



Wilkinson
Primary School

Wilkinson Primary School

Special Educational Needs & Disabilities Policy (SEND)

Wilkinson Primary School SEND - Contents

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Policy for supporting children who have SEND

Introduction

This policy expresses the school's purpose for the support of children who have Special Educational Needs and /or Disabilities (SEND). It sets out the graduated approach of "assess, plan, do, review" as well as the roles and responsibilities of all stakeholders.

Written by:	Mrs. H Foster
Date written:	September 2020
Approved (governors) on	
Review Date	September 2021

Context

The school currently has 491 children, 34 of whom are identified as having a Special Educational Need and / or disability meaning that 6.9% of pupils are on the SEND register. This is lower than the national average.

All data figures in this policy are correct as of September 2020

Intent

It is our intent that by the time they leave Wilkinson Primary School, all our learners will have made at least expected progress in line with their individual learning needs and that they will be happy, independent learners who feel valued for who they are.

Wilkinson Primary School's motto is "Show Pride and Respect in all that we do and we believe that by doing this, every child can realise their aspirations. As a school we provide a stimulating and inspiring curriculum through which children of all abilities and with differing needs can succeed. In order to achieve this the school strives to remove any barriers which could prevent this and provide meaningful and exciting creative outcomes to the work that the children engage in.

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

- Equality Act 2010
- Children and Families Act 2014
- School Admissions, children and young people with disabilities or special educational needs (July 2017)

Implementation

Definitions:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

(Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

Types of SEND

There are four broad categories of SEN:

- communication and interaction (including autistic spectrum conditions, language disorders, ADHD)
- cognition and learning (including dyslexia, dyspraxia, dyscalculia; global developmental delay)
- social, emotional and mental health (including ADHD, ASD, attachment disorders, emotional and mental health difficulties)
- physical and sensory (including cerebral palsy, visual or hearing impairments)

A graduated Approach

The majority of these children will be supported at SEN support level, however a small minority of pupils will require a higher level of support, most, probably involving specialist services, and these children may require an Education, Health and Care Plan in order to meet their needs.

We have children in the all of these categories of SEN at Wilkinson Primary with many of these children having needs in more than one area. At the time of writing this policy, there are 502 children at the school, 39 of whom are on the SEN register, all at SEN Support level (SENS). The breakdown of primary areas of need is:

Sensory and or Physical Impairment: 10

Communication and Interaction: 13

Cognition and Learning: 10
Social Mental and Emotional Needs: 1

We have no children who have an EHC Plan (Education, Health and Care Plan) but are currently awaiting assessment for two children. These figures are below the national average.

Support

All children benefit from ‘Quality First Teaching’. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, at Wilkinson Primary we implement some focused interventions to target particular skills. We have very high expectations of all our children. Children on our SEND register are expected to make progress in line with national standards.

In our latest OFSTED Inspection (October 2016) the quality of teaching at the school was graded as “Good” and the provision and outcomes of children who have an SEND was described as follows:

“Pupils with special educational needs and/or disabilities have made good progress. They are supported well, not only in their learning but also in their mental and emotional well-being through effective individual planning to meet their specific needs. Role models of Olympic and Paralympic champions are used to encourage pupils to aspire and overcome challenges they may face. “
(Ofsted School Short Inspection Report Oct 2016)

The SEND Process:

More detailed information of how the school supports children with SEN are available on the school website in the SEN Information Report. This includes a link to Wolverhampton Local Authority’s Local Offer.

It is our intent to:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To ensure all children have experiences in school which promote their emotional wellbeing and mental health

Identifying SEND:

Children with SEND are identified as part of the overall approach to monitoring progress of all pupils: The progress of every child is monitored at termly pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher and Inclusion Manager. The first response to a concern is high quality teaching targeted at the areas of weakness. Where children are identified as not making progress in spite of Quality First Teaching appropriate support will be identified. This may be changes made within lessons (wave 1 and 2 intervention) or additional teaching opportunities which will be recorded on intervention planning sheets (wave 3 intervention). Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, or is experiencing emotional difficulties which are affecting their ability to concentrate or form relationships, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline, which fails to match or better the child's previous rate of progress, a child who fails to close the attainment gap between themselves and their peers or where that gap widens.

At this point the SENCo will get involved in looking at what may be causing the barrier to learning / emotional difficulty and a package of support put in place. Where appropriate this will be done with the insights of the child themselves. The support of outside agencies may also be sought at this point, this is especially the case where more significant needs need specialised assessments..

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being investigated for possible SEND. Parents will be informed of any actions and their input sought. Following a period of support, all the people involved will review the progress of the child and will determine whether there is a specific identified special need. If a need, as listed in the SEND Code of Practice, is identified and it is agreed that the child will continue to need extra /different support to that of the core offer, the child will be placed on the special needs register and a further support package agreed.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Enquiries about an individual child's progress should be addressed at first to the class

teacher since he or she is the person who knows the child best. Other enquiries can be addressed to: Mrs Foster - Inclusion Manager or alternatively, Mrs Gibbon the Head Teacher.

