

Wellesbourne Primary and Nursery School



Special Educational Needs and Disability Policy and Guidance

Notes DATE FINALISED – September 2022
DATE TO BE REVIEWED – September 2023

Section 1:

Name of SENCO – Mrs Charlotte Willshire

National Award for SEN Coordination (NASCO) Status – Passed in 2021

Contact Details of SENCO – 0151 226 9765

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Wellesbourne Primary and Nursery School is a member of our Senior Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Head Teacher Mrs Ryan advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Section 2

Aim:

At Wellesbourne Primary and Nursery School we aim to:

- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for secondary school and adulthood.

Objectives

At Wellesbourne Primary and Nursery School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs and Disabilities

At Wellesbourne Primary and Nursery School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Other things which are not SEN but may impact on progress and attainment are;

- 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
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: The Graduated Approach

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching

- All 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 and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching however may enhance it in necessary occasions for a short time.
- Wellesbourne Primary and Nursery School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through a range of lesson observations, learning walks and pupil voice as well as during pupil progress meetings. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- When a child is identified as possibly needing SEN support, the teacher, SENCO and parents will discuss their concerns recording these on an initial concern form this will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, observations from SENISS or an educational psychologist may be requested, advice may be sought from the local Consortia of SENCO’s, a person centred review will take place and be reviewed for three terms before deciding whether the EHCP process is appropriate in some cases an EHAT may be opened.
- The role of the SENCO requires that they hold QTS. The Head Teacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

The SENCO will:

- Use the SEND graduated approach windscreen as a starting point to inform the individual level of support required
- oversee the day-to-day operation of the school's SEN policy
- co-ordinate provision for children with SEN
- liaise with the relevant designated teacher where a looked after pupil has SEN
- advise on the graduated approach to providing SEN support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEN
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

- At Wellesbourne Primary and Nursery school children are initially identified by class teachers by completing an initial concerns form. Children's needs are assessed using a combination of baseline assessments, phonics screening, NFER tests, Salford reading tests and single word spelling tests as well as through questioning and observation. Class teachers meet with the parent termly to discuss the needs and accomplishments of each child, where children have SEND they will create a SEN support plan discussing targets and the needs of the child. High Quality Teaching and an inclusive environment are the main approach for all children, however where short term intervention is deemed necessary this will be discussed with the parent and child. Following any additional support and at least once termly the SEN support plan will be reviewed alongside the child and parents/carers, this will then follow into the next cycle of the Graduated Approach where adjustments will be made to ensure best progress in the areas of need.
- The SENCO will advise and support the class teacher in meeting the child's needs as well as provision mapping to evaluate what works and what has changed in the support, termly pupil progress meeting will be held with the class teacher, assessment lead and SENCO to discuss strategies and next steps continuing to promote the use of High Quality Teaching. The SENCO will support staff in accessing CPD where required.

- Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.
- All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.
- Parents will meet with the class teacher termly to review their child's targets and create their next SEN support plan
- If a parent believes their child no longer requires SEN support they should request an appointment with the SENCO to discuss this.
- If a parent has concerns after a child is removed from the SEN register they should request an appointment with the SENCO to discuss this.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception <https://wellesbourneschool.co.uk/learning/inclusion/> and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy (available on the school website)
- Our links with other agencies

- Our arrangements for examination and assessment access (children are able to access extra time, short breaks or a reader; these can be arranged in liaison with the SENCO and Miss Howard the assessment lead and DHT)
- Our transition arrangements both from class to class and school to school

At Wellesbourne Primary and Nursery School we believe in a Person-Centred Approach to working with children/young people and their parents/carers, how we do this:

- Parents view are gathered during an extended parent consultation once per term
- Pupil voice is gathered by class teachers and/or teaching assistants
- The Governing body evaluate the SEN information report termly at full governor's meetings and have a holistic view of the children.
- Information gathered is used to inform Personalised Education Plans and pupil passports as well as impacting on any interventions required.

