



## Whitesheet C of E Primary Academy

### Special Educational Needs and Disability Policy

2022-2024

In keeping with our church school values we recognise that every individual is different but equally important in the eyes of God. We therefore strive to educate each child to their full potential.

#### Definition of Special Educational Needs and Disabilities (SEND)

"A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools or mainstream post 16 institutions" SEND Code of Practice July 2014 p15

#### Special educational provision means:

"For children of 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 and mainstream post-16 institutions or by relevant early years providers." SEND Code of Practice July 2014 p.16

#### Aims

The overall school aim is to be an effective school at the heart of the community, promoting Christian values and providing high quality education where the needs of the children are always the primary concern.

All children have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We have high aspirations and expectations for our pupils with SEND and our focus is to improve their outcomes. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. We work in close partnership with parents/carers who play an active and valued role in their child's education

#### Objectives

##### The ongoing objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCO) to oversee provision.
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the outcomes set for each individual are specific, measurable, achievable, realistic and time related;
- To involve children in the identification and review of their needs.
- To work in close partnership with, and involve, parents/carers of children who have special

**Commented [RL1]:** Should we now be referring to a SENDCO or is the original title still in use?



educational needs.

- To provide support, advice and training for all staff working with special educational needs pupils.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

## Roles and responsibilities

### Governors' role in conjunction with the SENDCo

The governing body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' – the Head of School or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice (July 2014) when carrying out its duties toward all children with special educational needs.

**Commented [RL2]:** I am not convinced about the relevance of the listed roles for "Governing Body" – would this have been the situation pre-DSAT? In this way there is no distinction with the Local Governing Body. Also some of these responsibilities seem to be more about operational matters rather than the strategic role of Governors. I would have thought that some of these roles could be transferred to the SENCO?

The LBG must appoint a lead governor with responsibility for SEND provision who will ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored and reported back to LGB.

**Commented [RL3]:** Could this read "The Local Governing Board must appoint a lead governor with responsibility for SEND provision who will ensure that:

**Commented [RL4]:** +? And the outcomes from monitoring visits will be reported back to the Local Governing Board

The Equalities Act (2010) states that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favorably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

The school has an Equalities Scheme Policy. Being a new building, the school offers disabled access and has followed all guidance on this matter.

Our equality objective is to eradicate any use of language by the children founded on prejudice or discrimination.

### **SENCO's role at Whitesheet C of E Primary Academy**

Currently the SENCO is Bev Davis supported by Mrs Emily Mullord (Executive Headteacher), who is responsible for co-ordinating the provision of special educational needs throughout the school. They both work closely with the Lead SEND teacher from Wiltshire Council and Clare Murray, Hub Improvement Lead for DSAT.

The SENDCo Team can be contacted via the school office. She works closely with all teaching staff to:

- Oversee the day to day operation of the SEND policy.
- Work alongside staff to provide advice and assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Update the register of need in conjunction with teaching staff.
- Liaise with class teachers to support the writing/implementation of My Support Plans/My Plans.
- Oversee and maintain specific resources for special educational needs.
- Contribute to and, where necessary, lead the continuing professional development (CPD) of staff.
- Monitor, evaluate and report on the provision for children with SEND to the governor responsible for SEND.
- Advise on the range of support available to children with special educational needs.
- Liaise where necessary, in conjunction with the class teacher with parents/carers of children with special educational needs.
- Liaise with the staff concerning the progress of pupils with SEND.
- Liaise with outside agencies.
- Liaise with Pre-Schools when necessary.
- Liaise with the SENCO of any secondary school in the summer term to pass on relevant information regarding Year 6 pupils on the SEND register.

### **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice (July 2014). This recommends a graduated approach. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through quality first teaching, ensuring that our planning, teaching and approaches meet the needs of the children in our school. However, where through careful early identification and assessment the class teacher determines that a child is not making adequate progress, they will consult the SENCO.

Parents/carers will also be consulted at this stage. In conjunction with the child, they will all review the strategies and approaches that are currently being used and the way that these might be developed to achieve agreed outcomes. The ASSESS-PLAN-DO-REVIEW cycle will then be applied. If on review, the pupil has not made adequate progress towards the agreed outcomes, then the pupil will be entered on the SEND Register as requiring SEND Support.

Parents will be kept informed at regular review meetings and it is the class teacher's responsibility to keep all records of this provision up to date.

## SEND Support

Following a review of the strategies or approaches it may be necessary to make further provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches and interventions are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics or both.
- Shows persistent signs of emotional difficulties, which are not addressed through the support of staff.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.
- Matches the criteria for SEND Support in the LA document The Wiltshire Graduated Response to SEND Support (WGRSS).

SEND Support pupils making good progress (and who are on target to meet age related expectations) may be removed from the SEND register. These pupils will continue to receive targeted support at an appropriate level and their progress will be closely monitored. Parents and carers will be consulted before any action is taken.

## Links and use of outside agencies

Where, despite additional provision, the child still continues to make little or no progress in relation to the outcomes, or is working significantly below National Curriculum expectations for his/her year group we will employ a graduated approach towards meeting their needs.

