

**A POLICY FOR
SPECIAL EDUCATIONAL NEEDS
AND
DISABILITY
(S.E.N.D.)**



**WHARTON C.E. (CONTROLLED)
PRIMARY SCHOOL**

Written by Karen Williams (Sendco)
Approved by the Governing Board, Autumn 2014

A POLICY FOR Special Educational Needs and Disability (SEND) Policy



WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

SENDCO Mrs K Williams
SEND Governor Mr D Fitzgibbons

1. Introduction

Wharton C of E Primary provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have special educational needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.

'Children have SEN if they have a learning difficulty or disability which calls for special education provision to be made for them.' ('SEN Code of Practice 2014'.)

At compulsory school age this means that they have a SIGNIFICANTLY greater difficulty in learning than the majority of others the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Teachers take into account in their planning a pupil's special educational needs and the provision made therefore enabling them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life.

Aims and objectives

- To identify a child with special educational needs as early as possible.
- To promote an atmosphere of encouragement, acceptance and respect for achievement in which all pupils can thrive. .
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and /or emotional problems.
- To organise a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.

- To take into account the wishes of the child relevant to their age and comprehension.

Children have a learning difficulty if they have a significant difficulty in learning, when compared with the majority of children of the same age. They may have a disability that prevents or hinders them from accessing the educational activities, generally provided for children of the same age.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Vulnerable children are identified, the factors that influence their development health, welfare and attendance monitored and supported) they may require support and adjustments they may not require SEN support.

Roles and Responsibilities

At Wharton Church of England Primary school the daily provision for pupils with special educational needs is the overall responsibility of all members of staff.

Mrs K Williams, the Special Educational Needs co-ordinator (SENDCO) is responsible for the day to day operation of the SEND policy. This is a non-classed based role that enables a responsive approach to the challenges faced by the children and supports the staff to promptly overcome the barriers and find solutions with a pro-active approach.

Her main duties are to ensure: -

- The drawing up in consultation with the staff, of a policy for special educational needs and regular reviews of that policy
- The day -to-day organisation and administration of the SEND policy
- Liaising with fellow providers, support staff, parents, external agencies
- Advising and supporting colleagues
- Co-ordinating provision for children with special educational needs
- Managing and purchasing resources to support special needs provision
- Monitoring the records of all children with special needs
- Co-ordinating reviews
- Contributing to the in-service training of colleagues

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure all teachers are fully

aware of their responsibilities towards pupils with special educational needs. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for pupils with special educational needs. The SEND Governor works closely with the SENDCO to ensure consistency across the school and regular meetings are arranged to evaluate the impact of attendance and pastoral influences. Effective working with Social Care and Health agencies is a high priority.

Educational Inclusion

At this school we respect the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

Teachers respond to pupils needs by:

- providing support in all curriculum areas
- planning to develop pupil's understanding through the use of all senses and experiences
- planning for pupils full participation in learning, and in physical and practical activities
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. Wave 2 (small group intervention) and wave 3 (personalised support) may be short term or on going, dependent on a pupils progress over time. Children can be added or removed to the SEND register according to their current level of need. The Census is updated each term based on communication between the class teachers and SENDCO.

Management of SEND within the school:

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Pupils who make significantly slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

Pupils who make well above average progress are placed on our Gifted and Talented register, these children are given carefully differentiated learning opportunities and targets to ensure their needs are met.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

Admissions:

Provision for children with SEND is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed by the class teacher.

Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms

Mrs Williams has the TDA SENDCO qualification and a Diploma in supporting children with speech and language difficulties. She is our Lead Professional for children with Autism and attends the regular and local network that supports Autistic children. She also has a degree in Psychology.

The school works closely with the Speech and Language in School Support (SALIS) programme liaising with speech and language therapist (fortnightly) and we have an Eklon trained teaching assistant, Mrs Karen Hamlett, to deliver the communication programmes.

The school has an extensive knowledge in supporting children with a variety of needs. The new building has 5 resource rooms which are used to deliver intervention and small group programmes.

We offer successful nurture sessions with a specialist trained teaching assistant, Mrs Christel Remond, who is able to deliver play therapy and lead nurture provision.

We use a specialist teacher, Mrs J. Markham (AMBDA trained) to carry out specific screening tests when necessary for Dyslexia screening. Mrs Williams will decide when this assessment is needed. We have dyslexic friendly resources that are used throughout the school for specific literacy difficulties.

