



Special Educational Needs and Disabilities Policy

Wivelsfield Primary School aspires to: become an outstanding school which enables all pupils to become

- independent, motivated and successful learners
- confident, happy and secure individuals
- responsible and respectful citizens

Principles:

At Wivelsfield School we are committed to giving all our children every opportunity to achieve the highest standards and to maximise their life chances. We will actively seek to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of each individual. This policy helps ensure that this happens for children of every age, gender, ethnicity, attainment level and background.

Inclusion does not always mean treating children with disability the same as everyone else, but knowing when to treat them differently.

As a Dyslexia Friendly school, we will focus on good practice and the use of resources for children with dyslexia to provide a learning friendly environment for all.

Introduction

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). For more information about how we support children with SEND please also see our Local Offer for SEND.

<http://www.wivelsfieldschool.org/school-information/wivelsfield-schools-offer-for-send/>

Other school policies that include information that may be important for pupils with SEND are:

Behaviour, friendship and bullying policy

Equalities policy.

Medical Policy

Teaching and Learning

Early Years

Safeguarding and Child Protection Policy

Preventing Extremism and Radicalisation Safeguarding Policy

<http://www.wivelsfieldschool.org/school-information/policies/>

1. Leadership and Management of SEND

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

The Governing Body

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions
- a SEND information report is published annually
- there is a qualified teacher designated as a SENCO for the school.

In addition, our governing body works with the Inclusion Manager and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

The designated SEND Governor is Mrs Eleanor Macleod.

The Head Teacher

The Head Teacher - Mrs Helen Smith, has the responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs.

The Inclusion Manager

The school has an appointed Inclusion Manager, Mrs Jane Hildyard who achieved the National Award in Special Educational Needs Co-ordination in 2011.

She has responsibility for

- the operation of SEND policy.
- the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans in line with the SEND Code of Practice.
- updating and monitoring the SEND Register.
- providing professional guidance and support to colleagues.
- working in partnership with parents.
- liaising with professional services.
- keeping abreast of current SEND information and legislation.

The Inclusion Manager is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching.

The Teaching Staff

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Pupils

A child has special educational needs if he/she has a difficulty that calls for special educational provision to be made for him/her.

The areas of need that are described in the SEND Code of Practice are:

Communication and interaction - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning - this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs can be included in our school community.

2. Identification and Assessment of SEND

A pupil has SEND 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.

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This will include children with a disability which prevents or hinders their progress.

This is 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.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data is recorded on the SEND register and collected through the School census, it is also required to produce the national SEND information report.

SEND support will be reviewed regularly and adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex a School Based Support plan will be compiled if, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

If a child has not made expected progress, despite taking relevant and purposeful action consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

Some children will have a Statement of Educational Need, this will be reviewed annually and transferred to an EHC plan before 2017.

3. Working in partnership with parents

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has an 'Open Door' policy and actively welcomes parents to contact the child's class teacher and/or the Inclusion Manager to share information and discuss their concerns.

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least twice each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEN support for their child we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

4. Pupil Voice

Pupils with SEND have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. We are committed to involving children in decisions about their learning.

We will:

- Have regard to their views, wishes and feelings.
- Provide them with the information and support necessary to enable full participation in decision making.
- Support them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

5. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. Progress will be reviewed in line with the agreed date.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed annually or more frequently if necessary.

Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and

supporting targets remain appropriate. Parents, a school representative and professionals involved with the child will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- send out any advice or information gathered to all those invited at least two weeks before the meeting.
- We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

6. Transition

Our SEND support includes planning and preparation for the transitions between classes, key stages, and Secondary School. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships.

If a child has an EHC plan, this should be reviewed and any amendments must be completed by 15 February in the calendar year of the transfer.

7. The approach to teaching children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children.

Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

8. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

9. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing,

and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The SENCos from schools within the Alliance meet regularly to discuss current issues and share good practice.

10. Evaluating the effectiveness and impact of SEND provision

The school's system for observing and assessing and monitoring the progress of individual children will provide information about areas where a child is not progressing in line with expectation. We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

11. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

The main building allows wheelchair access. There is a disabled toilet, with changing facilities, and a shower in the main building. Each classroom has a door with flat access to the terrace and gently sloping paths lead to the playground.

12. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We encourage them to take responsibilities within the school community eg prefects, school councillors and play leaders.

We make provision for pupils' spiritual, moral, social and cultural development.

13. Involving specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

14. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

15. Data Protection

Education Health Care plans (EHC plans) will be kept securely and only shared on a "need to know" basis. EHC plans will not be disclosed without the consent of the child's parents or child except for specified purposes or in the interests of the child.

Success Criteria

The success of the education offered to children with SEND will be regularly monitored and judged against the aims set out above. The policy will be reviewed regularly and the Governing Body will receive regular reports on the implementation of the policy.

If you have any questions about this policy please contact the Inclusion Manager or Head teacher as detailed above.

This policy was developed by **Jane Hildyard**

This policy was written in **November 2015**

Staff Consultation completed on.....

Ratified by Governors.....01.02.16.....

Review due.....