

# WAYFIELD PRIMARY SCHOOL



## **Special Educational Needs (SEN) Policy**

Reviewed: September 2018

Review Date: September 2019

(or sooner in the event of revised legislation or guidance).

## Wayfield Primary School

### Special Educational Needs (SEN) Policy

This policy sets out the aims, principles, strategies and provision for children with a disability and/or special educational need at Wayfield Primary School. It has been developed by the SENCo, in consultation with the Senior Leadership Team, staff and governors.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the SEND Code of Practice 2014; Equality Act 2010; 2014 Children and Families Act and LA Guidance for Medway.

#### Roles and Responsibilities

Initial enquiries or concerns about an individual pupil's progress should be directed to the Class Teacher in the first instance, as every teacher is a teacher of every child or young person, including those with SEN.

The name of the SENCo is **Rachel Pemberton**, who is a member of the Senior Leadership Team. The SENCo can be contacted directly, via the school office [office@wayfield.medway.sch.uk](mailto:office@wayfield.medway.sch.uk) or through Class Teachers.

#### Defining SEN

The 2014 Special Educational Needs and Disabilities Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* Taken from the 2014 SEND Code of Practice: 0-25 years – Introduction xiii and xiv.

#### Categories of SEN:

There are four broad categories of SEN set out in the SEND Code of Practice 2014: 0-25:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

At Wayfield, we have pupils who fall into all of these categories of SEN.

#### SEN at Wayfield Primary School

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.”* Taken from the SEND Code of Practice 2014: 0-25.

**We therefore aim to:**

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN; (see curriculum and assessment policies).
- ensure that every child experiences success in their learning and achieves to the highest possible standard;
- enable all children to participate in lessons fully and actively;
- value and encourage the contribution of all children to the life of the school;
- work in partnership with parents;
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEN;
- work closely with outside support agencies, where appropriate, to support the need of individual pupils;
- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

All children benefit from ‘Quality First Teaching’. This means that Class Teachers expect to assess, plan and teach all children at the level, which allows them to make progress in their learning. We have high expectations of all of our children.

Where a SEN is identified, Wayfield Primary School will put appropriate interventions in place, as part of a graduated approach. This will include regular reviews of the progress made and adaptations to the support provided as required.

As part of the graduated approach, all pupils with SEN will be identified under a single category of support - **SEN Support**, (which has replaced the previous categories of School Action and School Action Plus).

The Local Authority will no longer issue a Statement of Special Educational Need. These have now been replaced by **Education, Health and Care Plans (EHC Plans)**; which can be used to support children from birth to 25 years.

The majority of children and young people with SEN will have their needs met within the school. If a child continues to make limited progress despite appropriate provisions and intervention being put into place under the SEN Support category; and if through consultation with outside agencies it is felt that special educational provision is necessary for a child; then an EHC Plan can be requested from the Local Authority.

We have children within each category of SEN. These include children with a formal diagnosis of need, as well as those whose learning profiles are consistent with a particular area of need who are awaiting diagnosis. These include:

**Communication and Interaction**

Autistic Spectrum Disorder; Speech, Language and Communication Needs;

### ***Cognition and Learning***

Dyslexia; Dyspraxia; Dyscalculia; Moderate Learning Difficulties; Global Developmental delay;

### ***Social, Emotional and Mental Health***

ADHD; Attachment disorders; Emotional difficulties; Mental health difficulties

### ***Physical and/or Sensory***

Hearing Impairment; Hemiplegia

### ***Medical Needs***

Epilepsy

## **Identification of SEN**

Pupils with SEN are identified through the following assessment routes, all of which form part of our whole school assessment cycle:

**Pupil Progress Meetings** – these are held half-termly to monitor the progress of every child in the school. Where pupils are identified as not making adequate progress in spite of Quality First Teaching, they are discussed with the SLT and the SENCo. A plan of support/intervention is agreed and entered onto the Provision Map.

**Planning and Assessment** – Class Teachers carry out ongoing monitoring and assessment of children's progress and learning. If classroom observation (as recommended by the SEND Code of Practice 2014) reveals that a pupil is making less than expected progress, given their age and individual circumstances, Class Teachers will seek to identify a cause. 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.

These children will be discussed with the SENCo/SLT and appropriate plans of support/intervention agreed.

**Parental Requests** – Parents sometimes raise concerns about the progress of their children and ask us to look more closely at their child's learning. We take all parental requests seriously and will investigate concerns raised fully. Feedback will then be discussed with parents and where necessary, further action agreed.