Children with English as an Additional Language

Children who have are new to English are not classified as having a special education need. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have an underlying learning difficulties independently of the language difference. If a teacher has concerns over an EAL pupil having possible special needs this will be discussed with the Local Authority EAL Team and with the parents. The pupil be assessed in a way that is suitable and following this, where necessary will be place on the school's SEN register.

Emotional Well-being

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. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we support the child through that process, but this is not necessarily classed as a special educational need. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS). If the underlying cause of particular behaviour is due to a developmental disorder or other reasons as noted in the SEND Code of Practice 2014, then a child will be placed on the SEND register and suitable strategies employed to support that child. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Children on SEND Support (SENDS)

Once a child has been identified as having as special education need that requires either additional and/or different support to be put into place, above and beyond that of other children in their class, a package of support will be put into place and all relevant people will be made aware of what is happening for the child. This package of support will be documented in each child's Support Passport and on the Provision Mapping.

Individual targets will be set for the duration of the support package and the effectiveness of the support and its impact on the child's progress will be reviewed regularly. Support and targets will be changed in light of these reviews. Parents will be informed of how the child is getting on regularly at parent evenings and in extra meetings with the class teacher and /or SENCo where needed. Parents

are encouraged to engage with school and contribute their insights to assess and plan for their child. They receive a copy of their child's support passport at each plan and review stage and there is a place on these to incorporate their views on how best to support their child. This document is also used as a means of including the views of the child. This cycle of "Assess, Plan, Do, and Review" will continue for as long as child needs to receive additional support.

If at any point, it becomes apparent that a child is making good progress without the need for extra support, the class teacher, SENCo and parents will decide whether there is a need for that child to remain on the SEND register or whether they can go to a "monitoring" status.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. As part of this assessment we will examine whether

The child has a disability which is lifelong and which means that they will always need support to learn effectively.

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 or will require more support than is afforded through the SEN notional budget.

This assessment process is supported by an online administration system –the EHC Hub which allows all parties involved to collate their thoughts and assessments on one system which everyone who needs to can access. As part of this process, it is also mandatory that an Early Help Assessment be in place for the child.

If the assessment for an EHC Plan supports the need for this level of provision, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family.

The meeting will record the child's strengths, their aspirations as well as the barriers they face.

Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The most suitable school for the child will be agreed upon and recorded on the EHCP.

Assessment

Children are continually assessed against their individual targets and progress is recorded. This may be against a national curriculum attainment stage, developmental level or personal target. Where appropriate, children with SEND will receive access arrangements for tests. This will be normal classroom practice and the children will be used to it. Where it is inappropriate for a child to sit a particular test, they will not do so and the class teacher will make a teacher assessment or give them a more suitable test. The Head Teacher will decide whether a child will be disapplied for Statutory Assessments.

Children who did not achieve a Good Level Of Development in Reception, will continue to work on the Early Years Curriculum in the Autumn Term. After Christmas, if they have still not achieved GLD, will move on to the P Scales (1-4) and will be monitored for any underlying SEND issues.

Specific Learning difficulty Assessments are carried out by the SEN Specialist Teacher and Educational Psychologist. Assessments for developmental disabilities are carried out by the relevant external agencies.

Roles and responsibilities

Teachers have day to day responsibility for planning and delivering learning experiences for children with SEND and alongside the Special Needs Co-ordinator (SENCo) they set individual targets for these children, mapping out the support that will be needed to meet these targets and to ensure progress across the board.

The designated SEND coordinator for Wilkinson Primary is Mrs Helen Foster. Her role is to:
Ensure provision for pupils with SEND is planned in the form of Provision Mapping and keep all records up to date.

Manage all records in line with GDPR regulations.

Monitor, review and evaluate the effectiveness of provision for SEND.

Consult with parents, carers, class teachers and the Head Teacher the degree and form of involvement needed for children with SEND.

Report to all stakeholders.

Attend SENCo Network meetings and keep the school up to date with changes to national requirements.

Identify and maintain resources for SEND and plan how these will be used to support SEN pupils in the most supportive, efficient and effective way.

Identify and provide training needs and resources relevant to the SEND children they are working with.

Work with parents and staff to provide pupils with SEND realistic and aspirational targets that prioritise their educational needs and to coordinate and work alongside outside agencies in facilitating and achieving these targets.

Ensure that curriculum planning is differentiated where appropriate to meet the needs of SEND pupils. Working with the Local Authority, Apply for and subsequently maintain and review the provision for children with Education and Health Care Plans (EHCP).

Monitor and track progress made by pupils with SEND. This includes the emotional and mental wellbeing of pupils as well as their academic progress.

Seek the support of and liaise effectively with outside support agencies in order to ensure that the best suitable provision is in place for every child in regards to their specific needs.

Work with the head teacher and governors to ensure that the school meets its responsibility under the equality Act (2010) with regard to reasonable adjustments and access arrangements.

Inclusion

All provision is based on inclusive practice enabling physical and social access to learning. We seek to be an inclusive school by:

Valuing the diversity of all our pupils including children with SEND.

Using SEND procedures to identify barriers to learning and plan appropriate support.

Ensure all pupils have appropriate learning targets which are challenging.

