

GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL



POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Great Wishford Primary School is a small rural mainstream school which has up to 119 places for pupils 4-11 years. We believe that every child, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to reach their potential.

Special education provision will be made for children who have a significantly greater difficulty in learning than the majority of children their age or have a disability which prevents their effective learning in school.

This policy complies with the statutory requirement laid out in the 2014 SEND Code of Practice: 0 –25 Years and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- The Children and Families Act (2014)
- SEN Code of Practice 0 –25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy (2015)
- Teachers Standards (2012)

SECTION 1: KEY INFORMATION

The school's Special Educational Needs and Disabilities co-ordinator or (SENCO) is currently the Head Teacher Mrs Ali Jenkins you can contact Mrs Jenkins on 01722 790433.

Mrs Jenkins is currently studying for the National Award for SEN, which is a statutory requirement of the post.

This policy was created by the Head Teacher, Governing body and staff.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A 2

*learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**. Disability: Many children and young people who have SEN 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

SECTION 2: AIMS AND OBJECTIVES

The aims of our special educational needs and disability policy and practice are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN and Disability.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with disabilities and medical conditions to achieve full inclusion in all school activities through consultation with health and social care professionals, in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Policy.
- To work within the guidance provided in the SEN Code of Practice 2014.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice 2014 describes the four broad categories of need, which are detailed below. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. At Great Wishford School we identify the needs of pupils by considering not only the educational needs but also the needs of the whole child.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)

- ASD (Autism Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)

- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)

- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)

- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia)

3. *Social, Emotional and Mental Health Difficulties*. They include:

- a wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Additional needs are not the same as Special Educational Needs, but may nevertheless impact on progress and attainment. These include the following:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a “Looked After Child”
- Being a child of Serviceman/woman

Additional need provision is managed by the Senior Leadership Team

SECTION 4: ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

The school follows the SEN *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: the class teacher and SENCo should clearly analyse a pupil's needs before identifying a child as needing SEND support. We use the "Wiltshire Graduated Response to SEND Support (GRSS) criteria.

Plan: parents must be notified whenever it is decided that a pupil is to be provided with SEND support.

Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: the effectiveness of the support should be reviewed in line with the agreed date.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Great Wishford School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The decision to make special educational provision involves the teacher and SENCo considering all of the information gathered from within the school about the pupil's progress, the County assessment criteria tool known as 'Graduated Response to Special Needs Support (GRSS) and a My Support Plan is drawn up alongside national data and expectations of progress. We then consult with parents to discuss our concerns further and make any final decisions. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

If a child is identified as having SEND, with the agreement of parents/carers, they are placed on the SEND Register. At this stage, an Individual Provision Plan is drawn up in consultation with parents/carers and the pupil. If, despite additional provision and consultation with external agencies as appropriate, the child's progress and/or levels of achievement are still cause for concern, a decision may be made to request formal assessment for an Education Health Care Plan (EHCP). An application can only be made following two full cycles of Assess, Plan, Do, Review (see above) covering at least two terms which the school has drawn up into a My Support Plan. On gathering all relevant advice about a pupil's progress, the Wiltshire SEND Team may carry out additional assessments to support the application for an EHCP

SECTION 5: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

The class teacher alongside the SENCo will discuss individual childrens' needs and what support would be appropriate. If required, advice from an outside agency will be sought. Individual children will require different types of support and varying levels of support in order to bridge the gap to maximise progress towards age-expected levels.

The class teacher meets with the SENCo every term for the SEND Review meeting. During this meeting, children's' progress is discussed, progress data shared and the impact of intervention programmes evaluated. The report from this meeting is circulated to the class teachers and Head Teacher and a copy of the SEND Register is also circulated to the SEN Governor.

If further assessment is needed to attempt to explain any lack of good progress, a referral to the Educational Psychologist or other external agencies may also be made. For children with more complex needs, Statutory Assessment may be appropriate, at which point the Wiltshire County Council SEND team will decide if an Educational Health Care Plan (EHCP, formally a "Statement") is necessary. If the school is unable to fully meet the needs of a pupil, further advice will be sought from external agencies.

All children on the Special Educational Needs Register have an Individual Provision Map (IPM) which will set out their individual provision and access to the curriculum and the intervention with SMART targets specifically tailored to each pupil. These are discussed with the children and based on their individual needs. IPMs are reviewed at least termly, and comments are made against each intervention programme target to show what progress the child has made. If the child has not reached the target, the reason for this will be discussed, then the target may be broken down into smaller steps or a different approach may be tried to ensure that the child maximises progress.

SECTION 5a: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Where a child no longer meets the Wiltshire Criteria for 'School Support', or has made sufficient progress to 'close the gap', they may be removed from the SEND Register. This decision will be taken in discussion with the parent/carers, as a result of assessments carried out as part of the termly SEND reviews.

