

Welton Primary School

Special Educational Needs and Disability (SEND) Policy 2015



“We, at Welton have a dream that our children will be proud, happy and confident; knowing that they are being nurtured, challenged and encouraged to ignite their own unique spark of genius, so that it catches fire and shines.”

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SECTION 1: COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Our ethos:

Welton Primary School prides itself in being an inclusive school. The culture and ethos of the school celebrates the diversity of the school population and we are committed to *nurturing, challenging and igniting every child's unique spark of genius*.

We have a holistic approach to supporting pupils with additional needs and as well as the very good systems for supporting learning and physical needs (as described in the Welton Local Offer) we provide the following support for social and emotional aspects of learning:

Every teacher is a teacher of every child or young person and is responsible for the well-being and progress of all the pupils in their class and for meeting their diverse needs.

Our SEN policy reinforces the need for teaching that is of a high quality and is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

SECTION 2: SEN AIMS AND OBJECTIVES

AIMS

- To provide a broad and balanced curriculum which is differentiated to meet the needs of all children and encourages high aspirations through a level of appropriate challenge
- To support children to learn and make progress according to their own individual abilities/potential, to achieve the best possible educational and other outcomes
- To provide equal access to opportunities, resources, provision and interventions as required
- For children to enjoy their learning, grow in confidence and in their ability to communicate their own needs

OBJECTIVES

- To ensure identification of any barriers to learning and/or participation takes place as early as possible in a pupil's school career, through careful observation and assessment
- To work with parents or carers to share information on progress, attainment and wider achievements and to identify and meet children's needs
- To provide, as appropriate, additional support and intervention that is timely, sharply-focused and effective to meet pupils' different learning needs
- To involve pupils in planning support, target setting and reviewing progress
- To provide appropriate training, support and advice for all staff working with special educational needs pupils
- To plan curriculum delivery to meet the needs of all pupils by considering different learning styles and differentiating tasks (ensure Quality First teaching throughout the school)
- To monitor children's progress regularly and effectively
- To ensure the needs of all pupils with SEN are met through a positive culture, good management and appropriate deployment of resources
- To seek advice and support from other professionals/outside agencies as appropriate.
- To ensure that pupils with SEN, where there may be vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunities in all school activities
- To ensure that all pupils are enabled to enjoy their time in the school
- To work within the guidance provided in the SEND Code of Practice, 2014

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice states that:

'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

There are four broad categories of SEN:

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

At our school, we aim to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Behaviour is no longer a category of special educational need. Any concerns relating to a child's behaviour will be investigated as an underlying response to an additional need (perhaps relating to communication or social/emotional needs) which the school will be able to recognise, identify clearly and address.

We also provide support as appropriate for other areas of additional need that are not identified as a special educational need but may impact on progress and attainment.

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Children may be identified as having additional needs through a variety of ways, including the following:

- Concerns raised by a parent/carer and/or teacher
- A child frequently asking for help or becoming particularly frustrated
- Information from previous settings (Nurseries, Playgroups, other Infant or Primary Schools etc)
- Information from other agencies e.g. Portage, Health Visitor
- Health diagnosis from a doctor or paediatrician
- A child working below age-related expectations

The class teacher continually assesses each child and notes areas where they are improving and where they need further support, so children who are not making expected progress are quickly identified.

Support will be given to any child with additional needs; however, if a child is still not making expected progress, further assessments will be undertaken to see if there is a particular barrier to that child's progress and a special educational need may then be identified. Of course, there are times when we know straight away, from information given to us by other professionals and parents, that a child has a special educational need.