Section 7: Supporting Our Children/Young People with Medical Needs

At Wellesbourne Primary and Nursery School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

Termly the SENCO carefully monitors and evaluates the quality of provision offered to all pupils

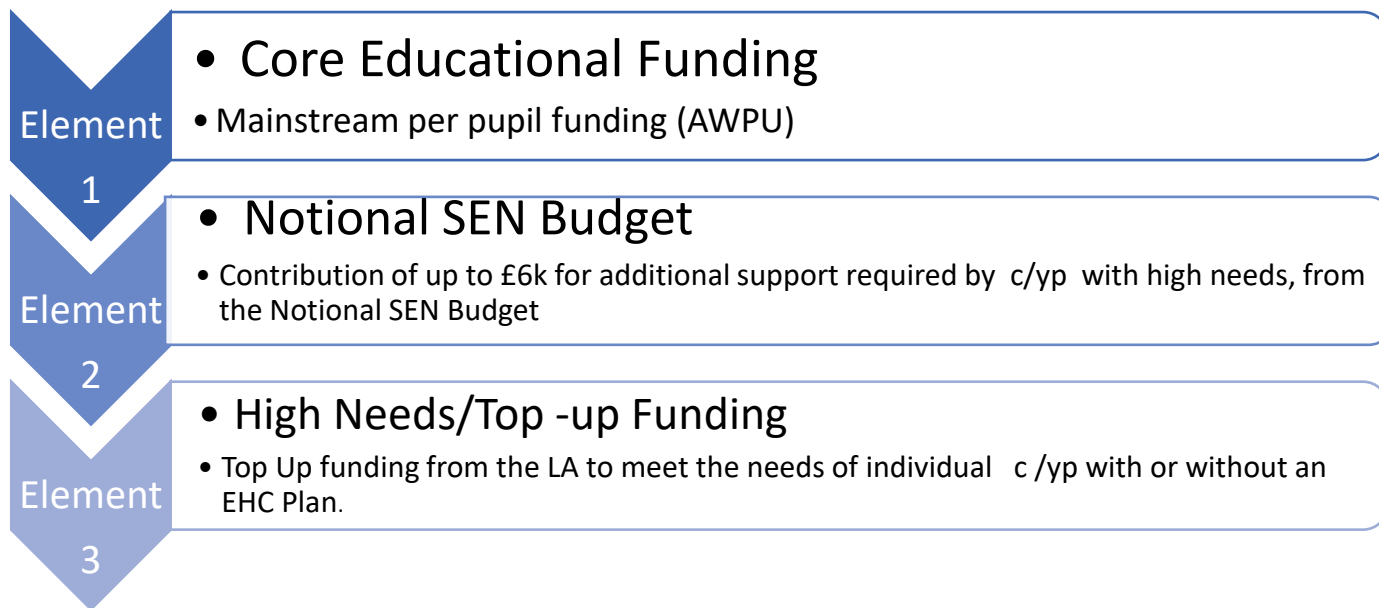
- Provision map software is evaluated to track progression against individual targets,
- Pupil voice is gathered as well as a sample of parent voice being taken.
- School Governors meet with the SENCO to discuss updates to provision and evaluate progress
- Pupil progress meetings promote an active process of continual review and improvement of provision for all pupils.

Section 9: Resources and Training

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified via an annual questionnaire, a programme of professional development is in place, and all staff are encouraged to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Wellesbourne Primary and Nursery School these include;

- The school employs 14 of support staff. They carry out a range of roles across the school and are line managed by our four phase leaders. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs C Willshire
- The member of staff responsible for Looked After Children is Mrs C Willshire
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs C Willshire and Mrs N Ryan.

Section 11: Storing and Managing Information

Documents relating to SEND are kept in a locked filing cabinet in the SENCO's room or electronically on a secure drive and stored whilst the children remain pupils, documents are then transferred during transition to the child's next school.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. This should show work previously undertaken to remove barriers.

Parents/carers can contact key staff by telephone during school opening hours during term time.

Section 14: Other Policies Relating To SEND

SEND is a whole school responsibility and remains the responsibility of all staff, it is referenced in:

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Dealing with Complaints

Stage 1: Complaints should initially be raised informally to the class teacher,

Stage 2: Discussion with the year group leader.

Stage 3: Complaints at this stage should be written and received within 10 school days of the year group leader's feedback. Your letter should be addressed to the Head teacher and marked "private and confidential".

Stage 4: a parent may make representation to the Governors. A letter addressed to the Chair of Governors marked "private and confidential" can be left at the school office.

Stage 5: You may approach the Secretary of State for Education or the *Ombudsman if you are unhappy with the process or outcome.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – Charlotte Willshire