Children who have recently been removed from the SEND Register, or those whose progress is causing concern but not at the level of SEND support, are closely monitored and given targeted support to help them get back on track. This is known as Early Intervention.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

The SEN Information Report

We are required by law to provide a SEND Information Report. This can be found on our website under <http://www.greatwishfordschool.co.uk> and contains information about the implementation of this policy.

Transition

We recognise that transitions can be difficult for any child, especially a child with SEND. We take steps to ensure that any transition is as smooth as possible. We

liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant information and paperwork is passed on and all needs are discussed and understood with the new school's SENCO

Admission

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, the governors will make reasonable adjustment to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Access Arrangements

A small number of children may need additional arrangements so they can take part in the Key Stage 2 tests. Decisions regarding additional time, or the use of a reader, prompter or scribe are made by the Year 6 teacher along with the Head Teacher/SENCO. In these rare cases, the school will have evidence to show that resources are routinely committed to providing this support.

Further information

- the Wiltshire County Council Local Authority Local Offer (www.wiltshirelocaloffer.org.uk) .
- the school's SEN Information Report (available on our website <http://www.greatwishfordschool.co.uk>).
- Wiltshire Parent Partnership (<http://www3.hants.gov.uk/parentpartnership>)
- National Parent Partnership (<http://www.parentpartnership.org.uk/>)
- Independent Parental Special Education Advice (<http://ipsea.org.uk/>)

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SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Great Wishford School is an inclusive community that aims to support and welcome pupils with medical conditions. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please refer to the school's policy on managing the medical conditions of pupils for further information.

Some may also have special educational needs or disability (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice: 0-25 Years (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND

All children's' progress is monitored, and children who have or may have SEND are monitored even more closely. We expect our intervention programmes to at least double the rate of progress. If the desired outcome is not achieved, a discussion will take place to establish the reasons for the lack of impact. It may be that a different programme is needed, or intervention over a longer period.

Regular monitoring of teaching is carried out to ensure that the highest quality of teaching and learning is carried out. This is in the form of observations of staff members, work sampling and book scrutiny, parent and pupil questionnaires. The governing body also has responsibility for monitoring the effectiveness of the educational provision for all children. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

Delegated funding for pupils with a Statement of Special Educational Need or an EHC Plan is mainly used to pay salaries for one-to-one dedicated staff. Other devolved funding is allocated to support the needs of pupils with additional needs where required. Pupil Premium money is carefully allocated to support the children it is targeted to.

We employ a part-time family link worker who primarily works to support their emotional and social needs, and whose salary is in part paid by this grant. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile, for example purchasing intervention programmes and assessment packages, and training staff in their use.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are generally identified as part of Performance Management interviews. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attend the SENCo network meetings at cluster schools and County level in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. In addition the school's Head teacher/the SENCO all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.***

The role of the SENCo

SEND arrangements are coordinated by the SENCo whose role includes:

- overseeing the day to day operation of the school's SEND policy;
- carrying out observations and assessments of individual pupils to help support and provide for them;
- liaising with and advising teachers and TAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
- coordinating 1:1 and group learning support
- keeping the Governing Body informed about provision, training needs, pupils' needs and changes to statutory requirements;
- tracking pupils' progress using provision maps and other records;
- maintaining the school's electronic SEND register and overseeing other records for all pupils with SEND;
- identifying and monitoring areas of need and provision across the school, reporting to the Governing Body;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- liaising with parents of children with SEND keeping notes of these meetings;
- contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in cluster schools;

- liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
- ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
- managing the SEN team of teachers and TAs

It follows from this that the SENCo has planned time to administer the school's SEND arrangements.

The role of the teachers

- identify pupils of concern and liaise with SENCo;
- keep notes on SEND pupils in the system;
- plan work for pupils at school support level;
- liaise with SENCo to plan work for pupils on school action plus level;
- to review and write individual provision maps when required (supported by SENCo);
- direct support from teaching assistants if appropriate;
- each member of staff is expected to keep up-to-date with information about SEND children that they teach; and
- liaise with the parents of identified pupils.

The role of the Teaching Support Assistant

- Delivering the additional support children need, as directed by the Class Teacher and SENCo and identified on the pupil's individual provision map.
- Preparing resources in advance of intervention sessions and making notes of the sessions for the Class Teacher.
- Monitor and evaluating the impact of interventions on pupil outcomes

The role of the Head Teacher/SEND Governor

1. Ensure that the SENCo and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. Liaise with SENCo regularly regarding individual children;
3. Discuss staff training needs with SENCo;
4. In discussion with SENCo arrange sharing of good teaching practice;
5. Look at resource requests for the SEN team.
6. To look at case studies to ensure that the needs of the child are being met along with the aims and objectives of the policy.

