

Special Educational Needs Policy

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Introduction

All individual policies in the **School Handbook** are based on the aims and objectives and other key principles established in the **School Development Plan** and **School Prospectus**. Additional documents which have particular relevance to this policy include:

- SEND information Report
- *Equal Opportunities Policy*
- Health & Safety Policy
- *Learning and Teaching Policy*
- Risk Assessments
- Child Protection Policy
- *Inclusion & Accessibility Policy*
- Off-site Visits Policy
- Supporting pupils with medical conditions

Section 1: Principles

Policy development

This policy was created by the school's Special Educational Needs Co-ordinator (SENCo) with the Inclusion Governor, in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with Special Educational Needs and Disabilities (SEND) in accordance with the spirit of the SEND Reforms 2014.

References

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) 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 (January 2015)
- Schools SEN Information Report
- 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

Educational Aims

General school aims and objectives which have relevance for all policies are described in the **SDP**, **School Prospectus** and **Learning and Teaching Policy**.

At Wheatcroft our aim is that all children whatever their individual need or disability will achieve their best, become confident individuals living fulfilling lives and make successful transitions into adulthood. We have high aspirations and expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes.

Working within the guidance provided by SEND Code of Practice 2015

- To ensure all children have access to a broad and balanced education
- To provide a differentiated curriculum appropriate to the pupils' needs and abilities
- To identify and provide for pupils who have special educational needs
- To ensure that where practical and reasonable pupils with SEN take a full part in school activities
- Ensure that parents are kept fully informed of their child's progress and attainment

Section 2: Practice

Identifying Special Educational Needs

The SEN Code of Practice 2015 defines SEND in the following ways:

‘A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.’

At Wheatcroft class teachers make regular assessments of progress for all pupils to help identify any pupil making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same base line
- fails to match or better the child’s previous rate of progress
- fails to diminish the difference between the child and it’s peers
- widens the attainment gap between the child and National norms

It can include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. Initially the class teacher will speak to parents to discuss any concerns and then engage with other professionals to work together to help the child.

Within the SEND Code of Practice 2015 there are four broad categories of need:

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

(See Appendix 1 for definitions)

Other factors: There are many factors which may influence progress and attainment but which do not constitute a special educational need. These can include a disability, attendance and punctuality, English as an Additional Language (EAL) and eligibility for Pupil Premium Grant (a deprivation proxy), to name but a few.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects the child’s performance in different subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Graduated Approach

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.

Our first step in responding to pupils who have, or may have, SEND is quality first teaching. This teaching is clearly planned and matched to the learning of all the children to help them make progress. At this stage a child may receive in-class support planned by the class teacher.

If assessments show that a child may have a learning difficulty, a range of strategies will be employed that make full use of available classroom and school resources. The child's teacher may offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will liaise with parents. The SENCo will support the teacher and if necessary make further assessments of the child's needs. The child's additional interventions will be detailed in an individual provision map. These are reviewed and updated at least termly by class teachers, the pupil and parents. This support will take the form of a four part cycle: **Assess-plan-do-review** where interventions and support are revisited, refined and revised with a growing understanding of the pupil's needs. This is known as **the graduated approach**. Requesting advice from outside agencies may be necessary as part of this cycle, particularly if a child does not make progress over time and the gap between their achievement and those of their peers becomes significant.

In a very few cases if a child continues to demonstrate a significant cause for concern the SENCo; after discussions with parents and the School Leadership team (SLT) will make an assessment as to whether an application for Exceptional Needs Funding is appropriate (This is not a guarantee to receiving funding) or a request for an Education Health and Care (EHCP) to the Local Education Authority.

Supporting Pupils and Families

Support for parents is detailed in the school's SEND information report on the Wheatcroft website. There is also a link through to the Local Authority offer from the Wheatcroft SEND Information report.

The Local Authority provides other information about what is available across education, health and social care in Hertfordshire for children and young people who have SEN or are disabled, including those who do not have an EHCP. This is the Hertfordshire Local Offer found at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Parents will be expected to be equal partners and to play an active role in their child's education enabling them to be fully involved when advice or support is sought from external professionals

Wheatcroft is a Community School and admission arrangements are managed by Herts County Council more information is found at: <http://www.hertsdirect.org/services/edlearn/admissions/>

We prepare children for transition between phases within the school and between classes. We have very good links with our local secondary schools to prepare pupils for transition in year 7. More detail is in our SEN Information Report:

<http://www.wheatcroft.herts.sch.uk/documents/SEND2014.pdf>

Supporting Pupils with Medical Conditions

At Wheatcroft we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including where reasonable, school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 ensuring reasonable adjustments are made to remove barriers to learning.

Some children with medical needs that impact significantly on learning may have an Education Health and Care Plan. Where children have medical needs the Head teacher and staff will work with relevant medical professionals to establish and make appropriate provision.