Making appropriate provision for SEND within routine class arrangements.

Making children with SEND an integral part of the classroom and school community.

Accessing specialist services for educational advice and supporting assessments

Ensuring all staff have access to relevant training opportunities.

Ensuring that reasonable adjustments are made to include pupils with disabilities.

Ensure that the families of children with SEND are an integral part of the process of SEND Support.

This includes their input at all stages of the Asses, Plan, Do, Review cycle.

Safeguarding

Bullying: All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school employ a family Liaison Officer who, alongside the head teacher has responsibility for the safety and wellbeing of all children at the school including those with SEND. It is well known that the national statistics for safeguarding incidents involving children and adults with SEND are higher than for those without these needs and we work tirelessly to combat this.

Admission and transition.

We welcome all children to the school regardless of SEND and will, where possible, think ahead and make adjustments for these children. Parents and children are encouraged to assist us in this planning to achieve successful outcomes.

Children with SEN who are on SEN support and do not have an EHCP go through the normal annual admissions process run by the local authority. The common application form used by Wolverhampton Council can be found on their website along with details of the arrangements for admission into Local authority run schools. There is a link to this page on the school website under the "Our School" tab.

The admission of a child with an EHC plan is agreed towards the end of the EHC needs assessment where the parents of a child name the placement that they want. The local authority then consults the establishment to ensure that it is suitable according to set criteria. If all parties agree that it is, then the child will attend that school. Where there are questions over the suitability of a placement, the Local Authority will ensure that a suitable placement is made. EHC plans are reviewed annually and at key points of transfer between phases of education the new school will be named on the plan. The local authority has an established appeals system in place should there be a dispute of placement.

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained to ensure that children are happy and continue to make the very best progress. Parent inductions are held for all new nursery and reception children and extra meetings held for those who have an identified SEND are arranged if needed. This helps to ensure that suitable provision is in place from the outset. Where a child joins the school mid-way through a phase, any SEND needs are planned for through liaison with the child's previous setting and with their family. For our SEND children in year 6 we work closely with our local secondary schools to ensure a positive and effective transition for the children as they move into Year 7.

SEND Budget

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Resources may include deployment of staff, learning aids, trips and consultation, depending on individual circumstances.

Health

Where a child has a specific medical condition the school liaises with all the healthcare professionals involved with the child to ensure that their needs are met and that the child has full access to all aspects of school life. Certain children receive regular visits in school from professionals such as the Sensory Inclusion Service and records of these visits are given to school and to parents. Schools are also sent medical records of children if there is a need for support to be put in place for the child within this setting. This is all done with parental consent. For more information on this please refer to the school's policy on the Management of Pupils with medical needs.

Complaints

If a parent or other interested party is unhappy with the provision given to SEND children at school, they are encouraged to speak to the SENDCo or Head Teacher. If following this, they still wish to complain about the provision for children with SEND, they should refer to the Wilkinson Primary Complaints policy available on the website.

Outside Support Services.

External agencies to support children with SEN include:

Education:

Area Support Team 2

Bright Minds – specialist support teacher

Educational Psychology Service.

Speech and Language Team (SALT)

Special Needs Early Years' service (SNEYS)

The Information, Advice and Support Service 'for special educational needs and disability'

Broadmeadow Nursery School

Pennfields Outreach Service

Tettenhall Wood Outreach Service

INSPIRE

Base 25

Believe 2Achieve

Health:

Sensory Inclusion Service

Occupational Therapy Service

School Nurse – Julie Thomas

Paediatric Services

The SENCO has a library of Outreach services available to meet specific needs of children with SEN.

Service level - Education:

The Area Support Team 2 support our school through individual pupil referrals. They will assess information received and prioritize their assessment depending on the needs arising. The team is made up of a Parent support Officer, Educational Psychologist and Educational Welfare Officer. We also employ a Specialist Teacher from Bright minds, for one day a week, who is able to carry out individual assessments and work with children. SALT support through individual referrals made by the school or identified at age 2 Health Checks. SNEYS support through individual referrals of children made by the school or identified at age 2 Health Checks.

For further details on the provision of support to children with SEND at Wilkinson Primary School and on the types of needs that we support and how we support them, please refer to the SEN Information Report which can be found on the school website.

Contacts within school:

Mrs H Foster	SENCo (NASENCO)	01902 558 971
Mrs C Gibbon	Head Teacher	01902 558 971
Miss C Duffield	Family Liaison and designate safeguarding Lead.	01902 558 971



SEND Policy

Mrs J Thomas Chair of Govenors, (SEND responsibility)
01902 444418/19

School Nurse

Other relevant documentation.

School SEND information report – School website
Accessibility Plan – School website
Anti-bullying policy – School website
Complaints policy –school website
Data Protection Policy – School Website
Safeguarding and Child Protection Policy – School Website
Management of pupils with medical needs –available on request form the school
Complaints Policy

Should you wish to have a hard copy of this or any of the school policies listed here, please contact the school office.

Review

This policy was written in September 2020 and is currently awaiting to be formally adopted by staff and governors this term. . It is due to be reviewed in July 2021