

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



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

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



WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

SENDCO Mrs K Williams
SEND Governor Mrs Liz Greenwood

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 school 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
- Appraisal of Teaching Assistants who have specialism in SEND

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 pupil's 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 pupil's 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 pupil's 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 significant needs with an Education Health Care Plan 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 has a degree in Psychology and has been a SENCO in Cheshire for over 10 years. She is our Lead Professional for children with Autism and attends the regular and local network that supports SENCO's with the diverse and challenging role.

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 Elkland 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 resource rooms which are used to deliver intervention and small group programmes.

We offer nurture sessions with two specialist trained teaching assistant, Mrs Christel Remond, who has a diploma in play therapy . Paula Brown is our Emotional Literacy Support Assistant (ELSA) supported by Educational Psychologists in this role.

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.

Sustainable progress is sought through Numeracy training with staff trained in Edge Hill Interventions- First Class at Number can be used in the infants. Numbers Count for the older children and Success at Arithmetic. This Maths support accelerates progress, with dyscalculia friendly approaches. One to one catch up maths also shows accelerated progress this is a 1:1 intervention and is proven to work. 123 Maths and Nessy utilises ICT for basic skills and number blindness (dyscalculia traits and recall).

Mrs Van Nierop also has exceptional skills in managing behaviour and learning is used as a mentor in the juniors.

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

All Teaching Assistants trained in delivering Read Write INC this is a synthetic phonic programme that has helped offer differentiated intervention at appropriate levels across KS1 and lower KS2. Recently we reviewed its impact on SEN learners and a more whole word game based strategy is used in classes.

Reading Comprehension is supported by using the Totem and Talisman guided scheme. A member of staff 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 for SEND is situated in the speech and language room with further resources stored in the Teachers PPA room and The ARK (sensory and nurture room). Beat Dyslexia and TRUG games are used with Word wasp and Hornet for specific literacy difficulties.

ICT software for 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. Mentioned above for Maths and Bug Club and NESSY used in Reading and spelling support.

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 (long term health care plans - drawn up with the SENDCO and parents). See Accessibility plan.

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 National Curriculum Level Descriptions and the Early Years Framework)
- Discussion with children
- Structured informal assessment tasks
- Standardised published assessment
- Educational Psychologist cognitive assessment where service willing to support school otherwise Consultation model applied.

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 SLT in pupil progress meetings and with 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 New Code of Practice

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 are supported within school described as SEN support and those with significant needs are met by the School with the help of outside agencies and specialists. A banding document created by the Local Authority demonstrates how 15 hours of SEN support is described as Element 2 funding the entitlement for every child with SEN. Class Teachers are expected to provide for children with additional needs through quality first teaching, differentiating activities whereby appropriate time, to deploy adults and resources is used to match the need. Those children who require additional intervention that is bespoke and additional to this and significantly different across the day may be given Element 3 funding with or without an Education Health and Care Plan. These children generally have Health and Education professionals who offer long term support due to challenging behaviour or complex cognition and learning or extreme medical or emotional needs. These complex children are a small minority in Mainstream Schools, however funding restraints are facing schools currently so we are working hard to provide and maintain high quality support. The inclusion agenda means we have less special school places and more complex children in school with outreach support from the special schools.

Sen Support

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.

A Sen profile replaced the IEPs used previously, drawn up in the same way with short-term targets and strategies for an individual to support their progress. It has details that share the child's holistic needs. The pivats and p level target setting tool was used to assess and monitor pupils who were working below expected national curriculum levels. This will change in 2020 to include a new assessment framework (7 Aspects of Engagement). All children's steps, no matter how small are evidenced 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. Parents are kept informed of the action taken and the outcome of this action.

The Sendco is pro- active in getting the support 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
Sensory Service	Specialist Teacher of the Hearing Impaired and Visual impaired

Records and Data Protection

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 Provision maps for funded children only.
- Individual Education Plans [IEP] and SEN profiles
- 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 Paediatricians
 - Outside Agency Reports
 - Top up Funding E3 paperwork and EHCPs Annual Review Reports

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.

Designated Lead for Mental Health

In 2019- 2020 The school will add a new policy for Mental Health in line with new legislation, written by Mrs Williams (SENDCO) who attended training this year to consider policy and practice. She also attended a conference as lead professional for children in care with the SEN governor who attended a training course on attachment. Staff will be trained to understand the Legislation and government proposals based on a green paper with a white paper due to be published in January 2019. This initiative is called Transforming children's and young person's mental health provision). Trail blazers in 2019-2021 are piloting nationally the provision and it is hoped NHS waiting times will be reduced schools will work effectively with multi-agency services.

We are already auditing our resources and training our staff to up skill the specialists for Nurture, ELSA, using new interventions Next Step cards (used by school nurses) and Think Bricks all designed to support emotional wellbeing and communicate with Parents and Carers for the children's welfare. In collaboration with another school in the Winsford Partnership we have plans to train the whole staff team. Alongside this, we are fully aware that relationships in the family are key to a child's formative years and we deliver Parenting advice and training support. For Parents with anxiety we can signpost to CAMHS who can offer a Timid to Tiger (CBT-for Parents in dealing with an emotional child). The transparency and availability of CAMHS has already improved locally with a Telephone Helpline in the evenings for children in acute distress. Posters and leaflets in the school reception area are promoting this new service: December 2018.

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.

If parents are still not satisfied the matter is firstly addressed through the school's complaints procedure and then if not resolved the Independent Advisory Service (IAS) can help Parents. Please see our School SEND Information Report which links to CWAC local offer - available on the school website. Here the IAS contact information can be found.