All staff will be made aware of medical needs of pupils on a need to know basis. Where staff have specific responsibilities to support the medical needs of a child contingency plans are established in case of staff absence.

Risk assessments are written for individual pupils with medical conditions for school visits, trips or activities that are outside the normal timetable.

Monitoring and Evaluating SEN Provision

The quality of provision for pupils with SEND is regularly monitored by the SENCo in conjunction with other members of the SLT, teaching staff and where relevant external professionals. There is regular involvement by the SEND/ inclusion governor.

The success of the policy is evaluated using the following success criteria:

- Analysing pupils' progress using tracking systems
- Analysis of test results for individuals and cohorts
- Value added data
- Monitoring classroom practice by head and deputy head teachers
- School development plan
- Children's increased confidence and self-esteem
- Parental feedback (report response slips, provision map and review comments)
- The policy will be reviewed annually as part of the school development planning to ensure that it reflects good practice and is in line with current guidelines

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, this may be in house training, external courses, or advice and support from external professionals.

All teachers and support staff undertake induction on taking up a post and the SENCo explains the systems around SEND provision.

The SENCo regularly attends Local Authority SEND briefings and Local area courses in order to keep up to date with local and national updates in SEND

The SENCo liaises with staff in other local schools to share good practice and work together to develop this.

The School is part of the HCC Delivering Specialist Provision Locally (DSPL3) grouping and works within that group to identify and access appropriate training and resources.

Roles and Responsibilities

The SEND governor

Works with the SENCo to monitor SEND provision and practice by:

- Keeping informed about developments in Special Educational Needs
- Maintaining an awareness of SEN provision in the school on behalf of the governing body
- Being familiar with the SEN policy and being involved in its review
- Meeting termly with the SENCo to discuss provision for pupils with SEN and the implementation of the SEN policy
- Support the SENCo with monitoring of SEND provision across the school.

The Head, SLT and the SENCo jointly manage SEN planning and provision throughout the school.

There is systematic communication and SEN is a regular agenda item at staff meetings.

Special Educational Needs Coordinator [SENCo]

The SENCo is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- co-coordinating provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted in line with the SEND Code of Practice 2015
- carrying out detailed assessments and observations of pupils with specific learning needs
- working with staff and parents to identify pupils with SEN
- liaising with and advising staff
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and support in the classroom
- maintaining the records of all pupils with special educational needs
- liaising with parents/carers of children with special educational needs and disability
- monitoring effectiveness of interventions
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority SEND department, educational psychology services, advisory teachers, health and social services and voluntary services
- reviewing the SEND policy in consultation with the SLT, staff and Governing Body
- liaising with the Governor with responsibility for SEND to keep them informed about SEND issues
- the SEND budget and the ordering and maintenance of resources
- attending meetings and courses related to SEND matters
- taking part in Local Authority SEND moderation. For example local cluster for exceptional needs funding
- liaising with SENCo's in receiving schools to help provide a smooth transition from one school to another

Class teachers

- meet the needs of all learners through appropriately differentiated quality first teaching

- making reasonable adjustments to include all children as far as possible in all curriculum areas
- helping children to manage their behaviour and emotions effectively to take part in learning
- work closely with parents /carers to assess, plan, carry out and review provision maps
- plan for, oversee and monitor effectiveness of interventions to be implemented by teaching assistants
- regularly monitor progress of pupils

The line manager for the teaching assistants is the Deputy Head teacher with support from lead Teaching Assistants & SEN-Co

The designated teacher with specific safeguarding responsibility is the Deputy Head teacher. Deputy Leads are the Head & SEN-Co.

Storing and Managing Information

Documents and information regarding children with SEN are kept securely in a separate SEN pupil file in a secured cabinet

Electronic copies are kept on the Wheatcroft secured computer storage system

Any document and information related to any child with SEN will only be shared with relevant staff.

When a pupil with SEN in year 6 transfers to secondary school all records and information are transferred to the receiving school.

Appendix 1 Extract from 2015 SEND Code of Practice 0-25 years**DEFINITIONS OF THE BROAD AREAS OF NEED:****Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be needed when children learn at a slower pace than other children, even with appropriate differentiation. Learning difficulties cover a wide range of needs, – moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have a severe and complex learning difficulties as well as physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance mis-use, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

Some children and young people require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with MSI have a combination of hearing and vision difficulties. Information on how to

provide services for deaf and/or blind children and young people is available through Social Care for Deaf/Blind Children and Adults guidance published by the Department for Health.

Some children and young people with physical difficulty (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 Links to Key Documents

Wheatcroft primary school SEND information report on school website:

<http://www.wheatcroft.herts.sch.uk/documents/SEND2014.pdf>

The Local Authority SEND offer:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Special Educational Needs and disabilities Code of Practice 0-25 years:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND and Disability Act 2010:

<https://www.gov.uk/rights-disabled-person/education-rights>

Special Educational Needs and Disability – in Hertfordshire

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/educ/>