



Special Educational Needs and Disability Policy

Policy Number:	
Approval date:	
Review date:	

Adopted by the Board of Trustees/Governing Body

Signed Chair of Governors	
Signed Chair of Trustees	
Signed CEO	

The review of this policy will be as and when required in response to national requirements and in light of continuous school based monitoring and evaluation data.

(In this policy SEND refers to Special Educational Needs and Disabilities, SLT refers to Senior Leadership Team and SENDCo refers to Special Educational Needs and Disability Coordinator.)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 Jan 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2014
- SEND Code of Practice 0 – 25 (Sept 2014, updated Jan 2015 and Sep 2024)
- Schools SEN Information Report Regulations (2014)
- 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
- Teachers Standards 2012
- Safeguarding Policy
- Inclusion Policy
- Anti-Bullying Policy

The SENDCO and SEND Governor

At Watling Meadows Primary School, the SENDCo is **TBC**. As required by the SEN Code of Practice, TBC is a qualified teacher and a member of the Senior Leadership Team. The governor with responsibility for SEND is **TBC**.

Philosophy and Aims

At Watling Meadows Primary School we have high aspirations and expectations for all pupils with SEND. We aim to ensure that the best outcomes are achieved for individuals, and we recognise the value of listening to the views of pupils and their parents throughout this process. We believe that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident and proud individuals and make a successful transition into secondary school, further education, training or employment.

At Watling Meadows Primary School, all teachers are responsible and accountable for the progress and development of all pupils in their class, including those children with SEND. We know that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

We recognise the need to support the social, emotional and mental health needs of our pupils as well as their academic needs. We understand the impact of a child's mental health on their behaviour, self-esteem and ability to learn effectively. We consider all possible barriers to learning.

Objectives

We use our best endeavours to:

- Follow the guidance and principles as set out in the SEND Code of Practice 2014;
- Ensure access to the curriculum for all pupils and enable them to experience achievement, success and pride;
- Identify and meet the needs of children who have special educational needs as early as possible;
- Work in partnership with parents and carers;
- Choose the most appropriate form of intervention to ensure good learning outcomes;
- Work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the pupil;
- Support the transition for children to/ from other settings;
- Provide support, training and advice to achieve a level of staff expertise to meet pupil need;
- Raise the aspirations and expectations of all pupils with SEN;

AREAS OF NEED

At Watling Meadows Primary School, the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. The definition of special educational needs according to the SEND Code of Practice 2014 is:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need:

Communication and Interaction

- Autistic spectrum and Language difficulties

Cognition and Learning

- Dyslexia, Dyspraxia and Dyscalculia; moderate learning difficulties, Global Developmental delay.

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorders, emotional difficulties, mental health difficulties.

Physical and Sensory

- Hearing impaired, visually impaired, motor difficulties

However, it is important to take into account that a child may have needs that cover more than one of these areas. While having regard for these categories of need, we consider the whole range of needs and strengths of the child so that our provision can be effectively matched.

Disability:

The 'SEND Code of Practice: 0 to 25' (2014, p16, section xviii) states:

'Many children and young people may have a disability under the Equality Act of 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks'...This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions'.

A child or young person with such, above mentioned conditions may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, i.e- visual aids or specialist equipment, they will also be covered by the definition of SEN.

ISSUES WHICH ARE NOT SEND:

It is important to highlight the circumstances which are **not** classed as SEND, but which may hinder progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- Under achievement
- English as an additional language (EAL)
- Being in receipt of Student Premium (or Student Premium Plus) Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

It is also important to highlight that a diagnosis does not automatically place the child on the SEND register, unless the diagnosed need causes a barrier to the child's learning or ability to access to the school curriculum or environment.

IDENTIFICATION AND ASSESSMENT

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

- The progress of every child is monitored at termly pupil progress meetings. Where children have not made expected progress, despite Quality First Teaching, they are discussed with the SENDCo and monitoring strategies are used to determine whether the pupil has specific needs that are preventing them from making progress, or whether the pupil is under achieving due to other factors.
- 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, 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
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peersA graduated approach document is in place to support staff with the SEND referral process if they feel this is needed.
- Parents sometimes ask us to look more closely at their child's learning. We take parental requests seriously and have a measured approach to addressing them. In most cases, the concern can be addressed by Quality First Teaching strategies

in partnership with parental support. The SENDCo will work with the class teacher to put in place appropriate strategies, personalised differentiation and/or interventions if needed. All decisions will be made in consultation with parents/carers.

