting review dates. The Teaching Assistants, under the direction of the class teacher may withdraw pupils and provide small group support for the pupil where appropriate. This intervention will be recorded and monitored on the provision map. After the second or third review (as appropriate), an evaluation of the pupil's progress is made, to decide whether the pupil should continue with this support or proceed to be referred to outside agencies. At each review parents should be part of the review process. The parents will also receive a copy of the target wall and the SEN Support Plan.

If the decision is made to refer the child onto outside agencies, the SENCO becomes more directly involved in managing the child's SEN provision in conjunction with the class teacher. Staff trained in Special Educational Needs under direction of the class teacher, SENCO and outside professional, may withdraw pupils and provide small group support through specific interventions. All interventions are recorded on a provision map, assistance is requested from outside agencies and agreed actions, targets and review dates are recorded on SEN Support plans. After the second review, all agencies involved including parents will then agree whether to continue with this level of support, revert to Wave 1 (good quality teaching) or proceed to apply for an EHA (Early Help Assessment) involving agencies such as doctors, educational psychologists etc. leading to an Education, Health, Care Plan (EHCP).

Assessment

The pupil is formally assessed, by an external specialist. Following discussion with all concerned, recommendations may be made for the pupil to attend an appropriate resource or provision. Manageable targets and review dates are described in termly SEN Support Plans.

Education, Health, Care Plan (EHCP)

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age and has a SEN need, we initiate a SEN Support Plan which is often sufficient SEN support. However, if the targets set out in the Support Plan have not helped the student to make sufficient progress, a child may be referred for an EHA (Early Help Assessment) and an EHCP requested from the Local Authority (LA). This will be done in consultation with parents and the Educational Psychologist. During this process, reports and evidence from professionals working with the child are requested and these form the basis of the decision of whether to compile an EHCP.

All EHCPs provide information and strategies to support the pupil and these must form the basis of the child's SEN Support Plan. The EHCP will also indicate the provision for a child from the LA. When an EHA is completed a decision is made whether to compile an EHCP and appropriate professionals are identified to work within the plan. Meetings involving all relevant professional are held as regularly as required and SEN Support Plans are analysed.

Once a child has an EHCP they are able to access a number of relevant services as outlined in the school's local offer and the LA's local offer. Families will also be able to choose from three funding options:

- Notional Arrangements
- Third Party Arrangements
- Direct payments

Secondary Transfer Arrangements

- SEN records including EHCP are transferred following agreed procedures
- There are opportunities for all learners to visit their prospective secondary school
- SEN learners are provided with additional visits if required
- SEN 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 SEN child with a EHCP attending their school

Facilities, Equipment and Co-ordination of Support

The school building was designed and built, taking into account the needs of people with physical disabilities and it is the aim for the school to enable access to all pupils, regardless of disability. The SEN and Disability Act 2001 requires each school to plan to increase access for pupils with disabilities and this is dealt with in a separate three year action plan, which covers both physical access and access to information (see *Accessibility Plan*).

In addition to class resources, the school has a SEN area containing a comprehensive range of materials to assist the work of teachers and TAs. Staff meeting time is made available for teachers to see new resources and funding is available for the SENCO to update resources (SEN Action Plan). There is also a list available from the SENCO of contacts and external agencies from who advise/support may be obtained. A termly multi agency meeting is also held where professionals from a number of agencies meet with the Headteacher and SENCO to discuss pupils and to provide/suggest support. Specialised facilities and equipment may be acquired, e.g. from the Sensory Consortium. Part time education in a special school to enable access to more specialised facilities can also be arranged in some circumstances.

Evaluation of SEN Provision

The staff and governing body evaluate the success of provision by monitoring:

- The number of pupils receiving support as appears in the SEN register
- The results of regular testing and assessment of pupils from the time they are first placed on the SEN register
- The views of staff, parents and pupils
- Comparison with national/local averages
- The proportion of pupils no longer requiring support

Complaints Procedure

The complaints procedure is available on the school website.

In-Service Training of Staff

In order to keep abreast of current information and availability of new resources, the SENCO, class teachers, TAs and Governors attend local/national courses and exhibitions, as appropriate. Information from this is then disseminated in staff meetings; trainers may also be invited to the school to hold whole staff training sessions. INSET relates directly to the areas targeted in the School Development Plan.