The school will identify whether they believe a child to have SEN and make appropriate provisions to meet the identified needs. However, any formal diagnosis must be carried out by external agencies or medical professionals. The SENCo will support parents in making the necessary referrals, if this is the desired route that parents wish to take.

## **Working with Parents and Children**

At Wayfield Primary School, we endeavour to build positive and informative relationships with all of our parents. If a child is experiencing difficulties at school, this will be discussed with parents during either Parents' Meetings (termly) or during informal meetings as requested by the Class Teacher/SENCo or by the parents.

If the school believes that a child may have a SEN, parents will be fully involved at each step in the identification process. This may include:

The Class Teacher/SENCo inviting parents to a meeting to:

- discuss concerns identified and agree next steps;
- inform parents that their child will be placed on the SEN Register;
- gain consent /complete necessary referrals for formal assessment to take place;
- discuss the findings of any formal assessment carried out;
- agree next steps and appropriate provision for the next term.

This forms part of the graduated 'Assess, Plan, Do, Review' approach required by the SEND Code of Practice 2014, which states that a family-centred system must be followed.

*Local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of SEN.*

□ *Involving children, young people and parents in decision making:*

- *Planning should start with individuals and take account of their wishes and aspirations*
- *'Person –centred planning' ensures that everyone is involved in all aspects of planning and decision making.*

## **Teaching and Learning**

At Wayfield, we believe that all children learn best with the rest of their class. Our aim is for all children to become independent and autonomous learners, in order that they can reach their potential. Children with SEN are entitled to be taught by their Class Teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on the outcomes of the children, not the hours that they are given. We aim to ensure that sufficient support is provided to enable the child to reach their challenging targets, but without developing a learned independence on an adult.

The school has a range of interventions available, which are organised and monitored by the SENCo. When considering an intervention, we look carefully at each individual child's learning profile, in order that we can select the intervention, which is best matched to each child's needs.

Targets for children with SEN aim to close the attainment gap between that of their peers. Interventions are often crucial in closing these gaps and are carefully monitored by both the Class Teacher and the SENCo.

## **Assessing and reviewing pupils' progress towards outcomes**

At Wayfield Primary School, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly at parents' evenings, SENCO meetings with parents, pupil progress meetings, intervention meetings and In School Review meetings. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

**Record Keeping** – Please see below for all our record keeping processes.

**Provision Maps** – are updated half-termly. These detail all pupils within each year group receiving intervention, booster and gap fill.

**Individual Programmes** – are written by SENCo for pupils with a Statement/EHC Plan, to close the gap in attainment between the child and their peers. Individual programmes are matched to the child's needs, according to their Statement/EHCP, outside agency reports, formal assessments and Class Teacher assessment.

**Individual Plans** – These are written by Class Teachers for individual pupils placed at SEN Support. These plans show the use of support in the classroom and should relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets. They are reviewed termly and shared with pupils and parents.

**Annual Reviews** – are held once per year for pupils with a Statement/EHC Plan. Annual Review paperwork is used to record the child and parent views, along with Class Teacher and Teaching Assistant views and progress to date. Targets are set and agreed for the forthcoming year with the child, parents, Class Teacher, SENCo and any outside agencies involved.

**Tracking Records** – progress and attainment data is held for all pupils on the schools assessment system. This is updated half-termly. The SENCo will monitor the progress of all SEN pupils using data, alongside the Progression Guidance documentation. Intervention Monitoring documents are kept by the SENCo and shared with the SLT/Governing Body.

### **Adaptations to the Teaching and Learning Environment**

Wayfield Primary School is an inclusive school. We therefore ensure that our classrooms are inclusion-friendly. Visual timetables are used throughout the school, along with other visual support aids. All pupils have full access to the National Curriculum as well as opportunities to participate in extra-curricular activities.

Lessons are carefully differentiated to match the needs of all pupils within each class. Lessons will be made more accessible through multi-sensory teaching and learning, including the use of visual, tactile, auditory and concrete learning materials and resources.

We have disabled access toilets and stair lifts fitted in most parts of the school. Other adaptations to the physical environment will be made, as appropriate, to accommodate the needs of children with physical and/or sensory disabilities.

### **Extra-Curricular Activities**

All pupils have equal access to a range of extra-curricular activities, which take place before, during and after school hours. These aim to develop engagement with the wider curriculum and community. Where necessary, adaptations will be made to accommodate pupils with SEN, to meet their individual needs. Class and residential trips are part of the curriculum and we aim for all children to benefit from them. No child will be excluded from a trip due to disability, special education need or medical need.

