



Special Educational Needs Policy

Wheatcroft Primary School & Nursery

Autumn 2020

Review Date: Autumn 2021

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

General school aims and objectives which have relevance for all policies are described in the School Development Plan and the Teaching & Learning Policy.

At Wheatcroft Primary School and Nursery 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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Diane Tuck senco@wheatcroft.herts.sch.uk
She will:

- work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and quality teaching
- advise on the graduated approach to providing SEN support
- advise on the deployment of the school's SEN delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow the SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, dyspraxia, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Despite significant support is unable to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents and where possible the pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Where possible the pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a small number of teaching assistants who are trained to deliver interventions such as speech and language, protective behaviours, social skills groups

We work with the following agencies to provide support for pupils with SEN:

- Autism Advisory Team
- Amwell View Outreach Service
- Early Years Advisory Teachers
- Speech and Language Services
- Educational Psychologist
- School Nurse
- Visual Impairment Advisor
- Hearing Impairment Advisor
- Specific Learning Difficulties Service
- Family Worker
- Families First

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a fixed time
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshop

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made in line with the school's concerns and complaints policy found on our website.

5.12 The local authority local offer

Our local authority's local offer is published here: Hertfordshire Local Authority Offer can be found at: <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

6. Monitoring arrangements

This policy and information report will be reviewed annually.

Implementation of some of the above points could be affected by Government Covid Regulations. This policy and information report will be reviewed annually