

WEXHAM COURT PRIMARY SCHOOL

SEND Policy

2022 - 2023



Date Approved: Spring 2022

Date for Review: Spring 2023

Approved By: Full Governing Body

**WEXHAM COURT PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

**Preparing every child to become a successful individual in an ever-evolving world.
Build belonging, strive for excellence and do the right thing.**

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

Definition

A child has a learning difficulty or disability if he or she:

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

(Code of Practice, DfE 2014)

Aims

Our school welcomes all pupils and is dedicated to providing equal opportunities to prepare every child to become a successful individual in an ever-evolving world.

The Governors and the school staff, in close consultation with the parents, aim to meet the individual needs of all pupils, including (but not limited to) those who experience physical or sensory impairment; learning or cognition difficulties; speech, language and communication difficulties and social; emotional and mental health difficulties.

We work with an ethos of inclusion, which starts with using person first language, we see and think of the child first before the diagnosis. We continuously reflect on the opportunities we offer such as becoming a prefect, attending clubs and representing our school within the community to ensure all children have the chance to be included.

We aim to ensure that all pupils have access to and experience success in a broad and balanced curriculum which is appropriately scaffolded. Our staff aim to seek continuous self-improvement to be knowledgeable practitioners and have an empathic understanding of the challenges some of our children may face. Through a collaborative approach of continuously monitoring and assessing we

ensure that children's needs are identified and addressed as early as effectively possible. We work in partnership with other specialist professionals to ensure the support we provide is high quality and appropriate.

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 pupils with SEND make the best possible progress and grow in confidence and self-esteem.
- To recognise and celebrate pupil achievement.
- 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:
 - 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 regularly.
- SEND Support Plans and EHCPs will be reviewed at least once a year.
- Parents/Carers will be kept informed regularly.
- 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.
- Pupils with SEND 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.
- 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 children with SEND in their class, with the support of the SENDCO and subject coordinators as appropriate (*see Teachers Standards 2013*). They must plan and deliver the intended curriculum and scaffold where appropriate, 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. Where possible visits will include a meeting with the SENDCo. Our current admissions form requests that parents/carers state any SEND that their child has. The SENDCo will then arrange appropriate discussions with previous settings to ensure we have a sound understanding of the child's needs.

When a child joins our nursery the SENDCo or class teacher will liaise with playgroup leaders, engage in initial discussion with parents of nursery pupils at home visits and complete nursery profiles, within 2 weeks of nursery entry.

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

Class teachers use the 'Teachers guide to identifying SEND' (Appendix A). Formal assessment is used to gather information on a child's needs. If a teacher identifies a child may have special educational needs they are to implement additional support which should be trialed and monitored for half a term. If a child is still not making progress they must then complete a record of concern form to flag this child to the SENDCo who will then arrange a case study to identify additional support which needs to be put in place. Case studies can include:

- Classroom observations.
- Parental voice.
- Pupil voice.
- Contact with appropriate professionals.
- Formative and summative assessments of attainment.

If a child is identified as having additional needs, their name will be added to the SEND register and listed as either stage 1,2,3,4, or 5 on the graduated approach (appendix B). They will be issued with a SEND support plan, which will be shared with parents and provision will be recorded, monitored and reviewed. 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:

Additional provision will be provided within the classroom environment however there may be times that, under the direction of the SENDCO, the class teacher or LSA may withdraw pupils and provide small group support for the pupil where appropriate. This intervention will be recorded and monitored on the provision map and monitored. An evaluation of the pupil's progress is made, to decide whether the pupil should continue with this support or alternative provision provided which could include a referral to outside agencies. At each review, parents should be part of the review process.

Education, Health, Care Plan (EHCP)

If, the SEND Support Plan has 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 pupil, the class teacher, SLT, SENDCO, LSA and any external agencies that are involved.

All EHCPs provide information and provision to support the child and these must be implemented and reviewed annually with the appropriate professionals and parents. 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 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.

Evaluating Success

The criteria for success of the SEND 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.

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.

Training of Staff

In line with law, the SENDCo will receive the national accredited qualification for SEND within three years of being within the role. In addition, the SENDCO will attend regular training sessions held by the LA and additional courses and conferences as appropriate. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autistic Spectrum Disorder Outreach service, Speech and Language Therapy Services, Sensory Consortium and Occupational Therapy.

This policy will be reviewed on a regular basis, usually annually, and changes made as necessary. The allocation of resources, including LSAs, 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 2023

Appendix A: Teachers' guide to identifying SEND

1 Quality-first teaching and regular classroom assessment for all pupils

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> Assess / plan Teach / assess Scaffold / feedback Liaising with parents 	<ul style="list-style-type: none"> None at this stage

If there are still concerns about a child's progress, move on to stage 2. Progress is:

Keeping up with the curriculum	Knowing more about key concepts	Catching up with age related expectations	Filling gaps in understanding	Deepening understanding
Overcoming barriers to learning	Being more efficient	Making fewer mistakes	Making connections to other concepts	

2 Additional strategies led by the class teacher (approximately half a term)

- Use the *Collaborative responsibilities* guidance

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> Assess / plan Teach / assess / review Scaffold / feedback Liaising with parents Implement / monitor additional strategies 	<ul style="list-style-type: none"> None at this stage

If there are still concerns about a child's progress, move on to stage 3.

3 Consult SENDCo and try further strategies (approximately half a term)

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> Complete record of concern form Assess / plan Teach / assess / review Scaffold / feedback Liaising with parents Implement / monitor additional strategies 	<ul style="list-style-type: none"> Give specific advice on the emerging need

If there are still concerns about a child's progress, move on to stage 4.

4 SEND support plan (Termly review)

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> Assess / plan Teach / assess / review Scaffold / feedback Liaising with parents 	<ul style="list-style-type: none"> Ensure the teacher knows how to complete a SEND support plan Quality assure the SEND support plan

<ul style="list-style-type: none">• Implement / monitor SEND support plan	<ul style="list-style-type: none">• Ensure the teacher keeps parents informed• Update SEND register• Update class file• Ensure timelines for reviewing SEND support plans are maintained
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Appendix B: the graduated approach tool

Stage	Provision required	Support implemented	Assessment/review systems	Monitoring
5	Provision above and beyond stage 4	Same as below and including: <ul style="list-style-type: none"> • EHCP provision is provided 	Same as below and including: <ul style="list-style-type: none"> • Annual review 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo • Local authority
4	Intensive	Same as below and including: <ul style="list-style-type: none"> • Multi professional support 	Same as below and including: <ul style="list-style-type: none"> • APDR cycle 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo
3	Targeted	Same as below and including: <ul style="list-style-type: none"> • Evidence based interventions • Additional group or individual programmes • Create personal targets and support plan 	Same as below and including: <ul style="list-style-type: none"> • Intervention data 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo
2	Early	Same as below and including: <ul style="list-style-type: none"> • Support in class using guided group work • Pre-teaching and keep up sessions • Added to the SEND register for monitoring reasons 	<ul style="list-style-type: none"> • Star data • Pupil progress meetings • Assessment for learning 	<ul style="list-style-type: none"> • Class teacher • SLT
1	Universal	<ul style="list-style-type: none"> • Quality first teaching • Carefully planned scaffolding 	<ul style="list-style-type: none"> • Star data • Pupil progress meetings • Assessment for learning 	<ul style="list-style-type: none"> • Class teacher • SLT