



Wychbold First and Nursery School

Special Educational Needs and Disabilities Policy

LEGISLATIVE COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (July 2014). It has been written as guidance for staff, parents and carers and children with reference to the following guidance and documents:

- Equality act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- The National Curriculum in England: framework for key stage 1 and 2 (July 2014)

AIMS AND OBJECTIVES

At Wychbold First and Nursery school, it is our philosophy to develop and maximise the full potential of every child. We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting each child's needs. We aim to do this in a number of ways:

- To provide quality first teaching for the pupils, including taking account of different learning styles, to facilitate meaningful and effective learning for the children.
- To make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- To identify at an early age, individuals who need extra help and attention.
- To monitor those with SEND by review and assessment, to enable us to recognise, track and celebrate achievements.
- To work with parents and other agencies to provide support and opportunities for those children with SEND.
- To map the provision for children with SEND to ensure that staffing deployment, resource allocation and intervention is leading to good outcomes.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014)

TYPES OF SEND

SEND is divided into 4 types:

- Communication and interaction: this includes children with speech and language delay, impairments or disorders, specific learning difficulties, 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.
- Social, mental and emotional health: this includes children who may be withdrawn or isolated, hyperactive or lack concentration.
- Sensory and/or physical needs: this includes children with sensory, multi sensory and physical difficulties.

We believe that behavioural difficulties do not necessarily mean that a pupil has a SEND.

Slow progress and low attainment do not automatically lead to a pupil being registered as having SEND but may mean they are placed on a record of 'concern' where the pupils will be carefully monitored and given extra support.

If a teacher raises concerns about a child's progress, the Class Teacher will contact the parent or carer to discuss the concerns. The child will be placed on a concerns/ monitoring list and their progress will be carefully monitored. Their needs will be addressed through 'quality first teaching' and the use of wave 1 or wave 2 interventions where appropriate. If the child continues to make inadequate progress they will move to stage 2 of the process, known as additional SEND support and the child will be placed on the SEND register after discussions with parents or carers.

Where a pupil is identified as having SEND, teachers should take action to remove any barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four part cycle through which earlier decisions and actions are revisited and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress. This is known as the graduated approach. In some cases advice from specialist outside agencies will be sought and where possible all suggestions from outside agencies will be put into place and attempted. Adjustments, interventions and support will be put into place and impact and progress will be carefully monitored.

STAGE 1: Well differentiated, quality first teaching, including where appropriate, the use of small group interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners, such as children who are underachieving (and may not be on the SEND register) may take part in carefully planned, different differentiated activities and may have access to small group work interventions. These may be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum- not a special intervention for pupils with SEND.

ASSESSMENT

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, such as the Foundation Stage Profile and other whole school progress data.
- Classroom based assessment and monitoring.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with nurseries and schools upon transfer.
- Involving an external agency where it is suspected a Special Educational Need is significant.

Early identification is vital. The class teacher informs the parents and the SENDCo at the earliest opportunity. The class teacher and SENDCo assess and closely monitor the pupil's progress. This is an ongoing process.

STAGE 2: ADDITIONAL SEN SUPPORT

- Pupils will be offered additional SEND support when it is clear their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum. i.e. they have a special educational need as defined by the SEND Code of Practice 2014. These pupils will be placed on our school SEND list.
- Intervention for these pupils will be carefully planned, each pupil on the SEND list having their own Individual Education Plan, being part of their class provision map and will be included in the whole school intervention timetable.
- When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEND support up to £6000 per annum for each individual

pupil. If the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Top Up Funding.

- Where a pupil has a significant, severe and sustained need for support, it may be necessary to enter a multi-disciplinary assessment process in order to consider the need for an Education Health and Care Plan.
- Our Individual Education Plans (IEP's) enable us to focus on particular areas of development for pupils with SEND. They are seen as a working document to be constantly refined and amended when necessary. They are child-friendly and are to be shared with the pupils and parents at least termly. The IEP's will have a maximum of four short term SMART targets set for the pupil.
- Targets for the IEPs will be reached through discussion with class teacher, SENDCo and parents and will be shared with pupils.
- Targets will be reached after a pupil discussion meeting where the pupil will meet with the SENDCo to discuss their feelings about school and learning.

STAGE 3: EDUCATION HEALTH CARE PLAN

- Pupils with an Education Health Care Plan will have access to all the arrangements for stage 2, and in addition will have an Annual Review of their EHC plan.
- Our school will comply with all local arrangements and procedures when applying for high needs funding and an Education Health Care Plan and will ensure that all pre-requisites for application have been met through pro-active additional SEND support.
- Our review procedures fully comply with those recommended in section 6.15 of the Special Educational Needs Code of Practice.

