

Willingham Primary School



Special Educational Needs and Disabilities Policy January 2019

Willingham Primary School aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child and one that is fitting for the 21st century, in a safe, secure, happy, caring and stimulating environment.

Date Reviewed: January 2019

Next Review Date: January 2020

Special Educational Needs and Disabilities
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This policy has been written according to the current Special Educational Needs and Disabilities Code of Practice (2014) and will be reviewed annually.

Policy on Special Educational Needs and Disabilities

At Willingham Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for Quality First Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND through:

- The creation of a friendly non-threatening environment for pupils and parents so that good home/school relationships may be established
- The delivery of a well-planned and structured curriculum
- Careful observation and assessment of good practice
- A high standard of Quality First Teaching across the curriculum
- Inclusive teaching classrooms across the school

The entire school community has a positive and active part to play in achieving this aim. Every member of staff is directly responsible for meeting the needs of all pupils by working in partnership with specialist staff, pupils, parents/guardians and other outside agencies and participating in appropriate training as part of professional development when required.

Governors work to fulfil their statutory duties to all pupils, including those with special educational needs. They provide appropriate resources and aim to establish a policy which has regard to the Code of Practice on the identification and assessment of Special Educational Needs as well as completing relevant training to aid them in their roles as members of the Governing Body.

Through regular consultation and working in partnership with the school, parents/ carers are able to meet the educational needs of their child/children and support them appropriately at home.

Admissions Policy

The current admissions policy makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent/guardian who wishes to register at the school. In the case of pupils with Education Health Care Plans, the Head Teacher, SENCo and class teachers will work closely with each other in coming to a decision about the most appropriate provision. No pupil will be refused admission solely on the grounds that s/he has special educational needs.

Equal Opportunities

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Roles and Responsibilities

The Class Teacher:

- Identifies that a pupil has a special educational need.
- Develops an individual learning plan with the SENCo and other agencies as necessary for children on SEN Support or with an Educational Health Care Plan (EHCP).
- Monitors, assesses and records whether learning has occurred and makes changes where required which provides clear and precise Assess, Plan, Do, Review (APDR) cycles which ensure the correct provision is in place and measure the impact of this provision.
- Teaches pupils at all stages.
- Supervises teaching assistants to ensure pupil's individual targets are met.

The SENCo:

- Oversees the school's Special Educational Needs and Disabilities policy.
- Advises teachers on how pupils might meet planned learning objectives.
- Co-ordinates provision for pupils with special educational needs.
- Maintains the school's special needs register and oversees the records kept by class teachers on all pupils with special educational needs, and which form part of the pupil's individualised learning plan (APDR).
- Liaises, and works in partnership with the parents/guardians of children with special educational needs, the class teachers and the children.
- Contributes to the training of staff and Governors.
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Specialist Teachers Team, Child Protection Services, Educational Welfare Services, Multicultural Education Services and the Medical and Social Services and voluntary organisations.
- Assists in line managing and supporting all teaching assistants, providing support and regular training opportunities and meetings.
- Feeds back to the board of Governors all relevant information and updates of the Special Needs List.

The Headteacher:

Has overall responsibility for management of the policy, assessment and provision for pupils with special educational needs and for keeping the Governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

Allocation of Resources

The Governors, through the Finance Committee, will allocate funds and approve the budget to meet the needs of pupils with special educational needs. The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with special educational needs.

Code of Practice

Access to the full curriculum of the school is to be achieved by the careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the pupil is expected to learn in the Assess, Plan, Do, Review cycle (APDR).

All those who teach a pupil with special educational needs will be informed of that need by the SENCo/previous class teacher. If there is essential information, or a pupil requires additional treatment or management, the SENCo will ensure that all staff who come into contact with the pupil are appropriately informed.

Providing Support

The school has a staged approach to providing help for pupils with special educational needs. There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. These may include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man

All of the above areas are categorised into two levels of special educational needs. SEN Support and Educational Health Care Plans.

