



Special Educational Needs and Disability Policy

1. Introduction

This policy outlines Wootton St Andrew's C of E Primary School's provision for pupils with Special Educational Needs and Disabilities and how the school fulfils its statutory duties within this.

At Wootton St Andrew's C of E Primary School, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015

This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Wootton St Andrew's C of E Primary School works with them. The guiding principal informing this policy is ensuring that the children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: '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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;

Or

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

The SEND code of practice: 0-25 years 2014, defines Special Educational Provision as:

- Provision which is additional to or different from that made generally for children of their age.
- A pupil may have a disability under the Equality Act 2010 and, if so, there must be consideration given to what reasonable adjustments can be made.

Identifying and assessing children whose first language is not English requires particular care. Pupils who have English as an additional language should not be considered to have a learning difficulty solely because English is not their first language.

Pupils with SEN and/or disabilities admitted to Wootton St Andrew's C of E Primary School could have difficulties with one or more of:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

Staff with responsibility for SEND

Head Teacher - Ruth Zaitschenko

SENCO - Angela Storer

SEND Governor - Helen Danson

2. Legislative Requirements

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

- Equality Act 2010: Advice for schools - (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

3. Aims and Objectives

The specific aims/objectives of our SEN policy are as follows:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- 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 further support the needs of individual pupils
- To ensure that all staff has access to training and advice to support quality differentiated teaching and learning for all pupils.

Objectives of the governing body in making provision for pupils with SEN:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities.
- Make sure all the staff are aware of the importance of identifying and making provision for pupils with SEND.
- Make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Make sure that pupils with SEND, experience a broad and balanced curriculum, as appropriate to their needs.
- Make sure, when a child has been identified with SEND, the co-ordinator disseminates this information to all relevant staff
- Ensure all staff are aware of the SEND policy of the school.
- Ensure all staff work appropriately with SEND children.
- Have regard for the SEND code of practice 2014 when carrying out its duties toward all pupils with SEND.
- Ensure the school's SEND policy, School SEND information report is accessible to all parents via the school website or a paper copy if required.

4. Admissions

The Governing Body has agreed with the L.A admission's criteria which does not discriminate against pupils with special educational needs or disabilities and its policy has due regard for the guidance in the SEND Codes of Practice 2014. Parents or carers seeking the admission of a pupil with mobility issues are

advised to approach the school well in advance so that consultations can take place and suitable arrangements made for that child's admission.

5. Implementation

The school has agreed to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and graduated 4 stage approach (assess, plan, do, review). The impact of this cycle is then considered before planning the next. It recognises that there is a continuum of SEND. In order that children make at least the expected progress increased specialist expertise may be required.

a) Co-ordination of the school's special educational provision

It is the responsibility of the SENCO to monitor the provision of education for pupils with special educational needs at the school.

In line with the SEN Code of Practice 2015, the Senco has *'an important role to play with the head teacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87).

b) The SENCO works in close liaison with the class teachers and 4 support staff within the school.

6. The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school

a) Identification and Assessment of special educational needs:

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice 2014. In addition to the current criteria as identified within the Local Authority Local Offer, the school uses the following criteria for cognition and learning.

Support for learning difficulties may be required when a learner:

- Has significantly greater difficulty in learning than the majority of children the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities.

For a student to be categorised as "SEND Support" and in need of an intervention programme, a range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests the child is not making the expected progress, the SENCO, with all the stakeholders, will decide whether additional and/or different provision is necessary.

b) Provision/Action

Provision or action additional to or different from that available to all will be recorded in an Individual Education Plan or Individual Behaviour Plan. This will be produced collaboratively between the class teacher, SENCo, the pupil, parents and carers. It may also involve consultation and advice from external agencies. The IEP/IBP will be reviewed and amended as necessary.

The IEP/IBP will set targets for the pupil and will detail:

- a) Clear outline of pupil's strengths and barriers to learning
- b) Outcomes of assessments or updates
- c) Clear next steps
- d) Outlines of child's current data and national expectations
- e) Notes from discussions Outline of parental support or involvement at home
- f) Agreed date of review
- g) A note where pupils are making limited progress an outline of specialist service to be accessed and to what end
- h) Suggestions on effective teaching approaches
- i) Note of appropriate equipment, materials or software
- j) Intervention strategies
- k) Pupil's views - ambitions/goals and how the child likes to learn

If despite significant support and intervention at SEND support level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. For pupils who have an Education Health Care Plan, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the local authority. If a pupil make sufficient progress an EHCP may be discontinued.

