

# WEXHAM COURT PRIMARY SCHOOL

## SEND Policy

2020 - 2021



**Date Approved:** Spring 2020

**Date for Review:** Spring 2021

**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 requires additional support, that is, more than normally offered in a classroom.

#### Aims

Wexham Court Primary School 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 difficulties

at any time during their education at Wexham Court Primary School (*please refer to the 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*).

Not all pupils with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners. All children on the SEND register are integrated into mainstream classes and supported as appropriate by all staff members.

#### Objectives

- To identify learners with SEND 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 have equal opportunities to join in with all 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 promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interest of the child.
- To ensure education is challenging and inclusive where possible and accessible to all.

### **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:
  1. SEND support within school as outlined in a SEND Support Plan
  2. SEND provision supported by an Education, Health and Care Plan (EHCP)
- The SEND register will be updated once a term.
- SEND Support Plans and EHCPs will be reviewed at least once a year.
- Parents/Carers will be kept informed at all times.
- The LA has the responsibility to conduct assessments for EHCP referrals and must work in prescribed time limits.
- 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.
- Planning will be supported and pupils observed.
- We will regularly evaluate the success of support systems and funding/resources used in school and report to SLT and Governors on the impact.

### **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 SEND 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 SEND Governor will have a strategic overview of the SEND provision and progress made. The Head teacher has overall responsibility for the management of SEND provision and funding and in liaison with the SENCO, informs the Governors of practice and procedures. Governors and staff will increase their knowledge and understanding of SEND strategies and procedures through relevant and continuous in-service training (INSET).

The SENDCo is responsible for day-to-day implementation and:

- Maintaining the SEND register (*to be updated at least once a term*).
- 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.
- Liaising with and coordinating with other external agencies.
- Dealing with SEND/EHCP administration.
- Liaising with and observing pupils with SEND.
- Monitoring the progress of pupils.
- Continuously developing their professional knowledge through reading/ research, courses and networks.
- Co-ordinating the provision for SEND children.
- Contributing to the in-service training of staff
- Overseeing and monitoring the SEND budget to ensure value for money and that funding is appropriately utilised.

Class teachers hold prime responsibility for identifying, assessing and planning appropriate learning tasks for the SEND children in their class, with the support of the SENDCO and subject co-ordinators as appropriate (*see Teachers Standards 2013*). They must plan and deliver a differentiated curriculum, liaise with parents/carers, Learning Support Assistants (LSAs) and external agencies where necessary and plan, monitor and evaluate SEND Support Plans and EHCP targets and attend INSET and training sessions.

LSAs are to work under the direction of the class teacher and SENDCO to support pupils.

### **Admissions Arrangements**

We are legally obliged to admit any child whose EHCP specifically names this school; we strongly encourage all parents/carers to visit the school before naming it to ensure that it best meets the need of their child. Prior to admissions, visits to the school provide parents/carers with a forum to voice any concerns they might have about their child's integration into the school. Our current admissions form requests that parents/carers state any SEND that their child has.

### **Procedures for Identifying and Assessing Pupils with Special Educational Needs and/or Disability**

Currently, the school uses an internal system of base-line screening with all new children in Reception. Our internal screening and intervention programme will be continued with the Year 1 pupils. The information gathered from screening is further enhanced by the Year 1 Phonics Screening Check, Year 2 Teacher Assessments and by further teacher assessments in Years 3 – 5. These assessments are invaluable in highlighting needs and informing planning.

- Liaison with playgroup leaders prior to pupils' nursery entry.

- Initial discussion with parents of nursery pupils at 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.
- Completed **Record of Concerns** form which is completed by Class Teachers. 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 all recorded information pertinent to monitoring progress on the SEND is collated. With parental agreement, the child's name will be recorded on the SEND register. The child's targets are now set out on a **SEND Support Plan**; 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 SEND support. If a child's needs are not met with a SEND Support Plan then a referral will be made to external agencies to provide us with further strategies to implement. It will be at this stage where discussion may result in an application for an Education, Health and Care Plan.

**SEND Support:**

Once a child's name has been recorded on the SEND register, the class teacher completes an individual SEND Support Plan identifying appropriate targets and setting review dates. The LSAs, under the direction of the SENDCO and 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 SEND Support Plan.

If the decision is made to refer the child onto outside agencies, the SENDCO becomes more directly involved in managing the child's SEND provision in conjunction with the class teacher. After the set review date, all agencies involved (including parents/carers) will then agree whether to continue with this level of support, revert to Wave 1 (good quality teaching) or proceed to apply for an Education, Health, Care Plan (EHCP).

### **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 SEND need, we initiate a SEND Support Plan which is often sufficient SEND support. However, if the targets set out in the SEND Support Plan have not helped the child to make sufficient progress, a child may be referred for an EHCP which is requested from the Local Authority (LA). This will be done in consultation with parents, the class teacher, SENDCO, LSA and any external agencies that are involved. An EHCP is not always the appropriate course, in such cases alternatives will be discussed. Provision is also made for the pupil to attend. EHCPs are reviewed and updated yearly.

All EHCPs provide information and provision to support the child and these must form the basis of the child's SEND Support Plan. The EHCP may also indicate the most suitable school provision. 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

The schools Behaviour Policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

### **Secondary Transfer Arrangements**

- 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 SENDCO from the receiving school will be invited to a final review meeting for a

SEND child with an EHCP.

- Representatives from the secondary school are available for consultation before the time of transfer and may visit pupils at primary phase.

### **Evaluating Success**

The criteria for success of the SEN provision are as follows:

- The SEND register is updated at least once a term.
- SEND Support Plan and EHCP meetings to be held at least annually and all actions are highlighted and implemented. All associated paperwork is forwarded to parents/carers and safely stored.
- Parents/carers to be kept regularly informed and involved.
- Parents/carers to be invited to SEND Support Plans/ EHCP reviews at least once a year.
- Pupils to be involved as much as appropriately possible.
- SEND paperwork to be stored in a central system.
- External agencies to be involved as indicated in the EHCP.
- The Inclusion Team meet once a month to scrutinise the provision and discuss progress.
- Agencies to be managed effectively by the SENDCO.
- LSA monitoring sheets to be passed on to SEND department.

The Head teacher and governors use these success criteria to determine the success of the SEN provision.

### **Complaints Procedure**

The complaints procedure is available on the school website.

### **In-Service Training of Staff**

The SENDCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. In addition, the SENDCO contributes to training alongside other staff for teachers and LSAs.

Topics will include:

- The role of the LSA
- Pastoral Care
- Behaviour Management
- SEND/Disadvantaged Children
- Marking and Feedback
- Maths Mastery
- Phonics
- Talk F4 Writing

- Interventions (systems and expectations)
- 1:1 Reading
- Challenge for all
- Communication and Working in Partnership

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 Reekie, Chair of Governors .....

**Date**

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**Signed:**

Miss N Mehat, Head teacher .....

**Date**

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**Next review due:**

Spring 2021

## **Wexham Court Primary School Criteria for SEND 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 Pupil Behaviour Policy and implementing any other relevant strategies appropriate to the child's needs.

### **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 SEND 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 SEND Support Plan will be written by the teacher in consultation with the SENCo and parents. The SEND Support Plan will state what is to be done that is *'extra and additional'* to the usual class differentiation.

### **SEND Protocol**

All children who fulfil the criteria above will be placed on the SEND register and will have their SEND 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. SEND Support Plans will be reviewed termly by the class teacher and parents. A second SEND Support Plan will be written if sufficient progress was not made, the second plan should be different from the first in regard to targets or support.

If after a year, the pupil has made sufficient progress, and needs have been met, the SEND plan will end. At this time, the children should come off the SEN register and continue to be monitored by the class teacher. It is the class teacher who is responsible for ensuring that SEND children make the appropriate progress. If targets have not been met, the SENCo will make a referral to the relevant agency.

### **SEND Support Plan**

Target Sheet

Class

Child's name

Need Type PP/ SEN/ EAL (*highlight all applicable*)

SMART	Reading	Writing	Maths	Other
Target 1 (Autumn 2)				
Action				
Review				
Target 2 (Spring 1)				
Action				
Review				