This policy will be reviewed on a regular basis, usually annually, and changes made as necessary. The allocation of resources, including TAs, will be reviewed and evaluated on a termly basis.

Signed:

Mr J Rekkie, Chair of Governors **Date**.....

Signed:

Miss N Mehat, Headteacher **Date**.....

Next review due: December 2017

Wexham Court Primary School
Criteria for SEN Register

Learning

A child who has been assessed as achieving below the expected standard and/or require additional provision (excluding newly arrived EAL children).

Social, Emotional and Mental Health

Recurring concerning behaviours in various contexts (lessons/playtimes) without improvement for half a term, despite the class teacher following the rewards and sanctions stated in the Behaviour Policy and implementing any other relevant strategies.

Other cases (physical, speech and language, sensory)

For other SEN cases, the SENCo and class teacher will discuss on an individual case by case basis.

Initiating SEN Support

To initiate SEN Support, class teachers should complete a '*Record of Concern – Class Level Support*' form which clearly outlines strategies implemented for at least half a term. Once the form has been received, the SENCo will carry out an observation and if necessary a SEN Support Plan will be written by the teacher in consultation with the SENCo and parents. The SEN Support Plan will state what is to be done that is '*extra and additional*' to the usual class differentiation.

SEN Protocol

All children who fulfil the criteria above will be placed on the SEN register and will have their SEN Support Plan monitored by the SENCo. Parents are always invited to attend these meetings where targets are set and/or reviewed. If parents do not attend, a copy must be sent home. SEN Support Plans will be reviewed half termly by the class teacher and parents. A second SEN Support Plan will be written if sufficient progress was not made, the second plan should be different from the first.

Children should only receive SEN Support for one year. After 3 plans, if targets are met, children should come off the SEN register and continue to be monitored for half termly. If targets have not been met, the SENCo will make a referral to the relevant agency.

CLASS TEACHER		DATE
CHILD'S NAME	CLASS	D.O.B
BRIEF DESCRIPTION OF CONCERNS		
HIGHLIGHT MAIN AREA(S) OF CONCERN:		
<i>communication and interaction [] cognition and learning [] social, emotional and mental health [] sensory []</i>		
ACADEMIC CONCERNS		
ATTAINMENT		
READING:	WRITING:	MATHS:
SCIENCE:	READING AGE:	SPELLING AGE:
<i>(please list data from the start of the academic year and current data)</i>		
BEHAVIOURAL CONCERNS		
HOME CIRCUMSTANCES		
Have parents been informed of concerns? yes [] no []		
Parental views		
What have parents agreed?		
<i>Outline of differentiated support provided</i>	<i>Outcome of differentiated support provided</i>	
NEXT STEPS		

CLASS TEACHER		DATE
CHILD'S NAME	CLASS	D.O.B
BRIEF DESCRIPTION OF CONCERNS		
TYPE OF INTERVENTION		
<i>communication and interaction [] cognition and learning [] social, emotional and mental health [] sensory []</i>		
WHAT CHANGES WOULD YOU LIKE TO SEE IN THE AREA OF CONCERN HIGHLIGHTED ABOVE?		
WEEKLY SESSION OBJECTIVES		
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
INTERVENTION IMPACT MEASURE BEFORE INTERVENTION		
<p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"><i>low high</i></p>		
INTERVENTION IMPACT MEASURE AFTER INTERVENTION		
<p style="text-align: center;">_____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"><i>low high</i></p>		
HAVE PARENTS BEEN INFORMED? yes [] no []		
ACTIONS AGREED WITH PARENTS		

HOW WILL INTERVENTION BE CARRIED OUT IN THE CLASSROOM?		
LIST ALL PEOPLE INVOLVED AND THEIR ROLE		
WEEKLY SESSION OUTCOMES		
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
READING:	NC LEVELS WRITING:	MATHS:
SCIENCE:	READING AGE:	SPELLING AGE:
<i>(please list data from the start of the academic year and current data)</i>		
ADDITIONAL COMMENTS		
NEXT STEPS		