



# Great Wilbraham C of E Primary School

Policy title: SEN

Date created: April 2019

Date ratified:

Next Review Date: April 2020

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## SEN Policy, School Offer and 2018-19 Report

### **Introduction**

In accordance with the statutory Special Educational Needs and Disability Code of Practice, our School presents the following report which outlines the implementation of the Governing Body's policy for pupils with SEN. This report is reviewed annually and updated where changes may occur. Further information on our school approach may be found on the school website ([www.greatwilbraham.cambs.sch.uk](http://www.greatwilbraham.cambs.sch.uk)) and within our policy for SEN/D, Inclusion and our school Accessibility Plan.

At GWPS there are currently 17 children on the SEN Register which is 17.3% of our YR-Y6 roll. 1.0% of this roll have an EHC Plan/Statement. The notational SEN budget for 2018/2019 is £19,622.52 which is a proportion of the total Schools Block Funding. Due to the small cohort size, it is not possible to break down the funding further without identifying individual children.

### **SEN/D Coordination**

At GWPS, the SENCo is Mrs Rachel Holt and can be contacted at 01223 880408 or [admin@greatwilbraham.cambs.sch.uk](mailto:admin@greatwilbraham.cambs.sch.uk). Mr Richard Brown, the headteacher, has responsibility for children with EAL, PPG and Children who are Looked After (LAC). The Governing Body has a Link Governor for SEND. For further information, please contact [clerk@greatwilbraham.cambs.sch.uk](mailto:clerk@greatwilbraham.cambs.sch.uk).

All members of staff are given regular updates based on the latest educational research by a range of professionals and offered opportunities to extend their professional development with external providers. In-service training is offered throughout the year and is based on the needs of the current cohorts of children.

### **Inclusion**

We are an inclusive school and believe in participation for all. In line with the Code of Practice (2014) we support children to the best of our abilities, using the following categories to identify and support needs:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs





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## **Communication and interaction:**

*'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'*

*DfE (2014)*

*'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others'.*

*DfE (2014)*

For children with difficulties in communication and interaction we are currently offer:

- SALT programmes (as planned by external Speech and Language Therapists)
- Social stories
- Social Skills groups
- Visual timetables
- Sequencing tasks
- TAs experienced in supporting children with ASD and with communication difficulties

## **Cognition and learning:**

*'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'*

*DfE (2014)*

*'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'*

*DfE (2014)*

For children with difficulties in cognition and learning we are currently able to offer:

- A wide range of intervention programmes delivered by experienced TAs
- Modified resources and learning equipment
- Resources to support those with visual stress difficulties





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## **Social, emotional and mental health difficulties:**

*'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'*

*DfE (2014)*

For children with difficulties in social, emotional and mental health we currently offer:

- Fully trained Emotional Literacy Support Assistant (ELSA)
- Weekly PSHE/Citizenship lessons and circle time activities
- Daily Collective Worship
- Happy/Sad Club, supported by the Parish Assistant from our Diocese
- Social skills groups
- Regular training with the NSPCC

## **Sensory and/or physical needs:**

*'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'*

*DfE (2014)*

*'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'*

*DfE (2014)*

For children with difficulties in sensory and/or physical needs we are currently offer:

- Fine and/or gross motor interventions including sensory circuits
- Physio or Occupational Therapy Programmes (as planned by external therapists)
- Modified resources and learning equipment





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## Identification and Assessment

*'A pupil has SEN 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'.  
DfE (2014)*

In order to accurately identify needs, we use the following information to gain a better picture of a child's abilities:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum (2014)
- Progress measured against the P level descriptors
- Standardised screening and assessment tools (such as social communication descriptors)
- Observations of behavioural, emotional and social development by school staff (including SENCo), Local Authority's Specialist Teaching Team or Educational Psychologist.
- An existing Statement of SEN or Education, Health and Care (EHC) Plan
- Assessments by a specialist service identifying additional needs
- Previous identification of SEN prior to joining the school

We regularly observe and assess all children with formal assessments made each term. During our data analysis children who are not progressing satisfactorily are identified and offered appropriate interventions and support to help them reach their targets. This does not automatically mean that a child has SEN but that our School is committed to offering support to raise the achievements of all children. Sometimes, children fall behind because of personal reasons such as low attendance or having English as an additional language. Again, this does not mean that they have SEN but that they do need additional support to help them catch up with their peers.

