



Willingham Primary School and Honey Pot Pre-School

Special Educational Needs and Disabilities Policy

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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 and Honey Pot Pre-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's knowledge rich curriculum and active participation in all aspects of school life. We provide an exciting and effective learning environment, recognising and responding to individual learning styles and needs. 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 and disabilities. All staff work to ensure inclusion of all pupils. The school and pre-school are committed to ensuring that pupils with special educational needs and/ or disabilities 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 and pre-school relationships may be established
- The delivery of a well-planned and structured knowledge rich curriculum
- Careful observation and assessment of good practice
- A high standard of Quality First Teaching across the curriculum
- Inclusive teaching classrooms throughout the school
- Liaison with external professionals to ensure that appropriate teaching strategies are used for individual pupil's and their needs
- Adaptations are made to the learning environment as required in order to support individual needs

The entire school and pre-school community have 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 and pre-school, parents/guardians 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 and pre-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, Inclusion Lead, Honeypt SENDCo, pre-school practitioners 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 they have 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 SENDCo 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 Inclusion Lead:

- 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 Teaching Team, Child Protection Services, Educational Welfare Services, Multicultural Education Services and the Medical and Social Services and voluntary organisations.



- Line manages and supports 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 Educational Needs Register.

The Honeypot SENDCo:

- Works alongside the Inclusion Lead to oversee the School's Special Educational Needs and Disabilities policy.
- Advises pre-school practitioners on how pupils might meet planned learning objectives.
- Co-ordinates provision for pupils with special educational needs.
- Liaises with external agencies to develop individualised learning plans for pupils' with Special Educational Needs.
- Liaises, and works in partnership with the parents/guardians of children with special educational needs, pre-school practitioners and the children.
- Contributes to the training of staff.
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Specialist Teaching Team, Child Protection Services, Educational Welfare Services, Multicultural Education Services and the Medical and Social Services and voluntary organisations.

The Head Teacher:

Has overall responsibility for management of the policy, assessment and provision for pupils with special educational needs and for keeping the Governors informed.

Allocation of Resources

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

Honeypot pre-school use funding from Educational Health Care Plans (EHCPs) to ensure that the correct support is in place along with any required specialist equipment. The pre-school receives Special Educational Needs Inclusion Funding (SENIF) which is used to provide support and resources for pupils with Special Educational Needs who do not have an EHCP.

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 and Honeypot SENDCo. Through careful planning, teachers and pre-school staff will define what the pupil is expected to learn in the Assess, Plan, Do, Review cycle (APDR) with the support from the Inclusion Lead and Honeypot SENDCo.

All those who teach a pupil with special educational needs will be informed of that need by the Inclusion and/or Honeypot SENDCo and the previous class teacher. If there is essential information, or a pupil requires additional treatment or management, the Inclusion Lead and Honeypot SENDCo will ensure that all staff who come into contact with the pupil are appropriately informed and have received any required training.



Providing Support

The school and pre-school have 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 and learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs (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. Willingham Primary School and Honey Pre-School use a graduated response when a pupil has additional learning needs in order to ensure that their needs are being met.

The Graduated Response – intervention and support work is graduated as follows:

- Universal – All pupils will benefit from:
 - High-quality learning through the provision of high-quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- Targeted Support – Some pupils may benefit from:
 - Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the Inclusion Lead, Class teacher and the adult leading the intervention through the school tracking system. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).
- Specialist Support – A few pupils may benefit:
 - Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.



Specialist Support

Outside Agencies who help us achieve inclusive practice and meet specific needs are as follows:

- Health
- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- Services for the Hearing or Visually Impaired
- Specialist Teaching Team (STT)

SEN Support

The Inclusion Lead and Honey Pot SENDCo:

- Lead and co-ordinate the 'graduated approach' working with and supporting individual staff members within the school and pre-school.
- Advise the class teachers and pre-school practitioners, who remain responsible for planning, teaching and recording.
- Gather relevant information including, as appropriate, information from beyond the school and/or pre-school.
- Support and advise class teachers and pre-school practitioners as necessary to ensure that an Assess, Plan, Do, Review (APDR) cycle of provision is drawn up.
- Ensure that the parents/guardians are closely involved throughout and that their insights inform actions taken by the setting.
- Considers whether the pupil meets the criteria to justify applying for an Educational Health Care Plan (EHCP).
- Ensure the advice of outside specialists is followed at all stages.
- Ensure all teachers and pre-school practitioners understand their responsibilities to children with Special Educational Needs and Disabilities and the settings approach to identifying and meeting the Special Educational Needs and Disabilities of all pupils'.

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 classroom;
- Concentration affects their learning/ development;
- Where a child's communication and interaction skills are affecting their ability to learn;
- Where a child's social interactions and social communication is affecting their learning and development;
- 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 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 and pre-school through SEN Support. However, if the child's needs are more severe it may be necessary to refer the child for an assessment for an Education Health Care Plan (EHCP). The parent/ guardian, pre-school, school or outside agency can make this referral. The school and pre-school are 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 support the application.

When the reports sent in by the school and/or pre-school, parents/guardians or other professionals have been evaluated for the 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 their special educational needs. The funding may pay for a Teaching Assistant, 1:1 support, 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 an Educational Health Care Plan assessment;
- The Local Authority considers the need for an assessment and, if appropriate, makes a multidisciplinary assessment.

Medical Needs

Some children may have medical needs such as physiotherapy. The Inclusion Lead and Honey Pot SENDCo liaise with all outside agencies, such as the schools' nursing team, Cambridgeshire Paediatric Team, Occupational Therapy and/or Physical Therapy services to ensure this correct provision is in place.

Parent/Guardian Partnerships

Willingham Primary School and Honey Pre-school value 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 and disabilities 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 and pre-school;
- How independent pupils with special educational needs become;
- How pupils with special educational needs take responsibility within the school and pre-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 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 or pre-school practitioner in the first instance. If difficulties cannot be resolved with the class teacher or pre-school practitioner, the matter will be referred to the Inclusion Lead or Honey Pot SENDCo. If the complaint needs to be taken further, the Head Teacher or pre-school manager should then 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.

Monitoring and review

The effectiveness of this policy will be monitored by the school's Inclusion Lead and Honey Pot SENDCo consistently through the year. The outcomes of this monitoring will then be reported back to the Senior Management Team and the full Governing body.

Staff Contact Details

For any further information please contact:

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