Up to date Numeracy training has been added with Edge Hill Interventions- First Class at Number in Year2, delivered by Mrs Ashton. Numbers Count for level 2 in and Success at

Arithmetic for level 3 . This Maths support accelerates progress, with dyscalculia friendly approaches.

Mr Mullholland is a Behaviour specialist and Learning Mentor who has recently joined us to work across the key stages. Mrs Van Nierop also has exceptional skills in managing behaviour.

Mid -day Assistants, Teaching Assistants, Class Teachers and members of Senior Leadership Team have trained in Positive Behaviour Training (de-escalation and positive handling) so that a consistent approach to behaviour is maintained.

All Teaching Assistants are skilled at delivering Read Write INC this is a synthetic phonic programme that has helped offer differentiated intervention at appropriate levels across KS1 and lower KS2.

Reading Comprehension is supported by using the Totem and Talisman guided scheme. A member of the year six school staff has recently received trained in Inference Training (reading comprehension).

The entrance to the school is ramped and wheelchair users can access the main classrooms and toilet for the disabled. Wharton CE Primary School is a 'bungalow' style building.

Resources

The School recognises the need to provide the maximum amount of assistance for pupils with special needs, given budgetary limitations.

A central resource base of learning materials/special equipment is situated in the nurture room with further resources stored in the group rooms and Cedar classroom.

ICT software such as 'Word Shark' and Rapid Reading as well as Touch Typing are used and identified on IEPs (Individual Education plans) where appropriate. Maths skills and games can be accessed at home and are promoted on the school website.

Teaching assistants are provided to support pupils, within their class, in small groups or one to one.

Staff development and training needs are identified and sought.

All staff have access to the Winsford Partnership Resource Centre.

Identification and assessment of pupils with SEND

It is our aim to identify children with SEND as early as possible. All staff are responsible for observing and assessing children and notifying the SENDCO of any concerns, who then supports the teacher in setting up appropriate strategies and programmes of work.

Assessment is carried out in order to:

- Find out which stage of learning the child is at
- Discover if the content of the teaching is appropriate and is being absorbed
- Whether the method of delivery is effective
- Discover the child's strengths and weaknesses
- Diagnose problems and difficulties
- Inform future planning and teaching
- Make adaptations for children with medical needs (care plans - drawn up with the SENDCO and parents)

Assessment is vital for pupils with special needs. There are many different kinds of assessment and over time teachers use a combination of the following:

- Observation in class
- Scrutiny of children's work
- The progress against the objectives specified in the National Literacy and National Numeracy Framework
- The progress against the National Curriculum Level Descriptions and the Early Years Framework Strategy
- Discussion with children
- Structured informal assessment tasks
- Standardised published assessment

This enables the fullest possible picture of the pupil's attainment to be obtained so that future learning can be planned effectively.

Teachers regularly discuss children about whom they are concerned. All concerns are passed on to the Head Teacher and the SENDCO. Information from outside agencies involved with these children is collected. Some pupils will receive support in the classroom and a small number are withdrawn for more individual help. To ensure social and academic inclusion wherever possible, children are taught in their class group or with peers of the same ability. We ensure that other schools to which they may transfer know our pupil's Special Educational Needs.

The Three - Stage Process.

A three- stage process for identification, assessment and provision in accordance with The Code of Practice is established. This approach recognises that there is a continuum of Special Educational Needs and that the needs of the majority of SEND pupils lie at School

Action/Early Years Action and School Action Plus/Early Years Action Plus, i.e. their needs are met by the School and/or with the help of outside agencies/specialists.

In September 2014 a new code of practice has replaced these categories and the new Education, Health Care Plans (EHCP) will come in, and any statements will be transferred over to an EHCP September 2014. This policy is evolving in line with the new guidance. Children will be described as SEN SUPPORT and the categories School action and School action plus will not be used after January 2015 as the new system is bedded in. Some children will have IEP's some will have a profile of need. All needs will be addressed

School Action/Early Years Action

When a class teacher identifies that a pupil has special educational needs because they are:

- Making slow progress [even when identified weaknesses have been targeted]
- Showing signs of difficulty in developing literacy and mathematical skills
- Presenting persistent emotional or behavioural difficulties
- Having sensory or physical problems
- Having communication and/or interaction difficulties

Then they provide in consultation with the parents, interventions, which are additional to or different from those provided by the school's differentiated curriculum. We aim high for all pupils so that their potential may be reached and overcome any barriers to learning.