This may involve the SENCO contacting external support services provided by the LA through the Specialist SEND team (cognition and learning, communication and interaction, or physical and medical needs) or the Educational Psychology team. We will seek advice and/or more specialist assessments that can help us with our provision. We will ensure that parental consent is sought before any outside agencies are involved. Referrals, currently a Single Agency Referral Form (SARF), may include a copy of the child's support plan and indicate the reasons for involving other agencies.

## Education Health Care Plan

Where, despite considered provision and support from outside agencies the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for us to approach the LA to request a statutory EHCP Needs Assessment. We will arrange a support plan review meeting and an SEND Lead Worker will attend to get to know the pupil and the family. This may or may not result in the LA issuing an Education Health Care plan (EHCP).

When an EHCP is issued, the SEND Lead Worker, in collaboration with the child, parents/carers and all other professionals working with the child, will draw up a statutory My Plan.

The My Plan will include all the information detailed in the previous support plan, with the addition of:

- All identified Special Educational needs.
- A detailed overview of outcomes needs and help required.
- A breakdown of any additional funding for the child's provision if allocated.

The class teacher, supported by the SENCO will oversee the implementation of the My Plan, with the SEND Lead Worker providing a link between the family and all other professionals involved. The school will carry out an annual review of the EHCP which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

## Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children will be met in the classroom via quality first teaching. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.

Provision Maps are used to record the level of support offered and as working documents are updated by the class teachers, as provision is reviewed, this is at least three times a year. Where appropriate, the class teachers will monitor the pupil's support plan / My Plan. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for intervention programmes or specific, timed activities related to the needs identified. This will be planned by the teacher and delivered by a teaching assistant and where possible, will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SEND Register is reviewed at least three times a year during Pupil Progress Meetings between the class teachers and the SENCO.

## Monitoring and Evaluating the Provision for pupils with SEND

Following the guidance of the Assess, Plan, Do and Review approach, the quality of provision for our pupils with needs is closely monitored and evaluated by the class teacher, SENCO and Executive Head. The SEND Governor is kept informed through regular meetings with the SENCO/ Executive Head and updates by the Executive Head at Governors Meetings.

At Pupil Progress Meetings, My Support Plan Reviews and Annual Reviews the progress towards outcomes are monitored. It is the class teacher's responsibility to keep all records up to date and keep parents informed about their child's progress towards outcomes. In collaboration with the class teachers, the SENCO will measure the pupils progress, this will include:

**Commented [RL5]:** There are quite a lot of references to "Head of School" in the document which need changing to avoid confusing. Also does Ollie as Exec Head have any formal role in monitoring and evaluation?

- Looking at levels of achievement within whole school assessment information.
- Reviewing data from any interventions against whole school data to assess the impact of interventions on everyday class work.
- Discussions with the child and parents/carers.
- Discussions with support staff.
- Views of outside agencies.

## Supporting Pupils and Families (including pupil voice)

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers' contribution to their child's education is valued highly by the staff of the school.

Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing, where necessary, the support plan / My Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children with SEND to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school.

The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can make choices, will be more secure and effective during their school years. For children with SEND there is additional encouragement to discuss the strategies for their success. We encourage them to take an active role in reviewing their progress and in setting new goals and challenges. We ensure that steps are taken to mitigate the risk of bullying of our vulnerable learners, through educating the whole school about respect and inclusion.

### **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 and Disabilities (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Staff will be trained to support pupils at school with medical conditions in line with the Statutory Guidance on Supporting pupils with medical conditions (April 2014).

### **Links with other schools and from class to class**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, to ensure that they have a smooth transition.

Every year our class teachers have an internal handover meeting so that the next teacher will be fully informed about the needs of each individual child.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from some Secondary Schools visit us. The SENCO also liaises with the receiving secondary schools support service in order to hand over documentation and to discuss individual cases. This is to ensure smooth transition for the pupils with SEND.

### **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCO/Head of School, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed DSAT policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

### **Specialist facilities**

There are no specialist facilities or special unit in the school.



## Resources

Most of the resources used by children having special educational needs are either in the classroom or stored centrally in SEND cupboards. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO/ Executive Headteacher.

## Storing and Managing Information

Paper documents are stored securely in a locked filing cabinet with restricted access. Electronic documents are stored securely in a staff only area of our school intranet or on password protected computers. All documents are retained in line with the Record Management Toolkit for Schools (2012) and are kept in accordance with our Confidentiality Policy and the Data Protection Act.

## Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher.

If this proves unsuccessful the matter should be referred to the SENCO, Bev Davis or Executive Headteacher, Mrs Emily Mullord. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body, Mrs Angela O'Brien. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Diocese of Salisbury Academy Trust (DSAT). Parents may wish to bring along a named person with them. Parents needing independent advice when their child's needs are being assessed and discussed at later stages may be invited by DSAT to discuss whether they would like to have a named person to act as a support. Such a named person may come from a voluntary organisation, a parents' support group, or be a professional, friend or relative.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 years (July 2014) and has been written with reference to:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (July 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 2014)
- School's Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Anti - Bullying Policy

**Commented [RL6]:** Needs changing.

**Commented [RL7]:** I just wondered if the list of statutory guidance is up to date – as far as I am aware, most are, though I just wondered as nothing is more recent than 4+ years old.

Review: September 2024