



# Special Educational Needs and Disabilities Policy 2019

## Widewell Primary Academy

### Horizon Policy

| Version | Date | Description |
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### Local Governing board adaptations

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## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 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 (April 2015)
- School SEND 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
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **Statement of Intent**

Widewell Primary Academy values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

At Widewell Primary Academy, we are committed to providing an inclusive, high quality education which values the achievement of **all** pupils. This will enable our pupils to:

Achieve their best

Become confident individuals living fulfilling lives

Make successful transition to their next phase of education.

All teachers have the highest aspirations and expectations for **all** pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### **Aims**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## Identification of Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may 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 peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social/emotional needs.

### Broad areas of need as outlined in the SEND Code of Practice (2015)

A copy is kept at the school and can be accessed at:

<https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>

Widewell Primary Academy will have due regard for the SEND Code of Practice when carrying out their duties towards all pupils with SEND and ensure that parents are notified when SEND provision is being made for their child.

The needs of all pupils vary and these four broad areas give an overview of areas in which needs could be placed. In practice, individual children or young people often have needs that may span across all these areas and their needs may change over time.

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health  
Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Widewell Primary Academy, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

Disability  
Attendance and punctuality  
Health and Welfare  
English as an additional language  
Being in receipt of pupil premium grant

- Bring a looked after or previously looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

## **The Graduated Approach to SEND Support**

### **Waves of Support**

At Widewell Primary we follow the following to facilitate our SEND support. All pupils are monitored at pupil progress meetings on a termly basis. Class teachers are required to identify which children need additional support and produce a termly provision map which is monitored by the Senior Leadership Team.

#### **Wave 1**

- At Widewell all children will be part of a learning environment which delivers quality first teaching and the inclusion of all children across all aspects of the school environment, the teacher will differentiate work if appropriate to meet all learning needs and learning styles of the children in their class.

#### **Wave 2**

- Allows small group intervention for groups who, with a little help, can catch up with their peers. Pupils may require individual support or a differentiated approach for their learning which is accommodated in the classroom.

#### **Wave 3**

- Pupils who have more complex needs. Their needs may require external support or though referral to other services.

SEND pupils may be designated SEND or have an Education Health Care Plan. These pupils will be recorded on a SEN Register.

### **Identification**

Where it is agreed with parents, teacher and SENCO that a child should have personal targets on an Individual Educational Plan (IEP), this child is then included on the school's special needs register as SEND. Not all children at SEND level have an Individual Educational Plan as some pupils' needs may not necessitate this. This intervention is often the trigger for the weakness being addressed and therefore they no longer need the IEP within a short space of time. Other children may remain on the register for as long as the needs demand. This is a confidential process and no stigma is attached. The child is fully able to access the curriculum.

### **The Role of the IEP and Provision Maps**

Individual Education Plans and provision maps, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

These processes provide access and supports participation in the curriculum and school day. The plans set out the needs and goals, which will vary according to the pupil or group.

IEPs and Provision Maps are administered by the teacher and reviewed by the teacher. The SENCO monitors and oversees the process.

### **Individual Education Plans (IEP)**

The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed termly
- Strengths and areas of need
- External support (previous and current)
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents.

## **Responsibility**

The class teacher is responsible for working with the child on a daily basis and for planning and delivering an appropriate curriculum. In this way the IEPs and provision maps become working documents. The TA will often work alongside the teacher to support the children in meeting the targets set. The SENCO will take the lead in further assessing the child's strengths and weaknesses. The child is involved in the setting of targets and the review of progress at every stage.

## **Progress and Review**

IEPs and provision maps are a continuous document, which are developed over the period in which the child needs extra support and personalisation of learning. It will be reviewed and updated across the school year, with new targets being added as previous ones are achieved.

IEPs and provisions are shared at parents' evenings in October and February when targets are set and reviewed.

Parents can request to speak to the SENCO or class teacher at any point across the school year. If the child is not meeting the targets, strategies and targets are amended.

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will arrange to meet with the SENCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend subsequent meetings and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEND Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEND.

Working together the SENCO, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of

effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff supporting the child and where appropriate, the child.

### **Examples of specialist agencies used by and that are available to be used by the school**

Educational psychologists

Child and Adolescent Mental Health Services (CAMHS)

Communication Interaction Team

Specialist teachers for children with hearing and vision impairment, including multi- sensory impairment, and for those with a physical disability

Speech and language therapists

Consultant paediatrician and school nurse

Occupational therapists and physiotherapists

Virtual School

Adoption Support Services

In many cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional will SEND budget and will be monitored by the SENCO and head teacher.

Where pupils are made subject to an Education, Health and Care (EHC) plan, the school will work in close partnership with any specialist agencies as named on the Plan to provide support and specialist advice.

### **The Local Authority SEND Support Plan and Education Health and Care Plan process**

In certain circumstances, the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school. When this occurs, the school, in consultation with parents, will consider requesting from the Local Authority either additional funding to provide adequate resources for an SEND Support Plan or assessment for an Education, Health and Care Plan, as appropriate. To inform this decision, the SENCO will have close regard to the local authority's criteria for funding through an SEND Support Plan or for an EHC Plan assessment.

This can be found on the Plymouth Local Offer website along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure that they are confident and clear about the process and how they are involved in it.

Plymouth's Local Offer can be found at:

[www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/specialeducationalneedsanddisabilityandlocaloffer/specialeducationalneeds/localofferSENDdexpectations](http://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/specialeducationalneedsanddisabilityandlocaloffer/specialeducationalneeds/localofferSENDdexpectations)

### **Removing pupils from the SEND register**

The SENCO, in consultation with parents and teaching staff, will consider removing a pupil from the SEND register when:

- the pupil has made sustained good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- a SEND Support Plan is no longer required to ensure this progress is sustained. Pupils will continue to be closely monitored once removed from the SEND register.

### **Supporting Parents/Carers of Children with SEND**

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

### **SEND provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area.

### **Widewell Primary Academy follows the Public Sector Equality Duty 2011**

It is the stated policy of this school that a child with Special Educational Needs has the same entitlement and consideration as every other child in the school.

The *Equality Act 2010* has brought together under one Act all of the requirements regarding equality and discrimination.

*Public Sector Equality Duty*, came into force in April 2011. Widewell Primary embraces this duty and takes steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

There are nine 'protected characteristics' to which Widewell Primary Academy has regard.

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation

## **The Role of the Horizon Trust Board and the Local Governing Board**

Horizon Trustees have a duty imposed by law to ensure that special provision is made. The implementation of special provision has been delegated to the Local Governing Board of each school. A named local governor for SEND has been appointed who carries out monitoring of SEND in accordance with the Local Governor Monitoring role. The Local Governing Body will report annually on the success of the school's SEND policy. The Local Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. The Trust Board will report annually on SEND across the Trust.

## **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that:

*'all schools should admit pupils already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND but without statements must be treated as fairly as all other applicants for admission'*

## **Inclusion**

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum that is inclusive. At Widewell Primary we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language.
- planning a differentiated or personalised curriculum which meets the child's needs and enables him or her the opportunity to reach his or her potential.
- planning to develop children's understanding through the use of all their senses and of varied experiences.
- using different teaching approaches appropriate to different learning styles.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning