



## Weeke Primary School

# Special Educational Needs & Disability (SEND) Policy

**Date agreed:** December 2023

**Review date:** December 2024

This policy has been drawn up in accordance with the SEND Code of Practice 0-26 guidance (DfE and DoH 2015), the Equality Act 2010 and the Children and Families Act 2014.

### Section 1 – Introduction

#### Rationale

Children may have a special educational need or disability, either throughout, or at any time, during their school career. This policy ensures that the curriculum, planning and assessment for children with special educational needs and/or disabilities considers the type and extent of the needs of the child.

#### Aims

- All children are welcomed at Weeke Primary School whatever their abilities and needs.
- Ensure that the needs of each child are met, within the capabilities of the school and that each child achieves highly according to their ability.
- Provide access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs.
- Reduce or remove barriers to learning and participation.
- Take a holistic approach to learning and development.
- Work in partnership with children and their families.

#### Roles and Responsibilities

1. The Headteacher is responsible for the overall provision for special educational needs and disabilities (SEND) but it is managed on a day-to-day basis through liaison between the Headteacher and the Special Educational Needs and Disabilities Co-ordinator (SENDCO).
2. The governors with responsibility to oversee SEND provision in the school will meet regularly with the SENDCO to monitor provision and will report regularly to the Full Governing Body.
3. The SENDCO has designated responsibility for coordinating provision for children with special educational needs, following guidance in the SEND Code of Practice.
4. The SENDCO liaises with class teachers and learning support assistants to develop appropriate provision for individual children.
5. The SENDCO liaises with external support services, e.g. speech and language therapist, physiotherapist, occupational therapist, educational psychologist etc., having first discussed the nature and reason for concern with parents or carers.
6. The SENDCO is responsible for organising resources and training for all staff, ensuring that all staff, including the SENDCO, are appropriately trained and led by up to date research and initiatives.
7. The SENDCO and Headteacher are responsible for the allocation of resources, including the school's SEND budget and additional funding for children with an Education and Health Care Plan (EHC Plan). Resources, including staffing, are allocated based on identified needs of individual children and groups of children.
8. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.
9. Learning support assistants work under the direction of the class teacher or SENDCO to support the teacher to meet the needs of individuals or groups of children in the classroom and to teach interventions to individuals or groups.

### Section 2 – Identifying SEND

**Definition of SEN:** 'A pupil has a special educational need when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Special Educational Needs and Disability Code of Practice, 2015 p.6.15)

The SEND Code of Practice, 2015 describes the 4 broad categories of need;

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Note that:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

### **Disability**

Many children and young people 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’. This definition provides a relatively low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Weeke Primary School we identify the needs of children by considering the needs of the whole child.

In line with the definition above and the four areas of need, at Weeke Primary School, children are identified as having a SEND through a variety of means:

- Concerns raised by school staff or parents/carers
- Progress and attainment data
- Observations by teachers, learning support assistants, SENDCO and outside agencies
- Screening tools and specific assessment tests

### **Section 3 – A graduated approach to SEND support**

All children receive high quality first teaching in the classroom from the class teacher supported by a Learning Support Assistant, where necessary.

- Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as possibly having difficulties or learning needs they will be closely monitored by staff and the SENDCO in order to gauge their level of learning and possible difficulties.
- The child’s class teacher will take steps to provide adapted 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.
- The SENDCO will be consulted for support and advice and may wish to observe the child in class.
- Through monitoring and consultation with the SENDCO, the level of provision the child will need going forward can be determined. This will be recorded on a Provision Map for the year group.
- Parents will be informed fully about 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.
- Pupil Progress meetings are used to monitor and assess the progress being made by all children, including those with SEND.

### **SEND Support**

Where it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a child 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 on-going cycle to enable the provision to be refined and revised as understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in

supporting the child to achieve good progress and outcomes (refer to SEND Code of Practice, 2015 p.6.44). At Weeke Primary School this is achieved through the process of Provision Mapping which details the four-step cycle.

When a child is making expected progress and is no longer identified as needing different or additional support, a review of the child will take place to confirm progress, including consulting parents, and they will be taken off the SEND register. All records will be kept until the pupil leaves the school and then passed on to the next setting. The child will continue to be monitored through the schools monitoring procedures such as pupil progress meetings.

#### **Referral for an 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, planning provision and identifying resources, is required.

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

- The child
- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologists

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 about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment or issue an EHC Plan following an assessment.

#### **Section 4 – working with children and their parents**

We believe that parents should be partners with the school in helping children and young people with SEND get the most out of their education. We aim to work in partnership with parents to provide support for individual child which is tailored to their needs and which is developed together with parents. We also recognise how important it is to listen to and act upon what children say about their needs and what sort of help they would like. We recognise that 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' (*Article 12 UN Convention on the Rights of the Child*).

At Weeke Primary School we involve parents/carers and children as partners by:

- Using a child centred approach when planning provision for children
- Inviting children to attend a meeting where we will be reviewing their EHC Plan annually.
- Where relevant, sharing information and reports from outside agencies involved with working with individual children e.g. Educational Psychologist observations, outreach support etc.
- Involving children in setting and reviewing their targets
- Enabling children to express their feelings about how their needs are being met in curriculum time and outside of this.
- Ensuring that the views of children are sought and recorded in reports produced by both the school and other agencies where appropriate
- Creating one-page Pupil Profiles, where appropriate.
- Planning carefully for transition from class to class and between schools (sometimes this is as an Inclusion Partnership Agreement meeting).

At Weeke Primary School we aim to support parents/carers and families by signposting support and opportunities, sharing information and ways to access further help.

This is achieved through:

- The school website SEND provision section.
- The school SEND Information report (available on the website). This details the SEND provision at Weeke Primary School including contacts with other agencies and a link to Hampshire County Council's Local Offer and more information on SEND.
- Regular events for parents to access support and learning e.g. School Nurse coffee mornings, information events, courses.
- Referrals to other agencies to support a child or family.

### **Section 5 - Supporting children at school with medical conditions**

Weeke Primary School recognises that children 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. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

### **Section 6 - Monitoring and evaluation of SEND**

The Progress and attainment of children with SEND at Weeke Primary School is monitored by the Senior Leadership Team (SLT), the SENDCO and the SEND Governor. The quality of provision offered to all children is evaluated through monitoring of teaching and learning and pupil progress meetings for all children and specifically for identified groups including those with SEND. Audits of provision, monitoring of the impact of interventions and provision, sampling of parent views, pupil's views and staff views all enable SLT to assess the SEND provision in the school. The Full Governing Body monitors the provision for SEND through regular reports from the named SEND Governor and SENDCO/Headteacher. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Section 7 - Dealing with concerns**

Parents with concerns about their child's progress or provision should discuss this with the child's class teacher in the first instance and the SENDCO when appropriate. If parents are not satisfied following such discussions, the matter should be discussed with the Headteacher who will follow the School Complaints Procedure.