For some learners, we may want to seek advice from specialist teams. In our school and cluster, we have access to various specialist services, such as the specialist teaching team, physiotherapists, educational psychologists and the school nursing team, who can help us to support children with SEN appropriately.

## Pupil Voice

The child is the most important person in the process of identification and supporting in SEN. Targets created for the child are shared with them so that they have ownership. Any learner with SEN is given an opportunity to share the strategies and resources that work for them, outlining these on a One Page Profile if necessary.





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## Parental Involvement

Staff and parents work together to support children with SEN, in the identification process and in the application of new provision. We believe that parents should be involved at all stages of the education planning process and that home-school communication is vital in ensuring a child's needs are met.

Using an Individualised learning Plan (ILP), short term targets will be set for children with SEN that will be shared with parents on a regular basis. Working towards the targets at home and school helps to reinforce the concept therefore helping your child to develop their skills more quickly.

## Provision

Our approach to teaching pupils with SEN is based on research and a commitment to continuing professional development. Every teacher is required to adapt the curriculum to ensure that there is access to learning for all children. Our teaching and support team are experienced professionals who plan to meet the needs of the children in their class. All children are provided with Quality First Teaching; a wide range of needs and learning styles met within the classroom context.

For those with more specific needs the following table outline the current support that we can offer and the structure in which it is referred to.





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## Support Structure

Wave 1	Quality First Teaching	<ul style="list-style-type: none"> <li>- The Class Teacher has the highest possible expectations for each child, using their assessments to build on the children's successes.</li> <li>- Additional class based support may take the form of group work with the Teacher or Teaching Assistant, the use of additional resources such as pencil grips or the use of targeted activities.</li> </ul>
Wave 2	Intervention or Booster	<ul style="list-style-type: none"> <li>- Gaps in understanding/learning will be addressed by booster sessions, designed as one-off or short term sessions.</li> <li>- An intervention programme may be used to support children. GWPS offers a range of interventions that are listed on the school website. Interventions are generally run in the short-term and are monitored to ensure they are successful. If a child is not making progress in an intervention an alternative approach will be found.</li> </ul>
Wave 3	Individualised Support	If there continues to be concerns a referral may be made to engage more specialist support. Other agencies may provide more specific interventions or individualised programmes.
Education, Health and Care Plan		GWPS can request a statutory assessment of a child's needs. The Local Authority will make a decision about the needs of the child and make appropriate recommendations. If it is deemed necessary an EHC Plan will be produced outlining the support needed for the child.





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## Roles and Responsibilities

Class Teacher	<p>The Class Teacher:</p> <ul style="list-style-type: none"> <li>- Provides quality teaching and learning opportunities.</li> <li>- Differentiates the curriculum to meet the needs of each child.</li> <li>- Assesses the progress of each child.</li> <li>- Identifies and provides any in-class additional support required.</li> <li>- Sets appropriate targets to move each child's learning on.</li> <li>- Ensures the School's SEN/D Policy is followed in their classroom.</li> <li>- Monitors the delivery and progress of interventions.</li> <li>- Forms part of the professionals monitoring and delivering Education, Health and Care plans as well as school based educational plans.</li> <li>- Shares information with the SENCo supporting the identification and support of children with SEN/D.</li> <li>- Liaises with families to ensure they are involved in the child's learning.</li> </ul>
Teaching Assistants	<p>The Teaching Assistant:</p> <ul style="list-style-type: none"> <li>- Supports the delivery of quality teaching and learning opportunities.</li> <li>- Works with the Class Teacher to assess the progress of the child, helping to identify and provide any in-class additional support required.</li> <li>- Delivers interventions (Wave 2 and 3), taking assessments at key points to measure progress.</li> <li>- Liaises with the Class Teacher and SENCo on the effectiveness of interventions.</li> </ul>
Special Educational Needs Coordinator (SENCo)	<p>The SENCo:</p> <ul style="list-style-type: none"> <li>- Coordinates the support for children with SEN/D across the School.</li> <li>- Develops and maintains the SEN/D Policy, School Offer and Report.</li> <li>- Liaises with parents and families to ensure they are kept informed about the support their child receives, the progress they are making and the process of planning for their needs in response to this.</li> <li>- Liaises with other external agencies such as the Speech and Language Therapist or Educational Psychologist.</li> <li>- Updates the school's SEN/D records and keeps records of progress and needs.</li> <li>- Chairs Annual Review meetings, collating assessment records from multiple agencies and sharing information as appropriate.</li> </ul>
Head Teacher	<p>The Head Teacher:</p> <ul style="list-style-type: none"> <li>- Monitors the progress and attainment of each child.</li> <li>- Liaises with the SENCo about the support in place for individuals and its effectiveness.</li> </ul>





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## Resources

We are a small, village primary school set within beautiful grounds. It is a ground level site with access slopes throughout the external spaces. The classrooms and group spaces are well-lit and resourced with interactive whiteboards and an array of practical resources.

We promote self-regulation so that children become independent learners, able to choose the appropriate resources to lead their learning. They are directly involved in target setting and self / peer assessment.

Other resources that we have to support SEN are child-specific and include items such as personal screens to aid accessibility. The resources – interventions and equipment - change dependent on the child's needs and are often loaned from the Local Authority.

## The Local Offer

The Local Authority has created an offer of support to pupils with SEN. This can be found on their website and outlines the types of support that are available to children in Cambridgeshire including access to health and social services. The contact email address for the Local Offer is [local.offer@cambridgeshire.gov.uk](mailto:local.offer@cambridgeshire.gov.uk).

## Transition Process

Good links with our feeder nurseries ensures a smooth transition for those children joining us for their Nursery or Reception year. We also have our own nursery from which the majority of children in Reception attend. Our mutually agreed statement of School Readiness - a document produced with a number of schools in the area including our feeder nursery and secondary school - outlines our expectations for each year group and is based upon the National Curriculum (2014).

Throughout their time at GWPS, pupils are offered excellent teaching, a nurturing environment and access to a wide range of resources and services to support their needs. Transition afternoons for all pupils are organised in the summer term to help them have 'readiness' for the next year group. Teachers and support staff offer additional sessions for those children who need further transition work. This includes children who have SEN but also those who display increased anxieties during periods of change.

Secondary transition starts after the allocation of places. The Year 7 leader and SENCo visit GWPS to meet with the teacher and the child. For those children with SEN, an extra programme of visits is established with the option of attending a summer school.





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A pupil passport may be created by the individual with SEN so that secondary school staff can be made instantly aware of pupil voice and the strategies/interests that work for that child.

GWPS feeds into Bottisham Village College. The SENCo is currently Camilla Saunders (telephone number is 01223 811250). The webpage for further information on their learning support programme can be found at: <http://www.bottishamvc.org/college-information/learning-support/>

## External Agencies

In order to support children and young people with SEN we sometimes need advice and assistance from other agencies. We are well-supported in Cambridgeshire and the Bottisham Locality offers lots of additional advice and programmes.

## Useful websites

Parent Partnership:

<http://www.cambridgeshire.gov.uk/pps>

SEN Tribunal:

[http://hmctsformfinder.justice.gov.uk/HMCTS/GetForms.do?court\\_forms\\_category=special%20educational%20needs](http://hmctsformfinder.justice.gov.uk/HMCTS/GetForms.do?court_forms_category=special%20educational%20needs)

Local Authority:

[http://www.cambridgeshire.gov.uk/site/custom\\_scripts/fid\\_results.aspx?q=SEN%20\(special%20educational%20needs](http://www.cambridgeshire.gov.uk/site/custom_scripts/fid_results.aspx?q=SEN%20(special%20educational%20needs)

Please see our website for further hyperlinks to voluntary organisations.

## Complaints

Please contact the SENCo and Headteacher Richard Brown via the school office. Should you feel that an issue is ongoing please contact the Chair of Governors at [chair@greatwilbraham.cambs.sch.uk](mailto:chair@greatwilbraham.cambs.sch.uk) making reference to our complaints policy and its procedures which are on the school website.

Chapter 11 of the new Code of Practice offers further advice for parents and schools in dealing with SEN-related disagreements.

Further information can be found on the school website and in associated policies. We have an open door approach and would recommend that you contact us with any queries, however small.

