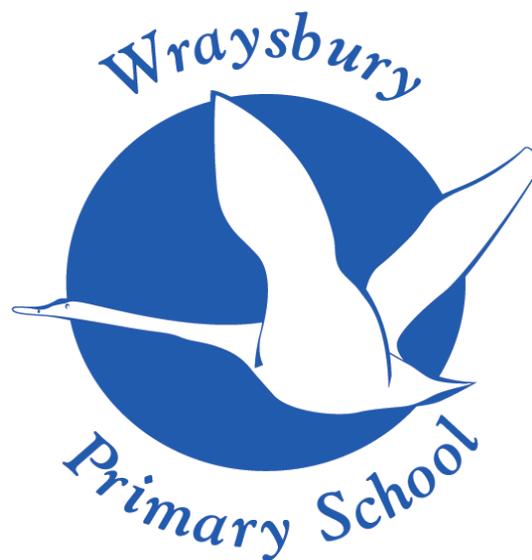


# Special Educational Needs and Disability Policy



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Produced by:  
Approved the FGB:  
Review date:

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**March 2019**  
**March 2020**

# **Special Educational Needs and Disability Policy**

Wraysbury Primary School is an inclusive school committed to providing quality education in a caring and stimulating environment. We have high expectations for our pupils and encourage achievement for all with the emphasis on meeting the individual and diverse needs of all children within the school.

We recognise that some of our children will need special provision during their time in school. The type of provision varies greatly from child to child.

Parents and carers of children with special educational needs and disabilities (SEND) will be fully involved in the identification of the needs of their child and will be encouraged to play an active part in supporting their child's development.

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

## **AIMS**

- To ensure that the arrangements made for pupils with special educational needs are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2015.
- To recognise the need for a comprehensive identification of assessment procedure, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs
- To build on children's strengths whilst supporting them in areas of need.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- For all school staff to work in collaboration with pupils, parents, governors and other agencies.
- To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, where appropriate.

## **ADMISSIONS**

- Parents who have a child with SEND should apply for a school place following the Local Authority's admission procedures.
- It is helpful if the parents can also contact the school to arrange to meet with the Head and the Inclusion Leader in order to view the school and discuss their child's needs.
- The staff from Wraysbury primary School will always liaise with the school or setting that the child is transferring from.
- At Wraysbury we will always consider whether we are able to meet the needs of the child who is seeking a place at our school.
- We will meet and consult with professionals to discuss how we can support the child best.
- When a child has been allocated a place we will put a transition plan and booklet in place to aid transition.

## **STAFF RESPONSIBILITIES**

- Responsibility for the day-to-day operation of the SEND policy lies with the Inclusion Leader (Mrs Louise Collins).
- All teachers are responsible for the educational provision for children with special needs in their class.
- The role of the Inclusion Leader is to consult, co-ordinate support, and monitor all children with SEND within the school.
- The Inclusion Leader, in collaboration with the Head Teacher and Phase Leaders, has lead responsibility for co-ordinating provision for pupils with SEND.
- All staff, both teaching and support, have shared responsibility for such children in their care.
- Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.
- The phase leader, class teacher and SENCO will maintain regular contact with the parents / caregivers at all stages of support.
- There is a named governor with responsibility for SEND. (see Appendix 1).
- The “responsible persons” as named in the Code of Practice is the Head Teacher.
- The Head Teacher will report to their governing body at least annually, evaluating the success of the education provided for the children with SEND.