An Individual Education Plan [IEP] or an Individual Behaviour Plan [IBP] is drawn up which indicates short-term targets and strategies for an individual to support their progress. The PIVATS target setting tool is used to assess and monitor pupils who are working below expected national curriculum levels. Their levels are recorded pre and post intervention on the Provision Mapping which is monitored by the SENDCO. In some cases the pupils will work in a small group with children needing similar targets, in this case a group IEP is written. Parents are kept informed of the action taken and the outcome of this action.

School Action Plus/Early Years Action Plus

For some pupils, the help given by School Action may not be sufficient to enable the pupil to make adequate progress, in which case advice and/or support is provided from Outside Agencies such as

School Educational Psychologist	Play Therapist
Speech Therapist	C.A.M.H. S(Child /Adult Mental Health Services)
School or child's GP	Specialist Teacher - Autism Team
School Nurse	Specialist Nurses (Epilepsy/ complex medical needs)
School Educational welfare Officer	Physiotherapist/ Occupational Therapist
LA's Sensory Impaired Service	Hearing Impaired - Teacher of the Deaf

Alternative interventions, additional or different strategies to those provided through School Action/Early Years School Action are then put into place. A review with parents is organised and a new IEP/IBP is also devised.

Additional Funding

Currently, if the help given by School Action Plus is not sufficient to enable the pupil to make adequate progress, it is then necessary for the school, in consultation with the parents and the Outside Agencies involved to apply for Top up funding (Element 3). This is a system which uses levels and banding to provide relevant and appropriate support for a range of needs. Cheshire West no longer provides Individual Pupil Funding and schools are demonstrating 15 hours of intervention (Level 2C) at a cost of £6,000 before applying for Element 3 funding. This has to be evidenced and the impact of the relevant agencies evaluated. The SENDCOs in our locality have been made aware that additional services have smaller teams, reduced capacity for specialist advice. Schools share good practice in a regular SENCO cluster meeting and school will share this with parents online in a school offer/information report. The outside agent advice is key to securing funding for children with more complex levels of need.

Statement Provision- Transferred to Education, Health and Care Plans in 2014

In very rare cases when a pupil is judged to have a high level of special educational need, a statutory assessment of special educational needs may be necessary. This will involve the Local Education Authority making arrangements for the pupils individual needs to be met. In September 2014 the new Education Health care plan for complex needs have been put in place, replacing a statement, this supports the young person until an individual is 25 years of age. Multi- agency working is key in these situations. The voice of the family, child and young people are sought in a story that describes the child's strengths and barriers, additional needs and desirable outcomes. A timeline is set up for Cheshire West to transfer statements to the new ECHP's, starting with Year 6 in the Autumn and Year 2 in the spring of 2014. By 2018 all statements will become ECHP's. New cases will be discussed and agreed based on multi-professional assessments in Health and Education.

Recording

Records for children with SEND are kept in separate confidential files. They are updated after review meetings and added to whenever there are any significant changes or incidents. Letters from external agencies are kept with the SEND records. All SEND records are passed all with other school records to the child's next school. Such records may include:

- Support Records providing evidence of progress.
- Individual Tracking/ Individual Provision maps for funded children only.
- Individual Education Plans [IEP] and Individual Behaviour Plans [IBP] include the short term targets set, and the outcome of the action taken.

- The ICP(Individual Communication Programmes) planned by the Speech Therapist(SALT)
- Letters from Paediatrician
- Outside Agency Reports
- IPF applications/Statements/Annual Review Reports
- IBP'S are reviewed when appropriate, ICP'S by SALT
- IEP's (no longer a statutory requirement) are set twice a year, and termly for children with significant difficulties.

Evaluation procedures:

The management group/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENDCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND.

SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

Professional development for staff

We have a plan for all staff and the SENDCO to be involved with further training in line with the priorities identified in the School Development Plan.

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that the staff are kept up to date with information and legislation.

The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEND.

Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, then the SENDCO,

finally the head teacher or the SEND governor and a response will be made as soon as possible.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

If parents are still not satisfied the matter is firstly addressed through the school's complaints procedure and then if resolved referred to the LA's SEND Manager.

Please see our School SEND Offer - available on the school website.