

Weaverham Forest Primary School

Special Educational Needs and Disability (SEND) Policy

Status: Statutory

Date of Policy: Jan 23

Review Date: Jan 24

SENDCo: Clare Rushworth (NASENCo award) contact via the school office: 01606 226444. Mrs Rushworth is Assistant Head and is part of the Senior Leadership Team along with the Head Teacher and the Deputy Head Teacher.

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

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0-25 Sept 2014

Schools SEN Information Report Regulations

Statutory Guidance on supporting pupils at school with medical conditions April 2014

Early Years Foundation Stage Framework (DfE 2017)

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Working Together to Safeguard Children (DfE)

This policy was created by the school's SENDCo with the SEND governor in liaison with the Senior Leadership Team and all staff. It was shared with all parents of the school. Partnership between all, is key to enabling pupils with SEND to achieve their full potential.

At Weaverham Forest Primary School and Nursery we believe that all teachers are teachers of pupils with SEND. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through classroom organisation, teaching material, teaching style and challenge (Quality 1st Teaching). We want to identify and break down possible barriers to learning: Our guiding principle is one of inclusion.

Aims

- We value all the pupils in our school equally.
- To ensure that all the pupils have equal access to a broad and balanced curriculum which is challenging to meet individual needs and abilities.
- A variety of teaching strategies and resources will be used, maximising accessibility for all children.
- The focus is on the outcomes for each pupil with SEND, having high expectations, and is part of the continuous cycle of assess, plan, do and review.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- All teachers identify, as early as possible, pupils with SEND.
- To maximise the opportunities for pupils with SEND to take as full a part as possible in all school activities.
- To keep the parents of pupils with SEND fully informed of their child's progress and attainment.
- To seek the views of the child (when possible) and take them into account.

Objectives

- To identify, as early as possible, and provide for pupils who have special educational and additional needs.
- To work within the guidance provided in the SEND Code of Practice, Sept 2014.
- To operate an approach to the management and provision of support for special educational needs that involves the whole child within the whole of our school.
- To provide support and advice for all staff working with special educational needs pupils.

Identification and Assessment of pupils with Special educational Needs

There are 4 areas of need as set out in the SEND Code of Practice Sept 2014:

Cognition and Learning Needs:

Behaviour, Emotional and Social Development Needs

Communication and Interaction

Sensory and/or Physical Needs

The following are considered to be NOT SEND but may still impact on progress and attainment:

Disability that only needs a 'reasonable adjustment'

Attendance and punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of a service man/woman.

Behaviour as this is a response to an underlying need.

The Graduated Response

All pupils are entitled to a broad and balanced curriculum and this policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through Quality 1st teaching. We ensure that all children receive this by rigorous monitoring and assessment, training and resources. This is known as Element 1. For adjustments to reduce any barriers to learning, advice can be sought from any of the Subject Co-ordinators as well as the SENDCo.

Our school applies the assess, plan, do review cycle and through the school's termly assessment, vulnerable children are identified by the class teacher and discussed with the Head teacher and SENDCo at the termly pupil progress meetings. These are children who are:

Not making adequate progress
Working below age related expectations

These children require planned different or additional support at an early stage to bring them back inline. All their details (gaps, intervention, evaluation) are added onto a class Provision Map. These children are put on a 'School Record of Concern' register. This is known as Element 2.

The different or additional support could be:

In class targeted support/differentiation by the class teacher (CT)
In class targeted support by a teaching assistant (TA)
Work with CT/TA using a published scheme eg: ELS, Rapid Readers
Additional resources above the expected level of teaching
ELSA sessions
Increased use of ICT
Peer/buddy support
Support/advice for parents.

However, after a plan, do review cycle, some children's progress is still a concern and they are still below the expected levels for their age. If teachers have concerns following Element 2 support, a professional discussion will take place to decide the next step. This may be additional assessment by the SENDCo or the involvement of another professional eg: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Behaviour Support Team. It is the responsibility of the SENDCo to involve outside professionals. In EYFS, an Action for Inclusion will commence.

If it is deemed necessary that school has to implement provision above and beyond element 2, then the child will be put onto the SEND school support register (element 3) and a SEND profile will be written for the child by the class teacher and updated termly. The SENDCo will support and monitor the writing of these.

The SEND profile will be discussed with the parents at the additional SEND parent meeting which will be held once a term.

If the class teacher, SENDCo and Headteacher still have significant concerns and there is enough evidence following School Support, the SENDCo will make an application with the support and help of parents to Cheshire West and Chester Authority for either Top Up funding or an Educational, Health and Care Plan (EHCP)

to request additional funding and support. The relevant CWAC paperwork will be filled in (All about me (pupil voice), Our Story (parent voice), SEND Profile (school-see above))

Summary of identification:

- Evidence obtained by regular teacher observation/assessment
- Comparisons with EYs curriculum or National Curriculum levels
- Pupil progress information
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools.

Criteria for exiting the registers

When a child meets the expectations for their age they will be removed from the Record of Concern register.

If a child is on the SEND School Support register, they are removed from this and put onto the Record of Concern Register if it is not necessary to provide support above and beyond element 2 support.

