



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

### Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

### Our Values:

To ensure the safety, physical, mental health and well being of our SEND pupils are met and effectively supported. That we equip children with the skills, knowledge and understanding to make informed choices about important aspects of their lives through our school values of:

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- Respect – by respecting the individual needs of all our SEND children and effectively supporting them with appropriate support to promote their well being and ensure they reach their potential both academically, socially and emotionally.
- Compassion – by showing compassion and understanding for each individual situation that a SEND child finds themselves in.
- Creation – creating a safe and secure environment which allows SEND children to be effectively supported, helping them to thrive and flourish.
- Perseverance – by persevering with challenges which may arise, in dealing with situations that SEND children and families find themselves in. Always acting in the best interests of the child.
- Service – by building trusting relationships with SEND children and their families as we serve to help to keep children safe and help them to thrive in school.

### Rationale

At Willaston C of E Primary School we believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Willaston CE Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, gender identity, sexual orientation, ethnicity, religion or belief, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with SEND
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others, such as those who are sick; those who are young carers or those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement; including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Willaston CE Primary School we aim to work closely with parents/carers and identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Willaston CE Primary School sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be

undertaken by the Headteacher, SENCO and SEN Governor.

The SEND Coordinator is Miss E Chapman.

The SEND Governor is Mrs A Mitchell

### **Objectives**

1. To ensure the Special Educational Needs & Disability Code of Practice 0 to 25 years is implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from an Education Health Care Plan occurs; disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND Support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the social, emotional and academic needs of our SEND children.
8. To enable children to move on from us well equipped in the basic skills of English, maths and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for Coordinating SEND Provision**

1. The SENCO will meet with each class teacher half termly to discuss additional needs and concerns.
2. At other times, the SENCO will be alerted to newly arising concerns as and when

they occur.

3. The SENCO discusses SEND issues with the Headteacher on a weekly basis.
4. Where necessary, reviews will be held more frequently for some children.
5. Individualised pupil progress targets, arising from reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors intervention strategies half termly.
7. The SENCO, together with the Headteacher, will monitor the quality and effectiveness of provision for pupils with SEND.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained Teaching Assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly, by the SENCO, and the Senior Leadership Team, in line with current pupil needs, educational initiatives and the school budget. Additional support is funded through individual allocations from the Local Authority through Top Up Funding.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

There is no specialised resource provision for children with special educational needs at Willaston CE Primary School.

### **Allocation of Resources to and amongst Pupils**

Each term we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- Early Years Foundation Stage Profile Assessment Results
- Progress measured against the objectives in the Primary National Curriculum 2014
- Progress measured against PIVATS descriptors
- Standardised screening and assessment tools

- Observations of emotional well-being and social development
- An existing Education Health Care Plan or Top Up Funding assessment
- Assessments by a specialist service, such as Educational Psychology, Autism Team identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing one of the following:

1. Differentiated curriculum support within the class
2. Additional support through **SEN Support** provision
3. Additional support through **Top Up Funding** provision

### **Quality First Teaching - Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation and targeted next steps will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the appropriate intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Special Educational Needs & Disability Code of Practice 0 to 25 years, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills

When a pupil continues to make little or no progress over a sustained period or if they continue to work at levels substantially below age expectations then we will seek professional advice on effective support and interventions from outside agencies such as Education Psychology, CAMHs, Specialist Teachers etc. through provision at **SEN Support** level.

### **School Request for Top Up Funding and/or a Statutory Assessment**

For a child who is not making adequate progress, despite a period of support at **SEN Support** level, and in agreement with the parents/carers, Top Up Funding and/or a Statutory Assessment may be requested through the Graduated Approach Pathway. (i.e. to the Graduated Approach Panel), at the Local Authority, who will decide what level of support the pupil needs. The school is required to submit evidence to show how Element 2 (School's notional SEN budget) intervention has been spent to support the child's needs. The LA, makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Health Care Plan**

A child who has an Education Health Care Plan will continue to have arrangements as for SEN Support with additional support that is provided using the funds made available through the Education Health Care Plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Education Health Care Plan or to the funding arrangements for the child.

### **The School's Arrangements for SEND and Inclusion In-Service Training**

- The SENCO attends half termly cluster meetings organised by CWAC SEND Team to update and revise developments in SEND and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Strategic Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

- Support staff are encouraged to extend their own professional development and the Senior Leadership Team will ensure tailor-made training where this is appropriate.

### **The use made of Specialist Teachers and Facilities from Outside the School, including Support Services**

- The Educational Psychologist visits the school, if requested by the SENCO with permission from parents/carers.
- The SEND Advisory Officer contacts school regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct services - for example, in relation to children with autistic spectrum condition, severe social and emotional needs, physical needs, visual and hearing impairment.
- The SENCO liaises frequently with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  1. School Nurse
  2. Community Paediatrician
  3. Speech Therapy
  4. Physiotherapy
  5. Occupational Therapy
  6. Visual Impairment Team / Hearing Impairment Team
- Parents/carers are informed if any outside agency is involved.

### **Arrangements for Partnership with Parents/Carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Individualised pupil progress targets for children with Top Up Funding and/or an

Education Health Care Plan will be shared and reviewed with parents/carers at annual review meetings and Parent's Evenings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Curriculum workshops are offered for parents/carers to attend.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

### **Links with other Schools/Transfer arrangements**

- Reception staff will meet with staff from nursery provision prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will contact to further discuss the child's needs.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the CWAC iArt Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. Parents/carers will be given details of these groups on request or as appropriate.

### **Inclusion Principles**

- Staff at Willaston CE Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to



ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

### **Access to the Environment (see School Accessibility Plan)**

#### **Arrangements for Providing Access to Learning and the Curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the Primary National Curriculum 2014 requirements are flexible enough to meet every child's needs. (Children will not be excluded from learning activities due to their impairment or learning difficulty)
- Learning opportunities will be rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as Computing where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are as barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

#### **Access to Information (see also School Accessibility Plan)**

- All children requiring information in formats other than print will have this provided.
- We adapt printed materials so that children requiring support with literacy can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

- We use a range of assessment procedures within lessons (such as role-play and drama) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission Arrangements**

- Children with SEND are considered for admission to the school on exactly the same basis as for children without SEND.
- Prior to starting school, parents/carers of children with an Education Health Care Plan or one pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating Disability Issues into the Curriculum**

- The Relationships and Health Education curriculum includes issues of disability, difference and valuing diversity.
- Less able adults are invited to work with the children, as we believe it is important to have role models.
- The library resources are regularly reviewed to ensure they include books that reflect the range of SEND issues and come from a disability equality perspective.

### **Terminology, Imagery and Disability Equality**

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to ensure that we have positive images of less able children and adults in displays, resources etc. to promote positive role models.

### **Listening to SEND Pupils**

- We encourage the inclusion of all children in the School Council and other consultation groups.
- We aim to include children in their target setting.
- Staff have on-going training opportunities on issues relating to communication and listening skills.

### **Working with SEND Parents/Carers**

- We recognise that there will be a number of SEND parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

### **Disability Equality and Trips or Out of School Activities**

- We try to make all residential visits and trips inclusive by planning in advance and using accessible places. We aim to provide additional Teaching Assistant support for individual children as required.
- All children are welcome at our after-school activities.

### **Dealing with Complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

**Approved by Governors March 2021**



**Signed Chair of Governors**