## **PROVISION**

- When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school’s usual differentiated curriculum and strategies.
- Reviews of need and provision take place termly, so as to inform budgeting and resourcing decisions.
- The Head Teacher and Inclusion Leader will monitor, evaluate and review the effectiveness of the provision.
- The Local Authority (The Royal Borough of Windsor and Maidenhead) makes financial provision for children with Education, Health and Care Plans with low and high incidence need.
- At Wraysbury Primary School the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Before joining the school in Foundation Stage, class teachers meet and observe the children in their pre-school environment and meet with their educators. Observations take place within the Foundation Stage and screening checks are carried out when children raise concerns regarding development.
- New children with SEND are supported and their previous assessment is shared with staff An-Individual Support Plan (ISP) may be written to support the child with targets being specific, measurable, achievable, relevant and time limited.
- All children at Wraysbury Primary School are integrated into all aspects of school life. Access to the curriculum is provided within the child's class. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision or ISP.
- In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum.

## **IDENTIFICATION**

When a class teacher has concerns about a child, the Inclusion Leader is consulted and a ‘Concerns about a Pupil’ information sheet is completed. This one page document informs the Inclusion Leader of the child’s strengths, specific concerns, strategies adopted and results of these interventions. Parents/carers will be informed of any action which the school proposes to take.

Prior to September 2014, there were three levels to the SEN Register (School Action; School Action Plus and Statements). The new code of practice in September 2014 adjusted this so there are now just two levels to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs): SEN Support and Education, Health & Care Plan.

The 2014 Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of needs matched by a continuum of support.

This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

### 1. Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Leader will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during consultation meetings.
- i) Consultation meetings are used to monitor and assess the progress being made by children.

### 2) SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### *Assess*

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help

inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### *Plan*

Consultations between the teacher, Inclusion Leader and parents will take place to share the plans make adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### *Do*

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Leader.

### *Review*

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Leader will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## 3. Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care (if applicable) about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the Royal Borough of Windsor & Maidenhead, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **THE LOCAL OFFER**

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The Local Offer covers:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website as information for parents. Wraysbury Primary School's local offer is also available on the RBWM website.

## **ASSESSMENT**

- Staff, together with Parents/carers will identify those children with SEND and the nature of their needs as early as possible.
- All teachers use continuous assessment to monitor progress (see Assessment policy).
- A range of appropriate assessment procedures will be employed by the class teachers, the Inclusion Leader and outside agencies.
- A list of all children with Special Needs will be kept on the school administrative system. Children will be identified under the following categories as outlined in the 2014 revised Code of Practice:
  - Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
  - Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
  - Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
  - Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.
- Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the ISP.
- The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as their class peers.

- If the Head Teacher and Inclusion Leader feel that the school is no longer able to provide an effective education to a child, due to the complexity or severity of their needs, then steps will be taken to support the child and their family in securing a place in a more suitable educational setting.

## **TRAINING**

- The school recognises the need for SEND, training for all staff and governors. This includes the induction of new personnel and the updating of existing expertise.
- Training will be arranged in consultation with the Staff Development Co-ordinator and may draw on a range of institutions and providers.
- Support and guidance both formal and informal may be sought from specialist services.

## **ACCESS TO THE SCHOOL BUILDING**

Most of the school is on one level. Wheelchair access is possible in all buildings and there are ramps to ensure smooth entry and exit from the school. Wraysbury Primary School has disabled toilet facilities. (See the Accessibility Plan)

## **LINKS**

- Records and information of SEND will be sent to the receiving school as the pupils transfer. Transition books and information sharing takes place in time for transfer..
- Regular cluster group meetings of the SENCOs are held in order to facilitate discussion and support.
- The school has an “open door” policy so that parents/carers can come in discuss any concerns.

The school has a good relationship with their attached Educational Psychologist and Speech and Language Therapist. Regular communication between external agencies and school staff is considered vital in order for children to achieve their potential. The ASD Shine Team from Furze Platt and specialist staff from Manor Green Special Needs School also offer advice and support to the Wraysbury Primary team.

## **REVIEW OF THE POLICY**

This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014, and amendments to and will be reviewed annually.

Wraysbury Primary School will take due account of the recommendations of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014 in all decisions affecting children with Special Educational Needs.

## **CONFIDENTIALITY**

In all matters relating to the Special Educational Needs and Disability of children confidentiality will be respected.