7. SEN Provision

All teachers at Wootton St Andrew's C of E Primary School are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. High quality first teaching, differentiated for individuals is the school's first response to pupils who may have SEND. As a result, wherever possible pupils will remain with their class, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of the intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEN register will be supported, monitored and reviewed

appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

8. Outside Agencies

Outside agencies play an important role in helping the school identify, assess and make provision for pupils with special educational needs, these can include:

- EWO - Educational Welfare Officers
- EP - Educational psychologist
- HI & VI - Hearing and visual impaired services
- ASET - Autistic Spectrum Education Service
- CAMHS - Child and Adolescent Mental Health Service
- SALT - Speech and Language Therapy Service
- OT - Occupational Therapy
- St Luke's Outreach
- SENDIASS - SEND Information and Support Service
- LACES - Looked After Children Education Service
- School Nurse
- Children's Services
- New Horizon

9. SEN Transition

- Wherever possible, the secondary SENCO will be invited to attend the Year 5/6 annual reviews of pupils with an EHCP.
- SENCO/Foundation staff liaise with pre-school providers in the summer term to identify and plan to support the children with known SEND.
- Parents are encouraged to contact the SENCO if they have concerns about the progress of their child

10. Procedures used by the school for working with SEN pupils

Once a pupil is identified as having SEND, and an IEP/IBP is produced the following procedures occur. The procedures follow the SEND code of practice 2014.

- In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible.
- **ASSES** - this clearly involves analysing the pupil's needs based on progress and attainment, views of the pupil and parents/carers, and any reports from external agencies.
- **PLAN** - IEP/IBP is created in consultation parent/carers and pupils.
- **DO** - class teachers are responsible for the implementation of the IEP including directing support programmes and interventions.
- **Review** - Review the IEP at regular intervals to evaluate the impact including views of pupils and parents/carers.

- The SENCo, with teaching staff, parents and the child will review the plans and collectively decide the next steps.
- If it is felt by all involved, that the school alone cannot meet the needs of the student then the SENCo will begin collating evidence for the application of an Education Health Care Plan.
- If a student makes expected progress and it is sustained across the curriculum, and all stakeholders are in agreement, then the student will exit the SEN register but their progress will be monitored closely by the SENCo at the normal assessment periods.

11. Supporting pupils and families

The role played by parents of children with SEND:

- The school will ensure that parents and pupil are involved in all discussions and decisions about what SEND provision should be made.
- Wootton St Andrew's C of E Primary School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

The Local offer:

- The local offer for North Lincolnshire can be found on their designated website. This holds all relevant information on education, health and social services; as well as links to the school's SEND Information Report.
- <http://www.northlincslocaloffer.com/>
- The schools SEND Information Report can be found on the school's website.

12. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported and the school will comply with its' duties under the Equality Act 2010 (see School's Medical Policy)

13. Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities

Pupils with SEND do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND.

14. Staffing arrangements

Different aspects of special educational needs provision are supported by class teachers, SENCo, teaching assistant support, specialist teachers and health professionals.

a) The SENCo is responsible for:

- co-ordinating provision for children with special educational needs

- liaising with and advising teachers; offering professional support
- contributing to the in-service training of staff
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and/or disability
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another
- monitoring the school's system for ensuring that specific learning plans, **where it is agreed they will be useful for a pupil with special educational needs and/or disability**, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- organising an annual review and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views ,in conjunction with class teachers who feed back to parents during parent consultations in the autumn and spring terms; ensuring SEN pupils receive appropriate support and high quality teaching
- attending area Senco network meetings and training as appropriate
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

b) In relation to each of the registered pupils who have SEND:

- Identifying the pupils SEND
- Monitoring the effectiveness of any SEND
- Provision made for the pupil
- Securing relevant services for the pupil where necessary
- Ensuring that records of pupil's SEND and the SEND provision meet those needs are maintained and kept up to date
- Liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs.
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the Governing Body or as the case may be the proprietor of that school or institution; and
- Promoting the pupils inclusion into school community and access to the school's curriculum, facilities and extra curricular activities.

15. Resources allocated to and amongst pupils with SEN

- Teaching Assistants are allocated to undertake specific programmes and interventions identified.
- Purchase and maintenance of specialist software
- Additional resources and specialist equipment are purchased when necessary.

16. Monitoring, evaluation and review

- Provision for pupils with SEND is continually reviewed, taking feedback from staff, parents and pupils. This is then included in the regular review of plans.
- Changes in provision are recorded on plans to reflect this feedback and assessment.
- The overall progress and attainment of SEND pupils is reported by the SENCo to the Governing body.

17. Parental concerns and complaints

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Head teacher.

If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address:

The Clerk to Governors is: Maria Potter

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the:

Head of Additional Needs in North Lincolnshire - Head of Service

Arrangements made for In-service Training

We aim to keep all school staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND.

18. Reviewing the policy

The SEND policy will be reviewed annually in consultation with all stakeholders.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

REVIEW FRAMEWORK

This policy will be reviewed every two years (or sooner in the event of any legislative change or change of personnel).

Approved by: Headteacher
Chair of Governors:
Governors:

R.Zaitschenko
Rev.A.Wright
K.Hewson, A.Morgan

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