SECTION 4: A GRADUATED APPROACH

- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN as additional intervention and support cannot compensate for a lack of good quality teaching.
- At Welton Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- SEN Support

The SENCo closely monitors all provision and progress of any child who needs additional support across the school. If a child has been identified as having special educational needs, there will be a discussion with parents and the child and a SEN Support Plan will be drawn up. This will take account of assessments undertaken and have clear outcomes, next steps and the type of support required to meet the child's specific needs. This stage is called SEN Support and places emphasis on a graduated approach of ASSESS-PLAN-DO-REVIEW. The class teacher oversees, plans and works with each child with SEND in the class to ensure progress is made. Advice and support from other professionals (for example Speech and Language Therapists) will be requested where there is a need for specialist input and after discussion with parents/carers. The nature of the additional support will vary according to a child's needs; it may be that there is an intensive, additional phonics programme to help a child with reading or perhaps a programme of exercises to help a child with physical needs. The support may be given 1:1 (by a classroom TA, a TA assigned to a child with high level needs, or by the school's additional TA's) or in a group, where children have similar needs. Evaluation is ongoing but a formal review of plans takes place termly, with parents/carers, and new outcomes are identified. Where children have made good progress and they no longer require support that is additional to and different from that made generally for other children, a decision will be made to take them off the SEN register but we will continue to monitor them closely.

Education, Health and Care Plans (EHC plans)

The majority of SEN pupils' needs will be met through mainstream settings. If a child has more complex special educational needs/disability, it may be appropriate to request an assessment from the local authority for an Education, Health and Care Plan (these are replacing Statements of SEN as from September 2014). The purpose of an EHC plan is to make special educational provision to meet the SEN needs of the child in order to secure the best possible outcomes across education, health and social care. In deciding whether or not an EHC assessment is required, the local authority will consider whether there is evidence that, despite the mainstream setting having taken relevant and purposeful action to identify, assess and meet the SEN needs of the child, the child has not made expected progress. A decision as to whether to proceed with the assessment is made within 6 weeks of the request being submitted to the local authority and the whole process has to be completed within 20 weeks. The child and the family are central to the process, which focuses on identifying the best possible outcomes for the child and clearly stating the support needed to achieve these. They too will have Termly Support Plans (see above).

SECTION 5: ORGANISING THE CYCLE OF SEN PROVISION

Funding

- Funding for schools is provided by central government to local authorities through the Dedicated Schools Grant. Local authorities distribute this to schools using a local funding formula. Money received through the local funding formula provides the core budget for the school.
- Schools are also given an additional amount by the local authority known as the 'notional SEN budget'; this money provides support for pupils with SEN
- For those pupils whose needs cost more than £6000 per year the local authority can provide high needs top-up funding
- The school budget is closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of all our children with SEND.

Provision mapping

- Evidence is gathered and assessments made to determine which children will need support (with SEN or additional needs or disability).
- Needs are prioritised and support determined and allocated with the aim of providing the best possible outcomes for children within the constraints of the budget
- Staff training needs are reviewed
- A provision map is drawn up, showing which children are receiving additional support, the type of support, staff/resources involved, the length of time the support will last and entry and exit criteria
- The provision map is a flexible document which is adjusted half termly, when interventions are reviewed and updated termly after Pupil Progress meetings and support plans reviews.

Register

We keep a register which shows all pupils who have been identified as having special educational needs and also those pupils who have additional needs or who are being carefully monitored.

SECTION 6: MONITORING AND EVALUATION OF SEND

Provision and outcomes for pupils with SEND are monitored regularly and carefully in a variety of ways:

- Ongoing monitoring – by classroom staff from plans and daily assessments; from SEN support staff addressing support plans
- Regular monitoring from SENCo as part of the senior leadership team – through drop-ins, learning walks, work scrutiny, data analysis, lesson observations
- Pupil progress meetings termly and evaluation and review of interventions
- Discussion with pupils and an annual questionnaire
- Meetings with parents to discuss support plans and an annual questionnaire
- Staff appraisals
- Termly meetings between SEN Governor and SENCo; report to full governing body termly

We follow the principles of Plan, Do, Assess, Review and are constantly seeking continuous improvement of provision for all our pupils.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

In addition to the ways of addressing learning needs mentioned above, there are many other additional sources of support:

- The Welton room can be used as quiet working areas for individuals and small groups.
- The Den is available to support children who benefit from a nurturing approach
- The sensory room is available particularly for pupils with social and communication needs
- Specialist equipment and resources as appropriate
- Pupils with SEND are actively encouraged to join clubs held at lunchtimes and after school. Also our Emotional Literacy Support Assistants can run groups for those children who need some support with social skills
- School trips are an important part of the school curriculum; risk assessments carried out in advance ensure these visits are suitable for all children.
- The Local Offer is published information, set out in one place, about provision the Local Authority expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. It can be accessed at www.eastridinglocaloffer.org.uk. The school contributes to the Local Offer; our contribution is found on the school's website.

- The Families' Information Service Hub is a very useful organisation provided by the East Riding. Their website is fish@eastriding.gov.uk
- All schools have to provide an SEN Information Report; ours can be found on our website.
- We work closely with many other agencies to support children and families, for example
Speech and Language therapist

Other health professionals, for example school nurse, health visitor, physiotherapist, occupational therapist
Education Inclusion Service – for support from an Educational Psychologist or Behaviour team
Early Support team – support for families of children in the Early Years with additional needs
Portage – a home-visiting educational service for pre-school children with additional support needs and their families.

Integrated Sensory Support Service (ISSS) – for support for children with physical needs, including vision and hearing
Children's Centre
Child and Adolescent Mental Health Services (CAMHS)

- Admission arrangements

The school has adopted the East Riding's admission policy. Our admission limits are:

60 in each year group in KS1 (Y1 and Y2)

In line with the local authority's policy, if we are oversubscribed, priority is given to children with identified special needs within the local authority and any looked after children.

Transition

The school ensures effective transition takes place prior to a child entering the Reception class. Additional visits to the school can be arranged if necessary. If other agencies or settings are involved, we make contact with them and share information. There may be Early Support meetings, where everyone involved with a child with additional needs comes together to plan next steps.

For children joining in Y1 to Y6, we encourage visits to the school prior to starting so that they can be shown round and again information can be shared. Again, there will be liaison with the child's existing setting; support plans will be shared and provision will be put in place to ensure a smooth transition.

When children move from one year group to another, or when they move to high school the following takes place for children with high levels of need:

- Extra visits
- Transition books with photographs of new staff, the new classroom etc
- Transition meetings with parents, staff and the child
- A summary of key information is provided (as well as more detailed records) so all staff can be quickly made aware of a child's needs

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school's policy 'Supporting pupils with medical conditions' is on our website.

SECTION 9: DISABILITY AND ACCESSIBILITY

- The Equality Act of 2010 defines disability as:

"A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities"

'Long term' is defined as a year or more and 'substantial' is defined as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing; long term health conditions such as asthma, diabetes, epilepsy and cancer and areas relating to communication and interaction, cognition and learning such as autistic spectrum conditions, dyslexia and dyspraxia.

- Children with health/sensory conditions do not necessarily have SEN but where they require special educational provision they will also be covered by the SEN definition.
- As a school, we make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

The school publishes its accessibility plans – setting out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information. This is contained in our Single Equality Policy. As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs. The school is on one level and is accessible to wheelchair users. We also have two disabled toilets and two disabled parking bays. We have plans to make the school even more accessible e.g. displaying signs at different levels for wheelchair users.

SECTION 10: TRAINING AND RESOURCES

- Staff development is very important at Welton Primary School and as such we spend a great deal of time investing in professional development for all staff. Staff have had access to internal training opportunities along with training provided by outside agencies. Training has covered dyslexia, the effective use of teaching assistants, autistic spectrum conditions awareness, speech and language, signing, guided reading and writing

- Training needs of staff are identified as part of the cycle of provision mapping and may link to the appraisal process. We aim to take swift action to upskill staff as necessary when children with high level needs join the school
- The school's SENCOs regularly attend the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND
- Funding for schools is provided by central government to local authorities through the Dedicated Schools Grant. Local authorities distribute this to schools using a local funding formula. Money received through the local funding formula provides the core budget for the school.
- Schools are also given an additional amount by the local authority known as the 'notional SEN budget'. This money provides support for pupils with SEN
- For those pupils whose needs cost more than £6000 per year the local authority can provide high needs top-up funding but no longer provide the full cost of all the additional support detailed in a statement or Education, Health and Care Plan

SECTION 11: ROLES AND RESPONSIBILITIES

Headteacher (Mrs N Pidgeon)