The SENDCO maintains a list of pupils identified and records them on a SEND Register.

TEACHING AND LEARNING

- Inclusive, high quality first teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage and motivate learners.
- When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.
- The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched to the child.
- Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo, who monitors overall progress after the intervention.
 - Interventions are planned usually for a time specific period.
 - At the end of each of an intervention, children's progress towards their targets is assessed.
 - A decision is then made as to whether to continue the intervention, to swap to a different type of support, or to encourage the child to demonstrate their transferral of skills in the whole class environment,

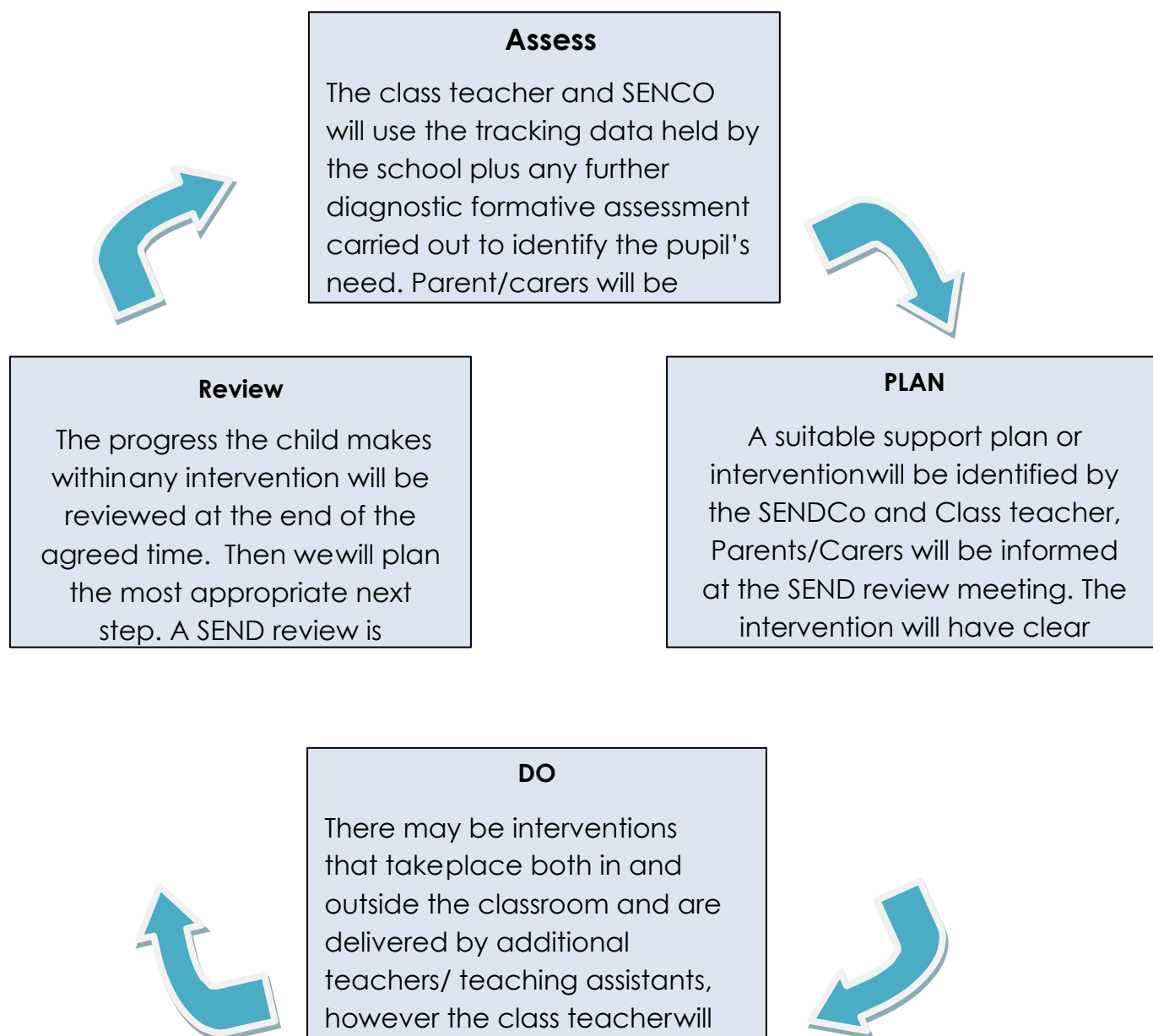
The SENDCo monitors interventions to evaluate their effectiveness. Book trawls, learning walks and pupil interviews are also used throughout the school year to monitor learning.