EXITING THE SEN REGISTER

- If it is felt that pupils are making progress which is sustainable they may be taken off the SEND register. If this is the case, the views of the pupils, parents and carers, the teacher and the SENDCo must be taken into account. If it is agreed the pupil will leave the SEND register, the pupil record must be kept until the pupil leaves the school and the pupil will be continued to be carefully monitored through pupil progress meetings.

DISABILITY

- Many children and young children who have SEND may have a disability under the equality Act 2010 that is... “ a physical or mental

impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.” Children with disabilities do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

- As a school we observe two key duties:
- We must not directly or indirectly discriminate against disabled children and young people.
- We must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers: this requires thought to be given in advance to what disabled children may require and what adjustments might need to be made to prevent a disadvantage.

Roles and Responsibilities

In our school...

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise the pupils opportunities to learn.
- The Head Teacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)
- The Head Teacher will regularly evaluate the progress of the pupils with SEND through the whole school pupil progress tracking system and pupil progress meetings with the class teachers. The Head Teacher will have regular meetings with the SENDCo to discuss pupil progress of the pupils on the SEND register and any other pupils of concern.
- In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day to day operation of this policy.
- The SENDCo, alongside the class teachers co-ordinates the provision for children with Special Education Needs and Disabilities.
- The SENDCo liaises with, and advises other teachers and manages other classroom staff involved with supporting children with SEND.
- The SENDCo oversees the records of pupils with SEND.
- The SENDCo acts as a link with parents and external agencies and other support agencies.
- The SENDCo liaises with and consults with parents and families of pupils on the SEN register at least termly, listening to their views and opinions.
- The SENDCo reports to the governing body at least termly.
- The SENDCo manages a range of resources to enable appropriate provision to be made for pupils with SEN.

- The SENDCo implements a programme of Annual Review for all pupils with an Education Health and Care Plan
- The SENDCo meets at least termly with each teacher to review and revise IEPs and to discuss progress made by pupils.
- The Governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- The Governing body secures the necessary provision for any pupil identified as having SEND.
- The Governing body has identified a Governor to have specific oversight of the school's provision for pupils with SEND. The SEND Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel.

Partnership with parents and carers.

- The school works closely with parents and carers in support of children with special educational needs. We encourage an active partnership and acknowledge the support parents can give the children with SEND. Parents and Carers of children with SEND are invited to termly meetings to agree IEP targets for their child with the SENDCo and Class Teachers. Parents are central to the meetings and their ideas and thoughts will be most paramount.
- We ensure parents and carers are always kept well informed about their child's SEND and of any outside intervention and intervention groups which may take place in school.

Pupil Participation.

In our school we recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, pupils are involved in monitoring and reviewing their progress through targets, marking and feedback.

Children on the SEND register are involved at an appropriate level by meeting with the SENDCo to discuss their strengths, weaknesses and what makes them happy and sad in school. This information will be shared with Parents/Carers and Class Teachers and will be used to form the basis of discussions about each pupil's progress and IEPs. The pupil profiles will be updated termly before meeting dates.

INCLUSION OF PUPILS WHO ARE VERY ABLE/ TALENTED.

'Very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well developed learning skills across the curriculum.

The term talented refers to pupils who excel in one or more specific field. They may or may not perform at a high level across all areas of learning.

- Physical talents: sports, games, skills, dexterity
- Visual/ performing abilities: dance, movement, drama
- Mechanical ingenuity: construction, object assembly, (and disassembly) systematic working solutions
- Outstanding leadership: organiser, outstanding team leader, sound judgements
- Social awareness: sensitivity/ empathy
- Creativity: artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences of inability, to access a number of areas of learning and to develop the knowledge, skill, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the need of all children. They identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able/ talented children.

For primary- based on DFE guidelines we monitor the children closely in the Foundation Stage and Key Stage 1, but only identify very able and talented children once they are in Key Stage 2.

Identification: before identifying any child to be very able in a particular area, we aim to ensure all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils is a judgement which applies to the current class/ school context and refers to the current level of performance only. This means that, at this time the pupil is showing ability in a particular area. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self nomination

Each year, the school will draw up a register of very able/ talented children; this list will be kept under review. Provision for such children will be tracked.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways:

- A common activity which allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme which reflects a greater depth of understanding and higher level of attainment.
- The opportunity for children to progress at their own rate of learning.
- Extra-curricular activities for our children including a range of sporting clubs.
- School based provision such as artists in residence and opportunities for performance.

This policy will be reviewed annually by the governors.

Last updated December 2017.