School SEN Support

The SENCo:

- Advises the class teacher, who remains responsible for planning, teaching and recording.
- Gathers relevant information including, as appropriate, information from beyond the school.
- Supports and advises class teachers as necessary to ensure that an Assess, Plan, Do, Review (APDR) cycle of provision is drawn up.
- Ensures that the parents/guardian are informed and then monitors the pupil's progress.
- Considers whether the pupil meets the criteria to justify applying for statutory assessment.
- Ensures the advice of outside specialists is used at all stages.

Criteria for Placing a Child on SEN Support:

- Differentiated planning does not address the needs of the child;
- Additional planning is needed to meet an individual's needs;
- A child is not making progress;
- When a child needs support over and above what is provided in a normal class;
- Concentration affects their learning;
- Behavior is affecting their learning.

Assess Plan Do Review Cycles Should:

- Have small achievable targets;
- Be reviewed and updated on a regular basis to meet individual needs (at least once every half term);
- Show progression and continuity from one target to the next;
- Involve parents/ guardians and the child.

Educational Health Care Plans

The special needs of the great majority of children should be met effectively within the school through SEN Support. However, if the child's needs are more severe it may be necessary to refer the child for a Statutory Assessment. The parent/ carer, school or outside agency can make this referral. The school is required to show, that despite interventions, the child is still not making 'adequate' progress and will provide evidence, including APDRs and outside professional reports, to feed into the application.

When the reports sent in by the school, parents/guardians or other professionals have been evaluated for the Statutory Assessment, the Local Education Authority (LEA) may decide to make an Educational Health Care Plan. This entitles the child to additional funding, beyond the school's budget to meet his/her special needs. The funding may pay for a Learning Support Assistant, additional resources or additional teaching. An Educational Health Care Plan (EHCP) must be reviewed annually.

Criteria for Making a Referral to Apply for an Educational Health Care Plan (EHCP):

- No significant progress has been seen in the last two Assess, Plan, Do, Review cycles (APDRs);
- A child's behaviour is significantly affecting their learning and that of others;
- A parent/guardian asks for support;
- Outside agencies have become involved in catering for the needs of the child;
- Request for Statutory Assessment;
- The Local Authority considers the need for statutory assessment and, if appropriate, makes a multidisciplinary assessment.

Medical Needs:

Some children may have medical needs such as physiotherapy. The SENCo liaises with all outside agencies to ensure this provision is in place.

Parent/Guardian Partnerships

Willingham Primary School values working in partnership with all parents/guardians. We seek to involve them in all decisions about their child/children. Their views are sought at all stages and no decision is made about assessment or provision without the consent of parents/guardians. All communications involving decisions are recorded.

Evaluation and Success

The Governors will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular the Governors will come to judgments about:

- The views of parents/guardians on the working of parent/guardian partnerships;
- The effectiveness of the staged procedure in meeting needs;
- How well pupils with special educational needs take part in the whole curriculum of the school;
- How independent pupils with special educational needs become;
- How pupils with special educational needs take responsibility within the school;
- How resources have been allocated to and between pupils with special educational needs;
- Details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

Record Keeping

All information relating to an individual child will be regarded as confidential and will be shared only with those who have a direct professional relationship with the child. The request for confidentiality made by parents/guardians will be respected at all times. In line with recent legislation all records held on an individual child will be available for inspection by the parents/guardians of that child.

Complaints Procedure:

Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the matter will be referred to the SENCo and then the Headteacher should be involved. It is hoped that any difficulties or complaints can be resolved informally, but if a parent/guardian wishes to make a formal complaint they should write to the Chair of Governors.

The School's Aims

As a school we believe in the entitlement of our students

E	Entitlement to a broad, balanced, relevant and differentiated education is the right for all.
N	Neither age, gender, race, creed nor exceptional needs should constrain individual entitlement.
T	Trained and experienced personnel are essential for the delivery of quality education.
I	Independence, self advocacy, respect for others and the development of self esteem are integral aims.
T	Thoughtful assessment and testing should be used to the benefit of the learner.
L	Learning is most effective when it takes place in a happy environment.
E	Equality of opportunity is an integral part of our SEND provision
M	Maximum partnership with parents/guardians and other agencies who are involved with pupils is essential.
E	Educators should choose teaching strategies which are responsive to different learning styles.
N	Noteworthy achievement is made by all learners and should be recorded.
T	Total commitment to the principles of entitlement must be the responsibility of all staff.