- Informs Governors of SEN issues on a regular basis
- Ensures SEN Policy is in place
- Ensures Access plan is in place

SENCo (Mrs N Pidgeon)

- Oversees day-to-day operation of school's SEN policy
- Advises on use of delegated budget/ other resources
- Gathers evidence/assessments of additional and special needs to inform the cycle of provision within the given budget
- Coordinates provision for children with SEN; provides support plans for pupils with SEND in conjunction with parents/carers, pupils, class teachers and other support staff
- Advises on graduated approach to SEN Support
- Organises and completes paperwork for requests for assessments for Education, Health and Care Plans
- Organises Annual Reviews
- Liaises with designated teacher where a Looked after Child has SEN;

- Liaises with parents/carers of children with SEN and conducts support plan reviews three times per year
- Liaises with other education settings and outside agencies/other professionals as required
- Liaises with Head teacher/class teachers/teaching assistants
- Deploys teaching assistant support strategically and undertakes appraisal of some TAs
- Updates the SEND policy in conjunction with parents/carers, governors, other staff, pupils
- Liaises with potential next providers of education
- Works with head and governors on Equality Act
- Ensures that SEN records are up to date.

The child

- Is aware of and discusses targets with class teacher/ SENCo
- Attends or contributes to review meetings as appropriate

Class teacher

- Adapts teaching approaches to reflect the range of needs within the class
- Is aware of school's SEN Policy
- Contributes to termly support plans
- Regularly reviews targets with child and parents/carers and monitors progress carefully
- Identifies on planning deployment of additional support and/or resources
- Attends relevant training

Teaching assistants

- Are aware of the school's SEN Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals
- Attend relevant training

Parent/Carer

- Supports child
- Liaises with school as necessary
- Attends reviews/meetings on a regular basis

SEN Governor (Mrs S Broughton)

- Meets termly with the SENCo; evaluates and challenges provision and outcomes
- Helps to raise awareness of SEND issues at governing body meetings
- Ensures that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Gives up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helps to review annually the effectiveness of the school's policy on provision for pupils with SEND
- Assures the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

Governing Body

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Other staff with responsibility for children with additional needs

Child Protection Officer (Mrs N Pidgeon); Pupil Premium (Mrs N Pidgeon); Looked after children (Mrs N Pidgeon)

SECTION 12: STORING AND MANAGING INFORMATION

- SEN documents are kept in a locked cupboard
- Records are passed on to receiving schools at the end of Y6
- All staff are aware of the need for confidentiality; this is clearly stated in our Induction Policy

SECTION 13: REVIEWING THE POLICY

- This policy will be reviewed annually

SECTION 14 : CONCERNS, COMPLIMENTS AND COMPLAINTS

The first point of contact is generally the class teacher. There are two parents' evenings held throughout the year; however, at Welton Primary School the teaching staff are always happy to discuss children's progress and attainment. It may be helpful to make an appointment as teachers are not always available after school due to other commitments. Parents/carers can also contact the school SENCo who would be happy to answer any questions or deal with any concerns. Our complaints procedure states that any formal complaints should be addressed to Mrs Pidgeon, Headteacher. We aim to address all concerns as swiftly as possible, ensuring positive outcomes for children.

SECTION 15: ADDITIONAL POLICIES

List of documents/policies referred to above or useful to read in conjunction with this policy:

- SEN Information Report
- School's Local Offer
- Policy for Supporting Pupils with Medical Conditions
- Learning and Teaching Policy
- Behaviour Policy
- Admissions Policy
- Single Equality Policy

SECTION 16: CONTACTS

- SENCo – Mrs N Pidgeon
- SEN Governor – Mrs S Broughton

ABBREVIATIONS – AN EXPLANATION

EHC Plans Education, Health and Care Plans

ELSA Emotional Literacy Support Assistant. Works with children who have social and emotional needs.

LAC Looked After Child. The term Children Looked After has a specific legal meaning based on the Children Act. A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours.

PP Pupil Premium. This is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

SEN Special Educational Needs

SENCo Special Educational Needs Co-ordinator

SEND Special Educational Needs and Disability