

Winthorpe Primary School

Special Educational Needs Policy



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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our Values

We want children at Winthorpe Primary School to be:

- Happy and Healthy
- Responsible and Caring
- Hardworking and Ambitious
- Respectful and Understanding
- Confident and Curious

Our Aims

Happy and Healthy

We feel that happy and healthy children will be enthusiastic and engaged learners. We aim to provide an exciting, interesting and fun curriculum supplemented by a range of extra-curricular activities that make children want to come to school with smiles on their faces. We encourage our children to have healthy lifestyles and pride ourselves on the sporting provision that we offer for all our children.

Responsible and Caring

We have a very friendly and family like atmosphere around school, centered on a caring approach and looking out for each other. Our rainbow house groups encourage children of all ages to bond, work and play together. We encourage our children to be responsible and help develop their maturity and common sense, enabling them to make the right choices. Positions of responsibility play an important and respected role within the school.

Hardworking and Ambitious

We want children to aim high and enjoy the challenge of reaching their goals, being resilient and determined enough to deal with whatever is thrown at them. We set high standards for the children, in terms of expectations, effort and attainment, and expect all children to achieve their targets and make very good progress whilst at Winthorpe. We genuinely want all children to achieve their goals and encourage them to be ambitious and aspirational with their dreams.

Respectful and Understanding

Our children are respectful, tolerant and understand others. They show this by being polite and attentive to everyone they meet. Holding doors open for others, saying good morning and listening to our friends are examples of how we can show respect on a daily basis. We respect that all people are different, in the way they look, things they believe and what is important to them. We understand that these differences make a vibrant, modern, British community, and want to celebrate and cherish these differences, and learn from them.

Confident and Curious

We encourage our children to try new things and develop a curiosity about the unknown. When we open windows onto new horizons, they are given the opportunity to expand their knowledge and understanding of the world around them. We want our children to feel secure enough to try new things without fearing making a mistake. We place great emphasis on the importance of representing the school and collaborating with others and the outside world. We provide a varied range of extra-curricular activities and stimulating school trips.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary and to fully involve pupils, parents and staff in the identification, assessment and delivery of SEN.
4. To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
5. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and the SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life

2. Responsibility for the coordination of SEN provision

- The people responsible for overseeing the provision for children with SEN is the Head Teacher Mr Rob Cook and the SENCo Mrs Sally Edmonds.
- The person co-ordinating the day to day provision of education for pupils with SEN is the class teacher.

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as provision maps, outcomes and targets or alternatives or structured conversations and subject targets for individual pupils.

All staff can access:

- The Winthorpe Primary School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs including copies of their outcomes, targets and APDR records
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Assessment information and tracking
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. We liaise closely with Early Years Support to identify children who will join our school. We make visits to the Early Years settings when appropriate and carry out home visits. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets. The SENCo will liaise with SENCos or teachers at Secondary schools, passing on records of targets and assessments.

Winthorpe Primary School has access to the local School Behaviour and Attendance Partnership.

5. Facilities for pupils with SEN

The school is fully compliant with DDA requirements

- There is an accessible disabled toilet.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.
- After school provision and breakfast club is accessible to all children including those with SEND.
- Extra-curricular activities are accessible to all children.
- Specialised equipment may be accessed through external agencies where appropriate

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding (Additional Family Needs – AFN) might be from a budget which is devolved to and moderated by the Family of Schools. (Newark Town Family of Schools). For those with the most complex needs, additional funding (High Level Need – HLN) is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCo will liaise with the Family SENCo to decide on the most appropriate level of funding for individual children. The SENCo and the Head Teacher will then decide how to allocate funding throughout the school.

7. Identification of pupils needs

Identification

All Nottinghamshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

The four broad areas of need are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated 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.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) A child will be added to the SEN register if they required provision that is different from or in addition to what is available to all children.
- g) The child is formally recorded by the school as being 'School Aware' due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- i) Parents will be informed fully of 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.
- j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN 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 ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

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

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by contacting **Ask Us Nottinghamshire**

0115 804 1740 enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Class teachers plan and differentiate for each topic to include all children regardless of Special Educational Need.

The SENCo reviews the whole school provision map annually. It describes the interventions available within school and records the support given to individuals and groups.

9. Inclusion of pupils with SEN

The Head teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Hub and the Multi-Agency Safeguarding Hub, SBAPs and family SENCo meetings.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Parents and pupils views will be sought throughout each academic year on progress towards targets and concerns. Class teachers and the SENCo will take these views into account when planning provision.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and Head teacher and information is gathered from different sources such as parents' evenings and reviews, children's input to reviews, progress data and intervention impact data. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Class teacher or Head teacher, who will be able to advise on formal procedures for complaint. The complaints procedure is available on the school website. www.winthorpe.notts.sch.uk

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

Recent training has included:

- Making Sense of Autism – Early Years
- Whole Word Reading
- Talking Mats
- Strengths and Difficulties questionnaires
- Transforming behaviour through trauma informed approaches
- Widgit

Future planned training:

- Pupil Voice
- NPQSEnCo

Our teaching staff includes an experienced SENCo, another teacher with the SENCo award Masters qualification, teachers and teaching assistants who have worked with children with a range of different needs.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Schools and Families Specialist Support
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service – Ask Us
- SALT (Speech & Language Therapy Service)
- SBAP

Health Provision that can be accessed through school

- Healthy Families Team
- Occupational Therapy
- Physiotherapy
- CAMHS

Additional services which may be accessed:

- Art Therapy
- Play Therapy

14. Working in partnerships with parents

Winthorpe Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Our open door policy, Parent Questionnaires and invitations to comment on pupil's reports help us to gain feedback from parents ensuring we are aware of parent's views.

Parents are kept up to date with their child's progress through whole school parent's evenings and reports each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents may be invited to meet with the SENCo or the Head Teacher to discuss these needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Louise Whitehead may be contacted at any time in relation to SEN matters.

15. Links with other schools

The school is a member of Newark Town Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. As part of the Aspire Multi Academy Trust, SENCos meet to discuss issues and ask for advice.

Transition

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

All children with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. We liaise closely with Early Years Support to identify children who will join our school. We make visits to the Early Years settings when appropriate and carry out home visits. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us, so their integration is planned in smoothly and effectively.

16. Links with other agencies and voluntary organisations

Winthorpe Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Social Services
- Speech and Language Service
- Healthy Families
- Neurodevelopmental Support Team
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

At all times the school works closely with the Newark Family to ensure the most appropriate support is available.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]* **(Head teacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.