



WYLAM FIRST SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Introduction

Wylam First School promotes high standards and all pupils regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with particular needs (e.g. speech and language, learning difficulties, social and emotional needs, physical needs). Staff believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act – advice for schools (DfE Feb 2013)
- SEND Code of Practice (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (June 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- Now covers 0 – 25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care
- Give guidance on publishing Local Offer for support

- Gives guidance for education on a graduated approach to identifying and supporting CYP with Special Educational Needs (SEND) Support – replacing School Action and School Action Plus
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC Plan) replaces statements and Learning Difficulty Assessments (LDS's)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood

Definition of SEND

A child has Special Educational Needs (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 children of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a type generally provided for children of the same age in mainstream schools or mainstream post 16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Broad Areas of Need

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

When additional specialist advice and support is necessary we contact the appropriate external agencies and work closely with them to promote the child's well-being and development.

Identification of SEND

We believe that early action to address identified needs is critical. There should be no delay in making any necessary SEND provision, particularly in the early years.

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure that there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents are contacted to discuss concerns. There is a period of intervention, monitoring and review following which a child may be identified as having SEND and appropriate provision will be made.

If parents are concerned about their child they should contact their class teacher in the first instance. Alternatively they may make an appointment to see the SENDCO or the headteacher.

Many children are identified by teachers during 'pupil progress' days. Together with the SENDCO they will then receive time-limited and targeted interventions until they have progressed sufficiently to work within age-related expectations.

SEND Support

Where a child is identified as having SEND and needs **more than short term in-school intervention** we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child.

A **pupil support Plan** is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly. Parents are invited to discuss this plan; their child's progress and the support and targets.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

Assess - in identifying a child as needing SEND support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information. This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

Plan - Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a

clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEND

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2: Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage children from other agencies may be sought.

Level 3: High

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs

Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Co-ordination of SEND Provision:

- The school's SENDCO is Mrs. Friederike Channon.
- All staff are responsible for the identification of children who may need additional support or intervention.
- The SENDCO, along with the headteacher, is responsible for co-ordinating provision for children with SEND and the allocation of resources including support staff.
- Class teachers are responsible for informing parents and ensuring that the planned support or intervention is provided on a day-to-day basis (as planned on Intervention sheets).
- Support assistants, class teachers and the SENDCO will monitor and evaluate the progress made and the interventions used.
- The SENDCO will make initial links with external agencies but class teachers and support assistants continue the liaison as necessary.

The Role of the Governing Body

- The named governor for SEND is Mrs Susan McLean
- The governing body should in co-operation with the headteacher determine the school's general policy and approach to provision for children with SEND. They should maintain a general oversight of the school's work.
- The governing body should aim to provide the necessary provision for any pupil identified as having SEND.
- The named governor for SEN should take an interest in and monitor the school's work on behalf of the children with SEND.

Partnership with Parents

At all stages of the special needs process the school keeps parents fully informed and involved.

Pupil Voice

Children's views matter to us. Children should be aware of their targets and are encouraged to be part of any review process.

Resources

The head teacher informs the governing body of how the funding allocated to support special needs has been employed.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential.

Appendix 1

Broad areas of need From Code of Practice 2014

Communication and interaction

- 6.28 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.
- 6.29 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.

Cognition and learning

- 6.30 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.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 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.

- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 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.

Review date: November 2018

Reviewed By FC

Signed Chair of Governors

Next Review Date: November 2019