

WEXHAM COURT PRIMARY SCHOOL
Special Educational Needs Policy
2021 - 2022



Date Approved:	Spring 2021
Date for Review:	Spring 2022
Responsibility:	Full Governing Body
Approved By:	Full Governing Body

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

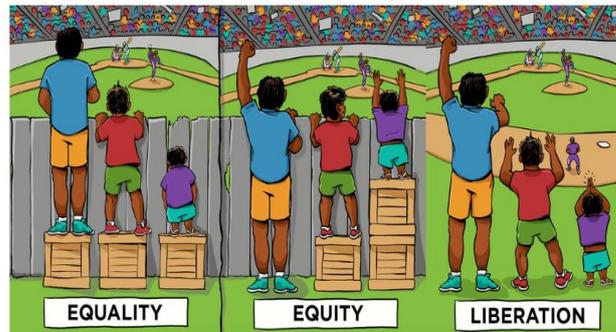
This policy has been written with regard to the statutory requirements as per the SEND Code of Practice 2015, The Children and Families Act 2014 and The Equality Act 2010.

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

For each child to access and learn the expectations set out in the National Curriculum, regardless of their need.



Teaching and Learning at Wexham Court Primary School is not seen as ‘one size fits all’. Our pupils will be treated equitably and ethically, given their individual needs and circumstances – we aim to address inequalities and remove barriers. In order to achieve this, our staff will make it their goal that each child achieves their full potential. To do so, we must make personal connections to our pupils by getting to know each of them and their families. We must also understand what the barriers are that are preventing the children in your classroom who currently have a SEND to make progress.

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 scaffolded 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.

Our core belief is that we are here to serve the pupils and will do our utmost to enable pupils to access the National Curriculum and learn.

All staff will:

- be highly knowledgeable about SEND and the Equality ACT 2010
- be advocates for inclusion of all pupils
- apply a supportive common-sense approach
- maintain an accessible building and curriculum
- keep our pupils at the core of all decisions

The SLT will:

Strive to empower staff to ensure every child is successful, regardless of their needs. They will achieve this by being experts in their field, engaging parents in meaningful discussions, and monitoring the educational diet the pupils receive.

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 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.
- The Accessibility Plan will be reviewed by the SENDCO
- THE SENDCO will remain updated and qualified to carry out the post
- We will regularly evaluate the success of support systems and funding/resources used in school and report to SLT and Governors on the impact and numbers.

What is SEND Support - The Graduated Approach

SEN Support is the system by which we assess the needs of children and then provide appropriate support.

Our system follows four stages:

1. **Assess** - the class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. The assessment will be reviewed regularly, with specific dates set for the next review.

Any concerns raised by parents will be taken seriously.
2. **Plan** - a SEND Support Plan will drawn up for a pupil, a record will be kept and the parents will be informed. The class teacher and parents will agree upon what progress they hope will be made and by what date.
3. **Do** - the pupil is given extra support, undertaken under the supervision of the class teacher.
4. **Review** – each case is reviewed with parents at least three times a year.

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

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 is Ms. K Birdie, who 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:

- Seeking the views of pupils with SEND.
- 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.
- 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 are accountable for all SEND children in their class:

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 coherent and rigorous curriculum that is well sequenced with thoughtful scaffolds in place for all children to achieve the National Curriculum.

Teachers will liaise with parents/ carers, Learning Support Assistants (LSAs) and external agencies where necessary and plan, monitor and evaluate SEND Support Plans and EHCP targets.

LSA Support

- LSAs are to work under the direction of the class teacher and SENDCO to support pupils.
- LSAs must strive to ensure that their interactions with the SEND children encourage independence and that they add value to what the teacher is teaching and are not providing alternative support.
- LSAs must ensure that they provide and promote high quality interactions with the SEND children.

- The above will be achieved by:
 - using the EEF Scaffolding Framework
 - using a range of questioning, with a greater focus on using 'open ended' questions to give pupil's the opportunity to think, reflect, provide opinions and feelings and take control of the conversation.

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. When they are introduced in 2020, we will use the new DFE baseline tests. Our internal screening and intervention programme will be continued with the Year 1 pupils until the new government programme is activated in 2021 and we may continue to use this in tandem with the government tests. 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 Concern** 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/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 which will detail how they can support their child at home to meet the targets that have been set.

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, 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. 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 school 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.

Remote Learning

In the event of a Lockdown, we will prioritise children with an EHCP. Children with an EHCP will be invited to attend school; for those who do not accept a place in school, in addition to online learning, work that is in accordance to their targets as per their EHCP will be sent home and explained to parent/carers where necessary. Regular 1:1 sessions will be provided as necessary.

Weekly phone calls will be made to parents/carers of EHCP pupils to check upon their welfare and to discuss their level of engagement.

The attendance of the SEND will be regularly monitored and any concerns raised by parents will be taken seriously, including any support that they require to access online learning and home learning alternatives.

The SENDCO will support staff on how to support SEND with their home learning.

Secondary Transfer Arrangements

- SEND pupils will have a programme of transition, relevant to their needs.
- 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.
- Representatives from the secondary school are available for consultation before the time of transfer and may visit pupils at primary phase.

Facilities, Equipment and Co-ordination of Support

The school building was designed and built, considering 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 SEND area containing a comprehensive range of materials to assist the work of teachers and LSAs. Staff meeting time is made available for teachers

to see new resources and funding is available for the SENCO to update resources. There is also a list available from the SENCO of contacts and external agencies from who advise/support may be obtained. 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.

Evaluating Success

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

- Pupils make the expected levels of progress
- SLT monitoring of learning evidence robust strategies being used to enable SEND learners to excel
- Analysis of Pupil Voice demonstrates that children with SEND enjoy school and that they can recall learning
- Data shows progress
- Attendance of SEND is in line with that of their peers
- Parent feedback is positive
- Staff including LSAs are well supported and knowledgeable
- The SEND register is updated at least once a term as a SLT.

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.

Contact Details:

SENDCO	SEND Governor
Mrs H Harris Wexham Court Primary School Slough SL3 6LU hmowat@wexhamprimary.com	Ms K Birdie

This policy will be revised and amended on an annual basis. The allocation of resources, including LSAs, will be reviewed and evaluated on a termly basis.

Signed:
Mr. J Reekie, Chair of Governors

Date

Signed:
Miss N Mehat, Head teacher

Date

Next review due: November 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.

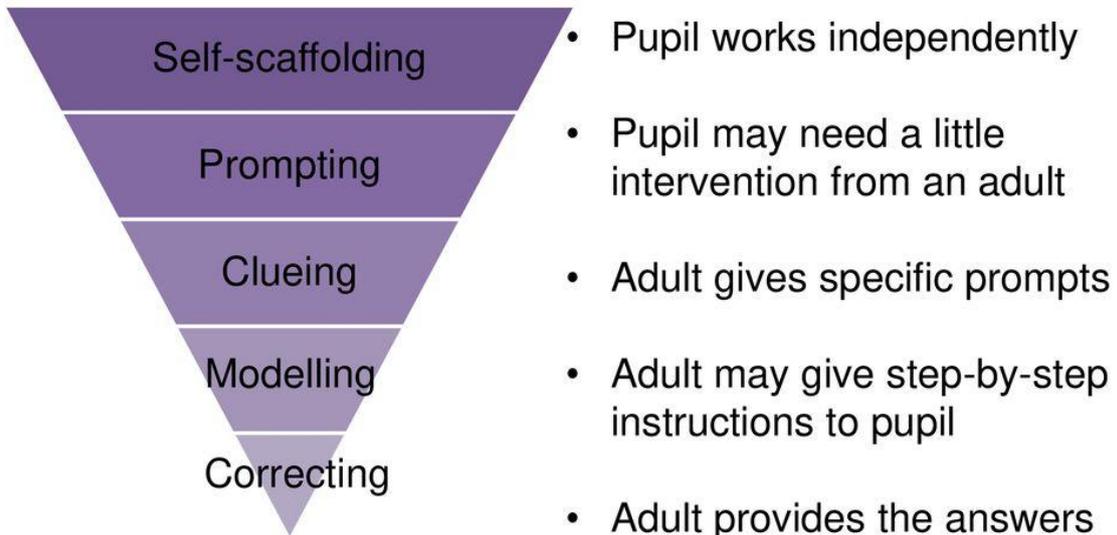
Children should only receive SEND Support for one year. At this time, the children should come off the SEND register and continue to be monitored by the class teacher. It is the class teacher who is responsible for ensuring that SEND children make the appropriate progress. If targets have not been met, 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				

Scaffolding framework



Source: Bosanquet, Radford and Webster (2016)