### **Staff Expertise**

Our SENCO has been in post since January 2017, she is a highly experienced teacher and is due to complete the SENCO qualification in November 2018.

All of our Class Teachers are trained to work with children with SEN. All Class Teachers have access to advice, information, resources and training to enable them to teach all children effectively. Teachers have access to training and information both in-house and through the Local Authority, as well as through provision of books or useful websites.

All TAs receive training in supporting pupils with SEN. We plan a programme of professional development and training for Support Staff, relating to the needs of the children in the school

The SENCo works closely with TAs to ensure that the needs of SEN pupils are being met. Regular opportunities are provided for the SENCo to discuss the progress of pupils with TAs, as well as monitor interventions.

### **Working with other agencies**

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- Child Protection Team
- Educational Psychologist
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner) - formerly known as Educational Welfare Officers
- Hearing/visual impairment advisory teachers
- SEN team at the LA
- Social Care
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)

- MAGIC (Medway Autism Group & Information Centre)
- Medway Under 25 Team
- Kent Autistic Trust

## **Children with Social, Emotional and Mental Health Needs**

Behaviour is no longer part of a category within the SEND Code of Practice 2014. If a child demonstrates consistent, unwanted behaviours the Class Teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences e.g. bereavement, parental separation, we would arrange an Early Help meeting with the family and support the child through the process.

If parents and school are concerned that a child may have mental health needs, we would encourage parents to approach their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills or therapeutic interventions. These would be agreed by the SENCo and the Head Teacher.

All children's behaviour is responded to consistently following the Positive Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN. We will actively investigate all allegations and, if necessary, work with the pupils and parents to resolve any situations that occur.

## **Transition Arrangements**

We understand how difficult it can be for children and parents as they move into a new class or a new school. We endeavour to make times of transition as smooth as possible for the children, making additional arrangements according to the individual needs of the child as necessary. These may include:

- organising additional meetings for the parents and child with the new teacher/the SENCo;
- arranging additional visits to the classroom;
- providing the child/parents with a transition photo booklet which identifies key people and places within the school;
- liaison with the child's current setting if they are moving from another school.

Enhanced transition arrangements will be made according to the needs of individual pupils.

### *Transition between Key Stages*

Parent meetings are held with the relevant Key Stage Leader during the Summer Term prior to children moving into the next Key Stage, to ensure that transition into the next key stage is as smooth as possible. At the end of each academic year, the children

experience a 3-week transition to their next teacher and classroom, in order to prepare them for the challenges of the subsequent year.

### *Transition to Secondary School*

For pupils with a Statement/EHC Plan, Transition Annual Reviews are held, where possible during the Summer Term of Year 5. The Secondary School SENCo will be invited to attend the Annual Review, along with the Statutory Assessment Case Officer from the Local Authority. Additional transition arrangements may be discussed and agreed at this review e.g. extra visits, specialist equipment, travel arrangements.

At Wayfield Primary School, we also offer additional support for transition to Secondary School to some pupils in Year 6 during the Summer Term. These pupils will be identified by the SENCo and Class Teachers and will usually include those with SEN, as well as other vulnerable pupils who may find the transition difficult. Transition booklets are completed by these pupils with the support of the SENCo to prepare them the move to Secondary School. Once complete, pupils share these booklets with family members in order that the support can continue at home during the Summer Holiday.

### **Governors**

It is the statutory duty of Governors to ensure that the school meets the needs of pupils with SEN according to the requirements set out in the SEND Code of Practice 2014.

The SENCo provides all Governors with a SEN update at each Governors meeting (held termly), where actions taken by the school are discussed and agreed.

### **Complaints**

It is the aim of the school to work in partnership with parents to ensure a collaborative approach to meeting the needs of every pupil.

All complaints are taken seriously and are dealt with according to the school's complaints policy and procedures.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **Medway's Local Offer**

The SEND Code of Practice 2014 states that Local Authorities must produce a Local Offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.

The Local Offer must include provision in the local authority's area. It must also include provision outside the local area that the Local Authority expects is likely to be used by children and young people with SEN for whom they are responsible.

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care.

Medway's Local Offer is available through the following website:

<http://www.medway.gov.uk>

Wayfield Primary School is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and no-judgemental attitude throughout the school.

## **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed:..... T Williams, Head Teacher

Date:.....

Signed:..... R McDonald, Chair of Governors

Date:.....