Paperwork for children at SEN Support (SENS)

Once a child has been identified as needing SEN support the following paperwork is completed:

- Annually, a one-page Pupil Profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is usually completed with the child and parent's views are also included. This document acts as a guide to their class teacher and other members of staff that support them.
- Progress is reviewed at termly progress meetings and SEND Reviews. The SENDCo, class teacher and Teaching Assistant write a Pupil Intervention Plan (PIP) which records specific points for development and how the outcomes are to be achieved. The PIP document also indicates the interventions the child is having.
- A provision map detailing the range of additional provision will be produced and updated by the SENDCo for each Year Group.

Assess, Plan, Do, Review



The kinds of interventions within this 'graduated response' are as follows:

Universal – All pupils will benefit from:

- ☐ High quality learning through the provision of high quality teaching; both formal and informal.
- ☐ Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- ☐ On-going and timely assessments which inform any further provision needed.

Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention. This could be in class or supported by the inclusion team.
- Interventions, where progress is monitored by class teacher, adult leading the intervention, SENCO. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Education, Health and Care Plans

The school may request a Statutory Assessment for an EHC Plan from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Pupils with an Education Health and Care Plan will have an annual review of their statement/plan which will involve the SENDCo, school staff, parents/carers and any other professionals who are actively involved in the pupils provision.

Exiting the SEN register

Once a child has reached and maintained a certain level of attainment and their progress is at an expected level they may be removed from the SEN register. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SENregister. Parents/carers will be informed in writing that their child is no longer on the SENregister. The pupil will continue to be closely monitored by the SENDCo and class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as 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 may complete an Early Help Assessment with the family and support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Young People's Mental Health Service (RISE) or other specialist. Schools are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school. If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by our Learning Mentor.

Outside agencies may be contacted if this is appropriate.

All pupils' behaviour is responded to consistently in line with our Behaviour Policy, however reasonable adjustments can be made to accommodate individual needs. The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills.

Transition Arrangements

Transition into and within school:

We understand how difficult it can be for children and parents as they move into a new class or a new school. We plan according to the individual needs of the child, to make transitions between classes/settings as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment/school.
- Where appropriate, opportunities to take photographs of key people and places in order to make a transition book.
- Provide additional time for children in small groups/individually to express their concerns and address them.

Supporting Pupils and Families

Please refer to our SEND Information Report and the Warwickshire Local Offer. Links to these are on the SEND page of our web site. Both explain in detail how parents/carers can access a range of support.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. As parents are invited to attend SEN reviews termly, they are encouraged to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some of these pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our

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.

Training and Funding

Staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses. The school's SENDCO regularly attends SENDCO cluster meetings and termly SENDCo conferences in order to keep up to date with local and national updates in SEND. The school is also a member of Nasen (The National Association for Special Educational Needs).

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Universal services and mainstream funding** which is the money school receive to fund a place at school
2. **Targeted support** – schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this
3. **High needs funding or top up funding** is provided by the Local Authority where extra resources are required by a pupil as set out in their EHC plan.

Governors

Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children through the employment of the School Improvement Partner.

The Link Governor for SEND and Looked After Children routinely visit the school to evaluate its policies and practice.

SENDCo

The SENDCo's role includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Managing the Learning Support Team
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of resources, including the Learning Support team and teaching assistants, to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Being a key point of contact with external agencies
- Liaising with feeder schools to ensure smooth transitions between schools occur
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Supporting children with medical needs

Class teachers

At Watling Meadows Primary School class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the SENDCo to implement strategies which support the learning of pupils

Teaching Assistants

Teaching Assistants are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Assistants work with pupils of all abilities and are trained to run

interventions for SEN pupils.

Designated Teacher with specific Safeguarding responsibility

Head Teacher: Mr Darren Barrow

Teacher responsible for managing Pupil Premium Funding

TBC

Storing and Managing Information

Information about pupils is treated as confidential and is kept in lockable filing cupboards. Each class teacher has a file for storing information concerning their SEND pupils which is kept in a secure place.

SEND information is passed to SENDCO of the pupil's next school in a secure manner.

Dealing with Complaints

Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive, please follow the procedures set out in the complaints policy on our website.

Nurture

Aspire

Grow