The role of the SEND Governor

The duties of the Governing Body are set out in the SEND Code of Practice. The role of the SEND Governor in particular is to make sure that the necessary support is given for any child with SEND who attends the school and to ensure that the aims and objectives of the policy are being met.

The SEND Governor for this school is Mr Jamie Melville.

Other roles

The designated Teachers with Safeguarding responsibility (DSL) are: The Head Teacher Mrs Ali Jenkins and the Deputy Safeguarding Lead is Mrs Mandy Hewes
The member of staff responsible for managing the Pupil Premium Grant funding is The Disadvantaged Learner Lead Mrs Lucy Bown.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Mandy Hewes

SECTION 11: STORING AND MANAGING INFORMATION

Documents containing sensitive and personal information are kept in a locked cabinet in the Office. This room is locked when not in use. Details about SEND provision and progress are kept until the child/young person reaches the age of 25, in accordance with standard practice. Information is shared on a need to know basis and documents are stored in line with the school policies on Information Management and Confidentiality. Copies of these can be obtained from the school office.

SECTION 12: REVIEWING THE POLICY

This Policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The Disability and Discrimination Act (DDA), places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We have an Accessibility Plan and strategy. Please ask the school office for more information. The school is not on one level but the outside environment can be accessed without the use of steps. The school site is therefore not fully wheelchair accessible, despite external advice from specialist having been sought.

- Great Wishford School has produced a written accessibility plan, available to view on request.

- Great Wishford School endeavours to increase and promote access for disabled pupils to the school curriculum through teaching a diverse curriculum which is differentiated and the provision of after-school clubs, leisure and cultural activities or school visits.

- Where appropriate the school ensures information is provided to the pupil in a form that is accessible to them. Examples might include handouts, timetables, textbooks and pictorial information about school events. The information will take into account the pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

We are an inclusive school and will try and meet the needs of children with SEND to the best of our capability. Adaptions to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary support and equipment to enable them to be able to do this. Identification of barriers to learning is as a result of discussion with the SENCo, Class teacher and parents. The school is on 'one level' but the outside environment and parts of the inside environment cannot be accessed without the use of steps. The school site is therefore not fully wheelchair accessible, despite external advice from specialists having been sought.

Regular risk assessments for children with medical disabilities are carried out by the Head Teacher/ SENCo and Business Manager. If a child requires specialised equipment, this will be provided by the Specialist Teacher Advisory service. We liaise with EMAS when necessary, to help us to support families with English as an Additional Language (EAL).

If Parents/Carers require a meeting with the SENCo or class teacher, appointments can be made via the school office.

SECTION 14 : DEALING WITH COMPLAINTS

In the first instance any complaint should be addressed to the class teacher and SENCo Mrs Ali Jenkins. If the problem cannot be resolved by this means then the SEND Governor Mr Jamie Melville or the Complaints Panel of the Governing Body may become involved. If school based solutions fail to resolve the complaint, Parents/Carers should write to:

SEND Services
Childrens Services Department
County Hall
Trowbridge
Wiltshire BA14 8JB

SECTION 15: BULLYING

Great Wishford School has an Anti-Bullying Policy which is inclusive of all pupils. The policy reflects the need educate pupils on how to deal and report incidents of bullying. Great Wishford School holds an Anti-bullying week and uses the SEAL material to help educate pupils in this area. The Anti-Bullying Policy is available from the school website.

Great Wishford School promotes the safety of all pupils, including those with special educational needs. Where appropriate specific risk assessments are put in place or pupils are named on risk assessments.

As part of a pupil's curriculum and pastoral support we teach and promote independence, life-skills and build resilience in their learning.

Procedures for reporting and responding to bullying incidents

At Great Wishford School we treat allegations and incidents of bullying seriously. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved.

The following procedures are to be followed:

1. Report bullying incidents to a member of staff

2. In cases of serious bullying, the incidents will be recorded by staff and reported to the Head Teacher or Senior Leadership Team
3. All children involved about the incident are seen separately or if appropriate as a group.
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
7. An attempt will be made to help the bully (bullies) change their behaviour through mentoring, specialist nurture programmes or a specialist agency.

SECTION 16: APPENDICES

SEN Information Report

For further information on Special Educational Needs at Great Wishford School, please see our SEN Information Report 2015. This can be found on our website: <http://www.greatwishfordschool.co.uk>

Reference should also be made to our School Single Equalities Policy which is available on our school website <http://www.greatwishfordschool.co.uk>

Key Contacts

Please contact the Senior Leadership Team for more information.

Review Date: December 2015

Agreed by Governors:

Next Review Date: December 2016