



Special Educational Needs and Disability Policy

October 2023

Introduction

Wolviston has a named SENCO (Mrs Allred) and a named Governor responsible for SEND (Mr G Thirlaway). They ensure that Wolviston's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

At Wolviston Primary School we will:

- Welcome everyone
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world.

At Wolviston it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2015).

What are Special Educational Needs?

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 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, health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The four areas of Special Educational Needs as outlined in the Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional health
- Sensory/Physical

The school recognises that pupils at school with medical conditions should be properly supported and 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/ disabilities (SEND) and may have an 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.

This SEND policy details how, at Wolviston, we will do our best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with Special Educational Needs, allowing them to join in all school activities together with pupils who do not have Special Educational Needs.

The aims of this policy are:

- To ensure that all teachers are teachers of SEND.
- To create an environment where all pupils with SEND flourish and make progress and deserve to have their successes celebrated
- To make clear the expectation that the voice of the parents and the voice of the child will be listened to and valued
- To create an environment that meets the Special Educational Needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's Special Educational Needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through Pupil Progress meetings to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences Teachers respond to children's needs by:
 - providing support for children who need help with communication, language and English
 - planning to develop children's understanding through the use of all available senses and experiences
 - planning for children's full participation in learning, and in physical and practical activities
 - helping children to manage and own their behaviour and to take part in learning effectively and safely
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with Special Educational Needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with Special Educational Needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified Special Educational Need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the Special Educational Needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from Special Educational Needs.

The Role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools (through the Year 6 teachers) so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

What Provision Looks like at Wolviston

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO/Head Teacher who monitors overall progress of the intervention. Interventions are carried out in addition to First Quality Teaching.

The school implements a range of interventions; some are listed here:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
5 Point Scale	Categorisation	Emotion Coaching Principles	Auditory Memory
BLAST	Colourful Semantics	Friendship Group	Core Strength and Stability
Language Link	Memory Workbook	Social Stories	Crossing the Mid-line
Let's Talk	Numicon	Therapeutic services: The Bungalow Partnership	Fine & Gross Motor skills
Proprioception Exercises	On Track Maths	5 Point Scale	Occupational Therapy (NHS)
Sequencing	On Track Reading	Zones of Regulation	Proprioception Exercises
Social Stories	Onset and Rime	Alliance	
Speech Link	Phonics		
Speech Therapy	Precision Teaching		
Talk Boost	Reading Rocketeers		
Transporters	Reasoning/Inference		
Zones of Regulation	Shine		
NELI: Speech & Language	Thinking Maps		
	Toe by Toe		

Monitoring Children's Progress

All teachers are teachers of SEND. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Specialist SEN Teacher

School can refer to this service for an assessment to help diagnose areas of specific weakness. This Specialist teacher can then devise a programme to deliver to children and incorporate into an individual education plan.

Educational Psychologist

Referral to our Trust Educational Psychologist (Judith Wise) can be made by school if more specialist assessment is required. The Psychologist will consult with school and parents; observe the child and carry out individual assessment.

Physiotherapist

A referral can be made by the Educational Psychologist if assessment by a physiotherapist is required.

Occupational Therapist

A referral can be made by the Educational Psychologist if assessment by an Occupational Therapist is required.

CAMHS (Children and Adolescent Mental Health Services)

A referral can be made by the Educational Psychologist if assessment by CAMHS is required.

Speech And Language Therapist

School can refer to this service for an assessment of Speech and Language.

Alliance (Children and Adolescent Mental Health Services)

Julie Whitehill is our Mental Health lead and works closely with Alliance to support individual children and families.

Transition

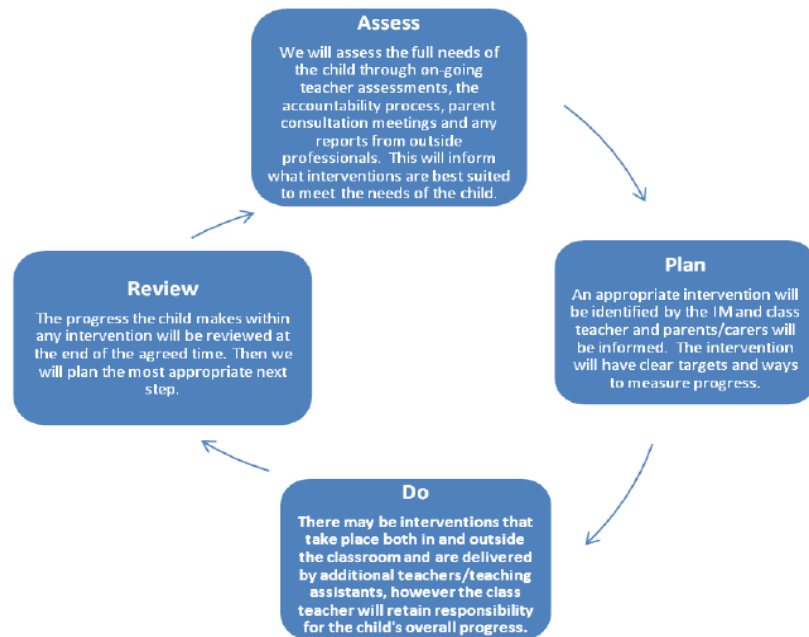
We respond to the individual's needs when preparing for transition at any stage in school, whether it is from class to class or moving to a new school. Partnerships with secondary schools and their transition staff ensure the smooth transfer of year six pupils. