

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION

Status	Date
Staff	Autumn 2019
AGC Governors	Autumn 2019
Revision due	July 2022

Compliance

This policy complies with the statutory requirements of the SEND Code of Practice 0-25 (Jan. 2015). For further information refer to the following documents:

- SEND Code of Practice 0-25 (Sept 2014)
- Equality Act 2010: advice for schools DfE 2013
- Schools SEN information report regulations (2014)
- The General Data Protection Regulation (EU) 2016/679 (GDPR)

Basic information

Alice Hall is the school SENCO (Special Educational Needs Coordinator) and inclusion officer and is the person responsible for managing Wansdyke Primary School's provision for children and young people with SEND, having completed the National Award for SEN in January 2018. The SEND school governor is Pauline Getter. Both members of staff can be contacted on 01179030218 or office@wansdykeschool.org.uk. The SENCO and school governors will ensure that the SEN information report is updated on the school website and the SENCO will report to the governors annually who will oversee this policy.

Rationale

At Wansdyke we believe that all children including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced, academic and social curriculum. All areas of the curriculum should be fully accessible to pupils so they can be fully included in all aspects of school life.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to emotional needs or factors in their environment, including the learning environment they experience at school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, confidence, disabilities, emotional state, age and maturity. At Wansdyke we aim to identify these factors as they arise and adapt teaching and learning in order for every child to achieve his or her full potential.

At any point in their school life a child may have Special Educational Needs (SEN). They also may have or encounter a disability at any point. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities (SEND) takes account of the type and extent of the difficulty experienced by the child. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 children, for whom maturity is a crucial factor in terms of readiness to learn. We recognise that children's additional needs may be long-term or short-term. At Wansdyke, all staff are committed to regularly assessing and identifying children who may require additional support. We will plan, deliver and assess targeted teaching and learning which enables every child to achieve their full potential, incorporating advice from outside agencies where appropriate.

With the child at the centre of our work, we aim to create a safe, happy and caring learning environment, where every individual's strengths are celebrated and areas for improvement are addressed. Wansdyke Primary School is committed to providing an appropriate and high quality education for all, whatever their age, gender, ethnicity, impairment, attainment, race and family background. The school is committed to giving appropriate support for children in emotional, behavioural and social development. We aim to encourage a sense of community and belonging for everyone: children, parents, carers, staff and governors. We will offer access to new opportunities for all children, ensuring they receive a broad and balanced curriculum that help them to meet their aspirations. As an inclusive school, we will strive for continuous improvement through regularly adapting policies, practices and procedures, in order to best encourage all children to reach their full potential.

The Code of Practice 2014 defines Special Educational Needs as follows:

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

The Code of Practice 2014 identifies the ‘Key Areas of Need’ as: Communication and interaction; Cognition and learning; Social, mental and emotional health; Sensory and physical

Objectives

- To identify and provide for pupils who have special educational needs and/or disabilities or additional needs
- To put the child’s aspirations and the needs of the family at the centre of our SEND provision
- To work within the guidance provided in the SEND Code of Practice 2015, plus other key guidance including the Equality Act 2010 and to eliminate prejudice and discrimination against, children and young people with special educational needs
- To make best use of ongoing assessments, parental dialogues and outside agencies to ensure provision is planned for that enables SEND children to make good progress.
- To assess and review the provision we provide regularly to ensure it is timely, effective and appropriate.
- To provide broad access to the curriculum through differentiated quality first teaching by class teachers, SENCO and support staff as appropriate
- To ensure all staff promote a positive perception of diversity and individual difference.
- To be able to meet the needs of as wide a range as possible of children who live in our catchment area, accessing expertise from other agencies to support us where necessary.
- To ensure that children will move on from Wansdyke as well equipped as their capability allows in the basic skills of English, Mathematics and social independence.
- To arrange careful transition arrangements that ensure that children are confident and secure about moving to/from different settings and that children have an input into this process.

Co-ordination of SEND Provision (including SENCO)

The SENCO will:

- Refer and liaise between outside agencies, class teachers and parents/carers
- Review pupil progress with every class teacher twice a year, and more frequently where necessary, to discuss and review existing and new SEN concerns within the SEN Code of Practice.
- Discuss issues arising from One Page Profile reviews and parent/carer meetings with the class teacher.
- Monitors provision for SEN to ensure targets arising from outside agencies are incorporated into class provision and/or OPPs and support class teachers and Teaching Assistants with their planning on request.
- Stay up to date and ensure statutory obligations are met by the school, including updating the School information report on our website.
- Manage a notional SEN budget and apply for top up funding allocations from the LA (when appropriate).

SEND support is primarily delivered by the class teacher through Quality First Teaching and differentiated teaching methods and overseen by the SENCO. Additional support is provided by Teaching Assistants (TAs) throughout the school, which is planned for by the class teacher and outlined on the class provision map. The provision maps are reviewed 2-3 times each year, by the SENCO, in line with the needs of the cohorts ensuring any pupil progress concerns raised by the class teacher and/or Head teacher are addressed. Impact of provision is measured and reviewed and adapted in an ongoing holistic manner by the class teacher, and formally evaluated 2-3 per year on the class provision map. Teaching Assistants (TA), class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. The SENCO meets termly with TAs to discuss and review progress and with the Head Teacher 3 times each year after the child progress meetings.

Admission Arrangements

- Children with SEN are considered for admission to the school on the same basis as children without SEN.
- EHCP families are able to state Wansdyke Primary as their school of choice, if places are available. Prior to starting school, parents/carers of children with an Educational Health Care Plan or additional needs will be invited to discuss the provision that can be made to meet their identified needs.

Special Facilities and Access Arrangements

- Wansdyke Primary School is a single site school, Foundation Stage, Key Stage 1 and Key Stage 2 departments are joined by the hall. The school has full access for children with physical impairments. The site is accessible by wheelchair/crutch users. The school is committed to making additional reasonable adaptations to the site as outlined in our access plan.

Special Provision

- We have a wide range of experienced staff, including staff who were trained in Reading Recovery and Numbers Count, who deliver adaptations of these programmes and deliver staff CPD.
- We welcome the support of outside agencies in the planning and delivery of our provision for children with SEN, where appropriate, and many of our teachers and TAs are now experienced in key areas for children with SEND: PSHE, ASD, Speech and Language, attachment disorders, SEBD, spelling support, working memory, phonics, fine and gross motor skills, Precision Teaching, reading for inference and mindfulness.

Allocation of Resources

- The Head teacher and the SENCO work to ensure the school's notional SEN budget is spent fairly and appropriately to accommodate for children with SEND needs throughout the school. Additional funding may be applied for through Top UP, where a provision map can show meaningful impact of additional support for one particular child that exceeds £10,000.
- Every class has a TA for part of the week and the class teachers create timetables to best use the class TA time to meet the widest selection of needs in the class, prioritising children with SEND needs. TA support may include small group work, 1:1 support or whole class support to enable the class teacher to work with individuals. TAs will follow some set programmes but will also deliver responsive pre/post teaching, as well as delivering child-specific action plans (created by the class teacher and the SENCO with outside agencies).
- Children with Statements or Educational Health Care Plans are supported as above where this is appropriate to meet the objectives and provisions from their individual plans. In some cases, additional adults are provided to work with/around a particular child for a set part of the day, including break times and lunch times.
- Resources for SEND are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and may be used to support other children where this is appropriate.
- Families of children with a personal budget will meet with the SENCO to discuss the implications of the allocation to ensure that the expectations are met and monitored.

Identification and Assessment

The class teacher and the SENCO assess and monitor the children's progress in line with school practices. This is an ongoing process linked to pupil progress meetings and current school assessments and may prompt a period of monitoring for any children who raise concerns. This may result in the child being added to the SEND register, in accordance with the child's parent/carer (see below). As provision is reviewed, the child may come off of the register at a later date. A range of school-based materials and outside agency involvement are used alongside national materials to assess children's achievement and identify needs.

Children are identified as having SEND through the following criteria:

- If they have a disability. These children may not have an additional learning needs (SEN)
- If at the end of a year, a child is 'emerging into' or 'below' the National Curriculum objectives for the *previous* year group (e.g. a child finishing Year 3 who is only assessed at a '2 emerging/beginning' or lower).
- If, on entry to the school at any time if they have a diagnosed learning difficulty.
- If, on entry to the school at any time if there is an EHCP.
- If the class teacher has a concern which, after discussion, the SENCO supports.
- If they need an individually adapted behaviour plan in order to access the curriculum
- If there is a substantial discrepancy between the child's attainment and their capability.

Partnership with Parents/carers

Staff and parents/carers will work together to support children with SEND. Children will be placed on the SEN register, following discussions with the class teacher, parents/carers and SENCO. Many SEND children will have a One Page Profile (OPP) which will create targets linked to home and school from the starting point of the child and the family and they may have additional provision outlined on the class provision map. All staff involved with the child will contribute regularly to this monitoring, alongside the family. Parents/carers will be invited to update and review the OPP twice a year, usually coinciding with a parents' evening, with additional ongoing informal meetings between the family and teacher.

Children with Educational Health Care Plans (EHCP) or with more complex needs that require the Bristol Support Plan, will also have an annual review, to which all those working with the child will be invited and asked to attend/contribute reports as well as parents and the child themselves. At review meetings with parents/carers the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable, and all parents should go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. OPP targets will be written in 'child speak'

and will include (where possible) reference to issues at home and the thoughts of the child, parent/carer and school representatives. The sharing of information with the child will always be given careful consideration. Where appropriate and beneficial the child will be fully involved. Where it is felt the child's self-esteem may be harmed, details will be shared on a 'need to know' basis. Home and school will make a joint decision as to when to employ this strategy. However, as a general principle home, school and the child will be involved in the writing of all OPPs.

A close relationships between home and school is important for children with SEND. Informal catch ups at the end of the day will often be appropriate, but all staff should consider whether a conversations needs to be taken somewhere more private. Parents can request a longer meeting with the class teacher, where the SENCO may also be available to attend. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by following the procedure set out in Wellsway MAT's Complaints Procedure.

Provision of a Broad and Balanced Curriculum

- Differentiation takes a variety of forms within teachers' planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for, where this is appropriate and consideration given to children's individual learning styles.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Remote learning and meetings during lockdown

- Following DfE guidance all vulnerable pupils should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, the Academy will provide remote learning. The Trust understands that remote learning can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period. Where remote learning is provided the Academy will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs
- Meetings will continue during this time to keep IEP target meetings on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or on-line.

Inclusion

- In addressing the aims of creating a safe, happy and caring learning environment it is hoped children will realise their full potential and develop an understanding of people as individuals with their own strengths and weaknesses. As an inclusive school we will strive for continuous improvement through regularly challenging our practices and procedures, developing staff CPD and embracing action research to continuously assess the impact of our work so that all children have the best provision to reach their full potential.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with SEN may be part of this process.
- Where appropriate, links with partner special schools and alternative learning provisions may be made in order to support us and ensure the most appropriate provision is provided for all children.

Training

- The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education, both within the Wellsway Multi-Academy Trust, and in the South Bristol area.
- Each year, SEN training is considered as part of the school's whole School Development Plan and gaps in our provision and whole school skill set are addressed through forward planning.
- Staff meetings and INSET days will provide training linked to SEN.
- Additional training for Health/Care requirements for SEND students will be arranged for relevant members of staff.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified. The SENCO regularly reviews what opportunities are available to ensure we have a broad and current skill set within our staff.
- Support staff are encouraged to extend their own professional development within their performance management programme.

Outside Agencies and Support Services

The SENCO liaises closely with all members of staff, including our Learning mentor, as well as a number of other outside agencies, for example: School Nurse, GPs and paediatricians, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Bristol Autism Team (BAT), Child and Adolescent Mental Health Services (CAMHS). A detailed referral form will be completed by the class teacher and the SENCO if outside agencies are involved and permission will be sought from the parents/carers. If the outside agency relates to a safeguarding incident our safeguarding policy will be followed in the first instance.

Transition

- Records will be transferred in agreement with GDPR regulations.
- The SENCO will attend new parents evenings and will work closely with feeder pre-schools to ensure a smooth transition is made, arranging additional visits and meetings as required.
- Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCO will discuss these children with other schools on request and feed this information on to their class teacher. Children transferring will have relevant SEND records sent to the new school.
- Secondary transitions will include additional visits and meetings as appropriate.

Criteria for Registration at Each Stage of the Code of Practice

School Support

Children within the class for whom there are concerns above “normal classroom differentiation”.

There are likely to be two groups of children registered at School Support.

1. Children who have needs similar to other children with SEND within the class. Where needs are similar it may be appropriate to support these children within a group focussing on the particular concern. This group may be taught by the class teacher and may also be supported by a TA. The responsibility for planning for these children lies with the class teacher.
2. Children whom you consider to have more severe or longer term need which are likely to result in an application for further professional advice. These concerns are often more major and of an individual nature. They are also likely to be long term. These children will almost always have some additional support either individually or within a group, and require individual OPPs/plans in order to carefully target needs. Outside agencies may also be involved in producing programmes for the child and they may be working on a different curriculum (e.g. Differentiated Early Years outcomes ‘DEYO’ or EYFS when their cohort is working at the national curriculum). The responsibility for planning for these children lies with the class teacher in consultation with the SENCO as appropriate.

These children will have additional individual support at some time during the school week, matched to their needs and agreed targets. These children should have an OPP with appropriate targets. Parents are invited to all meetings to review OPPS and these children will often have an annual review.

Educational Health Care Plans and Annual reviews

Children with significant additional health and/or care needs may have a statutory Educational Health Care Plan to capture the views of the child and the family, which will have targets and monitoring linked to Communication and interaction; Cognition and learning; Social, mental and emotional health and Sensory and physical needs. Some children with SEND will have a non-statutory Bristol Support Plan, which will document the child against the same headings.

For children who have Educational Health Care Plans and for whom additional support is provided either through top up funding or multi-agency involvement, there will be an annual review meeting chaired by the SENCO to agree appropriateness of provision each year and to determine if any changes need to be made to the Educational Health Care Plan or Bristol Support plan. Outside agencies are invited to these meetings and the SENCO will meet with the Head teacher to plan for any significant changes that are generated.

General Data Protection Regulation (GDPR)

- All records are stored securely on an electronic server and paper copies are locked in a cabinet.
- Only data relevant to referrals is stored, and referral forms are written with permission from the child’s parent/carer.

- We are required to keep records, securely, for 25years unless we have signed the originals over to the child's new school, in which case we have evidence that that is where they were moved to.
- All staff are aware of our GDPR procedure relating to children's details.
- Reports are treated as confidential and permission is always sought before any reports are shared with outside agencies.

Signed Chair of AGC

Date: