

WEST SUSSEX COUNTY COUNCIL

**West Wittering Parochial Church
of England School**



**Special Educational Needs and
Disabilities (SEND) Policy**

January 2018

Review January 2019

Compliance

This policy has been written to comply with the statutory requirements in the Special Educational Needs and Disabilities Code of Practice 0 – 25 (September 2014). It has also been written with reference to the following regulations and guidance:

- Children and Families Act 2014
- Equality Act 2010
- The Local Offer 2017
- The Disability Discrimination Act 1995
- The Sex Discrimination Act 1975.

The SEND Policy has been written with the input of teaching staff, the SEND Governors and parents of children with SEND.

Aims

At West Wittering Primary School we aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected. We believe that all children have the right to a broad and balanced curriculum in which their individual potential can be achieved in an atmosphere of encouragement, acceptance and respect.

The school will ensure that children with SEND are encouraged to develop confidence and recognise the value of their own contributions to their learning. We aim to fully integrate children with SEND into the academic and social life of the school ensuring they are not placed at a disadvantage in comparison with their peers. We aim to raise the aspirations of and expectations for all children with SEND.

We recognise the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners, encouraged to play an active and valued role in their children's education. Children and parents/carers will participate in the decision-making processes and contribute to the assessment, target setting and review of their SEND needs.

Objectives:

- To ensure children with SEND are identified in accordance with the SEND Code of Practice (2014).
- To recognise the entitlement of children with SEND to a broad and balanced education, including the Early Years Foundation Stage.
- To ensure that every child with SEND experiences success in their learning and can participate fully in lessons.
- To provide a high level of quality provision for children with SEND; and equal access of provision to all children.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the needs of the individual child.

- To ensure that all staff have access to training and advice to support quality first teaching and learning for all children.
- To work with the Governing Body to enable them to fulfil their statutory monitoring roles with regard to SEND and to produce a regular SEN information report for Governors.

Defining SEND

The SEND Code of Practice 2014 states that: ‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has significantly greater difficulty in learning than the majority of others at the same age, or, has a disability which prevents them from making use of facilities of any kind generally provided for others of the same age in mainstream schools.’

The SEND Code of Practice identifies four broad categories of need. These are:

- **Communication and Interaction**
Including children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning**
Including children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.
- **Social, Emotional and Mental Health Difficulties**
Including children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or Physical Needs**
Including children with vision, hearing or motor skill difficulties.

A child may have Special Educational Needs if special provision needs to be made for them which is additional to and different from the quality first teaching they receive in their class. There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. The triggers for intervention at our school will be concerns from staff or parents, based on evidence, about a child when:

- little or no progress is made academically over a specified period of time,
- social, emotional or mental health difficulties persist,
- sensory and/or physical needs are experienced,
- or a child is struggling to communicate.

We also recognise that there are other factors that may impact on progress and attainment but are not considered special educational needs. For example:

- attendance and punctuality

- health and welfare (including medical needs such as diabetes, epilepsy, bowel disorders)
- English as an additional language (EAL)
- being a child who is looked after (CLA)
- being a child of servicemen/women
- being in receipt of the pupil premium grant

A Graduated Approach to SEND Support

Class teachers are continually monitoring children's learning. If they observe that a child is making less than expected progress, they will seek to identify a cause or barrier to learning. The progress of every child in the school is tracked by the Headteacher and Senior Leaders, it is monitored at termly Progress Meeting with class teachers. Children who are identified as not making expected progress, despite high quality teaching in the classroom are discussed. A meeting with the SENCo is arranged and a plan of action is agreed. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review', required by the SEND Code of Practice.

SEN Monitoring

A child who is identified as making less than expected progress, or having a change in social or emotional well-being is then placed on the SEN Monitoring Register. The class teacher will discuss these concerns with parents/carers either at the termly parent consultation evening or ask for an additional meeting. The SENCo, class teacher and teaching assistants will work together to identify a cause/area of need and any number of the following may be put in place:

- targeted intervention either individually or in a group to address a barrier for learning or area of concern
- further assessments to identify gaps
- different learning materials or specialist equipment
- involvement of parents to share concerns and discuss plan of action
- staff development and training to introduce effective strategies.

If after two terms, a child does not begin to make sufficient progress further discussions will be held to decide whether the child has a special educational need that requires SEN Support through a more formal programme of intervention outlined in a Learning Passport. We hope that after this period a child's progress will have accelerated or social/emotional issues stabilised.

SEN Support

Once a child has been identified as requiring SEN Support parents/carers will be informed by the class teacher or SENCo. A Learning Passport is written for the child that will include a one page profile which records their interests, strengths, what they enjoy about school, what they find difficult about learning and what helps them to achieve. Class teachers will

complete this profile with the child and parents/carers will also be asked for their contributions.

The Learning Passport includes short term targets which are set for the child to achieve in a specified time, together with the personalised provision which will enable the child to achieve their targets. Details of the adults who will support the child in achieving these targets are also recorded. Class teachers will regularly review the Learning Passport to assess the impact of the interventions being used. New targets will be set at least termly but more often as necessary.

Learning Passports are discussed and reviewed by the class teacher at least termly with parents/carers and children. The class teacher will remain responsible for working with the child on a daily basis, they will plan and deliver the programme of intervention outlined in the Learning Passport.

Involving Outside Agencies

When there is evidence that the child is making insufficient progress despite significant support and intervention, further advice and support may be sought from outside agencies such as the Speech and Language Team, Community Nursing Team, Family Support Network or Educational Psychologist. The school will not seek advice from outside agencies without the knowledge and consent of parents/carers.

Professionals will meet with the SENCo and/or class teachers, they may also meet with parents/carers to discuss areas of concern and give advice on strategies and resources to support a child. They may complete additional assessments if appropriate.

Statutory Assessments: Education, Health Care Plan

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs. If a child fails to make progress, despite high quality, targeted intervention at SEN Support, the school may apply for a statutory assessment for an EHCP.

The school and parents/carers may consider applying for an EHCP if:

- the child's achievements are so far below their peers that it is likely the child will always need significant support with learning and/or may at some point benefit from special school provision
- the child is looked after (CLA), and therefore additionally vulnerable
- the child has a lifelong disability which means that they will always need support to learn effectively.

It should be noted that having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

The local authority requires detailed information on the child's specific needs. Evidence will be provided through:

- reviewed and updated Learning Passports linked to professional advice for at least two terms
- the impact of intervention programmes implemented
- a summary of needs relating to the child's cognition and learning, sensory and/or physical difficulties, communication and interaction, or social, mental and emotional health barriers
- details of attainment in English and Maths and records of progress
- educational and other assessments e.g. speech and language team
- reports from other professionals e.g. health, social services or educational welfare service
- views of the parents and child

The local authority may decide that the degree of the child's difficulties and the nature of the provision necessary in school is such that the child requires an EHCP. This then becomes a statutory document and any funding received by the school will be used to support the child to achieve the objectives set out in the EHCP. An EHCP would remain in place until the child is 25 years of age.

An EHCP will not automatically qualify a child for a named 1:1 teaching assistant however additional support and targeted intervention linked to the EHCPs long term objectives will form an integral part of the child's provision. We will always use our best endeavours to ensure appropriate provision is in place to meet a child's needs regardless of whether an EHCP is in place.

All EHCP's must be reviewed at least annually with parents/carers, the child, the school and other professionals involved, who are all invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified. Class teachers and/or teaching assistants will be expected to attend these annual review meetings. This review will focus on the achievements of the child as well as difficulties encountered.

Access

Our school building is fully wheelchair accessible, we have separate toilet facilities suitable for wheelchair users. We have an Intimate Care Policy which all relevant staff follow. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

Roles and Responsibilities

All staff and members of our school community are responsible for identifying, teaching and supporting children with SEND.

SENCo

Mrs Emma Bowman is the school's SEND co-ordinator (SENCo), who completed the National Award for SEN Co-ordination in 2016.

The SENCo has responsibility for:

- liaising with teachers, support staff, parents/carers and support agencies on matters relating to SEND provision
- overseeing the day to day operation of the school's SEND policy as well as co-ordinating provision for children with SEND
- reviewing and updating the SEN Support register and SEND Monitoring with staff on at least a termly basis
- monitoring Learning Passports and overseeing the records of children with SEND
- organising the annual reviews of children with EHCPs
- regularly analysing the school data to monitor the progress of children with SEND
- regularly reporting to the Headteacher and Governors
- ensuring that all relevant transition arrangements and information for all children on the SEND register is passed onto the next class teacher or secondary school
- identifying and ensuring that the training needs of staff are met in relation to SEND

Class Teachers

When a child is identified as having SEN, the class teacher will:

- contact parents to let them know that their child is being placed on the SEN Support Register
- remain responsible for working with the child on a daily basis ensuring that appropriate provision is made in the classroom for the child to access the curriculum
- plan, deliver and review the Learning Passport
- share current achieved targets with parents/carers on a termly basis, this could be at parents evening or in addition to these meetings.

Parents

Parents are consulted and kept informed of the actions taken to help their child. They are encouraged to discuss any concerns about their child with the class teacher and/or SENCo at any time to help plan steps forward for their child. If outside agencies are requested to support or assess a child, parents will be notified of this in advance of the appointment.

The Governing Body

The Governing Body should have regard for the SEND Code of Practice (2014) when carrying out their duties towards all children with SEND. This enables them to:

- ensure that the necessary provision is made for pupils with SEND
- cooperate with the Headteacher and SENCo to determine the school's general policy and approach to provision for children with SEND
- ensure a current update of SEND is reported each term at the Learning and Teaching committee
- ensure that pupils with SEND are included as far as possible into activities of the school and with other children

The appointed SEND Governors are Mrs Louise Boys and Mrs Lesley Handford.

Admission Arrangements

The Governing Body agrees with the Local Authority admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice 2014. The admission arrangements for children with SEND and without an EHCP are no different to other children. However, careful attention is paid to identifying the individual needs of children on entry to our school. Parents / carers of a child with additional needs are advised to approach the school well in advance so plans can be put in place in a timely manner.

Transition Arrangements

Transition arrangements are made for teachers to meet a representative from the local secondary schools towards the end of the school year prior to transfer. Children with SEND are highlighted during these meetings which may also be attended by the SENCo. In some cases, the SENCo will liaise with secondary schools to organise additional transition sessions for children who may find this move particularly difficult. All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if a child leaves before this.

Complaints

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaint procedures outlined in the school prospectus.

Local Offer

The West Sussex Local Offer helps families find information about local services, support and events for children and young people aged 0 - 25 years who have SEND.

The West Sussex Local Offer can be found on Facebook, Twitter or at the following website:
<https://westsussex.local-offer.org/>

Evaluating the Success of the Policy

This policy will be reviewed on an annual basis. The process will involve the Headteacher, SENCo, staff and Governors. Review of the policy will take into account:

- the progress made by pupils with SEND
- the success of the school at including pupils with SEND
- the involvement of outside agencies
- any recommendations from Ofsted or the LA about improving practice
- any factual changes, such as names of personnel