

Watlington Community Primary School



SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. It has been written in conjunction with staff, governors, parents and pupils.

Inquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to:

Ruth McGlone – Headteacher and SENDCo

Please make an appointment with the school office if you wish to speak to the SENCo.

AIMS

The staff, at Watlington Community Primary School, supports the ethos of inclusive schooling. We recognise and value the uniqueness of every young person and all children are encouraged to discover their own strengths so they are motivated to develop themselves as fully as possible. All young people have the right to be accepted, to thrive in an environment which is safe and secure, to achieve and be valued for the contribution they make. We recognise that all children have individual needs and therefore aim to offer equal opportunities for all pupils in our care according to our Single Equality Policy.

Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty, if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age*
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.*

The Equality Act 2010 states that:

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long term effect on their ability to carry out normal day-to-day activities.

OBJECTIVES

1. To identify , at the earliest opportunity, barriers to learning and participation for pupils with SEND
2. To ensure that every child experiences success in their learning and achieves to the highest possible standard.
3. To enable all children to participate in lessons fully and effectively
4. To value and encourage the contribution of all children to the life of the school
5. To work in partnership with parents
6. To work with the Governing Body to enable them to fulfil their statutory requirements
7. To work with external agencies, where appropriate, to support the needs of individual pupils.
8. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with all interested parties
9. To provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

12% of pupils at Watlington Community Primary School are classified as requiring SEN Support or have Education Health Care plans. The National Average is 14% and as such, all teachers expect to have children with SEND in their class.

The Code of Practice describes 4 broad areas of need;

- a) Communication and Interaction e.g. autistic spectrum and language disorders
- b) Cognition and Learning e.g. dyslexia, dyscalculia, global delay
- c) Social, Emotional and Mental Health e.g. ADHD, ADD, emotional difficulties
- d) Physical and Sensory e.g. visually impaired, hearing impaired

The purpose of identification is to help identify what action the school needs to take, not to fit a pupil into a specific category.

Children with medical conditions are supported individually. Please refer to our Supporting Children with Medical Conditions Policy available on our website.

IDENTIFYING CHILDREN WITH SEN (SEN SUPPORT)

Children with SEN are identified by one of 3 main assessment routes all of which are part of the overall approach to monitoring progress of all pupils.

- The progress of every child is monitored half termly through Pupil Progress Meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo and/or Headteacher
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be categorised by progress which:
 - Is significantly lower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers

- Parents sometimes ask us to look closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently the concern can be addressed by Quality First Teaching in addition to parental support.

The school has access to a range of standardised tests and can make provision to meet needs, but we do not offer diagnoses. The school can also gain support for both pupil and parents through external agencies. Parents are advised to contact their GP if they believe their child may have ASD, ADHD or some other disability.

WORKING WITH PARENTS AND CHILDREN

We aim to have a good and informative relationship with all our parents. If a child is experiencing difficulties, parents will be informed either at parent consultations or during informal meetings to discuss the child's progress. When a child has been identified as having SEN, this will be discussed with the parents, recorded on the SEN Register and an agreed plan and provision will be made.

This is part of the graduated approach of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents will be part of the process to review progress, set targets and agree provision for the next cycle of assessment. This is done through an IEP (Individual Education Plan). In the summer term, there will be an annual review of the child's progress. Children are monitored and can be taken off the SEN Register if their progress improves, gaps are closed or if they are supported through the normal differentiation within the class.

EHCP (Education, Health and Care Plan)

If children fail to make progress, despite Quality First Teaching and targeted support, we may apply for the child to be assessed for an EHC Plan. Generally we would apply for an EHCP if:

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision
- The child has a disability which is life long and may need permanent support to learn effectively

Children, who we think will manage in mainstream school, albeit with support, are less often assessed for EHC plans. Having a diagnosis e.g. ADHD, ASD etc. does not mean that a child needs an EHC plan. If a child is to be assessed for an EHC plan then the LA and other professionals will be involved in drawing up the EHCP.

TEACHING AND LEARNING

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always with a TA.

When allocating additional support, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Targets for children receiving SEN support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are closely monitored by the class teacher as part of the half termly Pupil Progress Meetings.

ADAPTATIONS

Watlington Community Primary School is disability friendly. The school is on one level, corridors are wide and we have an easy access toilet. A ramp at the front of the school allows for easy access into the building.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory disabilities. All the classrooms are inclusion friendly, we aim to always use a coloured background on our interactive whiteboard and filters and coloured page books are available to those that need it. All our children have access to the National Curriculum and we recognise achievement and expertise across all areas. As part of normal class differentiation the curriculum is made accessible through visual, tactile and concrete resources.

EXTRA CURRICULAR ACTIVITIES

All of our children have equal access to school clubs. Where necessary we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of the curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

STAFF EXPERTISE

All of our teachers are trained to work with children of SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. They are offered training, access to in-house and LA courses, advice from other colleagues and guidance towards websites.

TAs have also received training to support children with learning. All TAs work with children with SEN and disabilities.

The Downham Market SENCo Cluster also provides training, advice and resources for the SENCo and staff.

If it is identified that more specialist help is needed, the school is able to buy in additional support. This includes Educational Psychologists and Child Support Team workers.

CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. Depending on the assessment the following may be offered:

1. Early Help process
2. Pastoral support Plan
3. Referral to Roseberry Centre

All children's behaviour is responded to consistently and in line with our Behaviour Policy, although regional adjustments are made to accommodate individual needs.

The school has a zero tolerance approach to bullying, especially towards children with SEND and disabilities. This is covered in our Anti-Bullying Policy.

TRANSITION

Transition can be a difficult time for parents and children with SEN.

We try and make these times as smooth as possible through;

- Additional meetings between parents and new teachers
- Opportunities to take photos of key people and places to make a transition booklet

Transition to year 7 is started at the annual review in Year 5, where the SENCo from the secondary school is invited to attend. Additional transition arrangements can be made at this point with additional visits and meetings with key personnel organised as appropriate.

GOVERNORS

It is the statutory duty of the governors of Watlington Community Primary School to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor responsible for SEN is Rosemary Kett
She meets with the SENCo termly to discuss actions taken by the school.

COMPLAINTS

The school works, wherever possible, in partnership with parents. All complaints are taken seriously and are heard through the schools complaints policy, which is available from the office and in our prospectus on the website.

STORING AND MANAGING INFORMATION

Please see our policies on Information Management and Confidentiality.

LOCAL OFFER

As part of the statutory requirements Norfolk's Local Offer for SEN can be found at:
http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

The schools Local Offer can be found on our website
www.watlingtonprimary.co.uk

REVIEW OF POLICY

This policy will be reviewed annually

Signed K Samouelle
Chair of Governors

Date July 2017