Supporting pupils and families

Weaverham Forest Primary School and Nursery believes in developing strong partnerships with parents and recognises that by working together, home and school can help children with SEND achieve their potential. Parents and school are partners in this process and need to keep each other fully informed and seek each other's views at every stage. School will signpost additional supports for parents wherever possible. Pupil's views are always sought and they are part of the target setting process. Pupils receiving additional funding are invited to their annual review.

Please see LA local Offer (on school website)

Please see SEND Information Report (on school website)

Admissions arrangements

Please visit www.cheshirewestandchester.gov.uk/admissions

Exam arrangements-Certain children with SEND can be exempt from sitting exams. An application will be made to the DfE by the year 6 teacher. Applications can also be made for children who may be eligible for a scribe or extra time or papers being adapted.

Transition- when appropriate, extra sessions are timetabled and appropriate activities completed to make any transition (nursery to school, year to year, year 6 to High School) smoother.

Supporting Pupils at school with Medical Conditions Please also see Managing Medical Conditions Policy.

The school recognises 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social needs, as well as their educational provision and the SEND Code of Practice (2014) is followed.

Arrangements in place for children who have medical conditions at our school:

Epipens stored in a central place with photos of children.

Disabled access into the school building.

Grab rail in toilets for disabled children.

Inhalers kept in each classroom.

Monitoring and evaluation of SEND

Monitoring and evaluation of any provision is a continual, active process (assess, plan, do cycle) which will lead to an improvement of provision for all pupils. Provision is discussed between the class teacher and the Senior Leadership Team (SLT) at pupil progress meetings termly.

Pupil voice is sought termly and yearly parent views are sought. Staff views are discussed in pupil progress meetings. There is a SEND governor who is kept up to date termly.

Training and resources

SEND funding is based on need and comes from the school budget.

In addition, school receives funding directly from the Local Authority for children with an 'Education, Health and Care plan' or in receipt of 'Element 3 top up funding'.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post. The teacher's induction includes a meeting with the SENDCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the local cluster meetings in order to keep up to date with local and national updates in SEND.

The school is a member of NASEN.

The school has good links with the Autism service, Starting Well 0-19 Service (school nurse), occupational therapists, speech and language therapists, behaviour team and the Educational Psychologist services.

Roles and Responsibilities

Role of the Class teacher

Class teachers will:

- Challenge all pupils
 - Assess and monitor progress of all pupils, creating targets for those that are 'vulnerable'
- Identify pupils with SEND and gather supporting evidence

- Ensure additional provision for pupils with SEND is planned and implemented
- Ensure paperwork is kept up to date (Insight/class provision map (Element 2)/ SEND profiles (Element 3))
- Liaise with the SENDCo
- Develop strong, supportive relationships with parents/carers
- Set appropriate targets
- Gather the views of pupils with SEND
- Be involved in the development of the SEND policy

Role of the SENDCo

The SENDCo works closely with staff to ensure the school fulfils the aims in this policy. The SENDCo works with the Headteacher and Governing Body to determine the strategic development of the policy.

Responsibilities include:

- Coordinating provision for pupils with SEND
- Liaising with and giving advice to teachers and teaching assistants
- Overseeing pupil records and analysis of data
- Liaising with parents
- Contributing to INSET and supporting CPD
- Liaising with external agencies and support services
- Reporting to the Headteacher and Governing Body

The Governing Body

The Governing Body, with regard to the SEND Code of Practice (2014), will ensure that:

- Provision of a high standard is made for SEND pupils
- Those involved with teaching and supporting pupils with a EHC plan are kept fully informed
- SEND pupils are fully involved in school activities
- They are involved in developing and reviewing the SEND policy
- Parents are informed about the Policy
- There is an appointed SEND Governor
- The SEND information report is updated annually and available on the school's website

The Governing body will review data regarding progress and attainment of pupils with SEND to monitor the success of the policy.

The Governing Body will report annually on the success of this policy through liaison with teachers, parents, pupils and external professionals.

SEND Teaching Assistants

- Support with learning under the supervision of the teacher
- Follow professional advice (if given) under supervision of the teacher
- Prepare learning materials
- Encourage children to be confident and independent
- Help children understand instructions
- Carry out a child's care plan if they have one
- Encourage children to communicate
- Give information and help to teachers
- Support children during social activities and outings
- Help children during therapy sessions

- Recognise when children are upset and comfort them
- Look after children's physical needs
- Keep records.

Line manager- Clare Rushworth (SENDCo)

Designated lead safeguarding officer- Melissa Rayner (Deputy Headteacher)

Deputy lead safeguarding officer- David Erne (Headteacher)

Member of staff responsible for managing Pupil Premium Grant (PPG)/ Looked After Children (LAC) funding- David Erne (headteacher)

Designated teacher for LAC- Clare Rushworth (SENDCo)

Storing and managing information

All information regarding SEND children is stored in a locked filing cabinet. When the children leave the school a copy of information is sent up to the High School. Another copy is stored securely within the school building for 25 years.

Dealing with Complaints

Please see Complaints Policy. (on school website)

Bullying

Please see Anti-Bullying Policy. (on school website)

Reviewing the policy

The SEN policy will be reviewed annually.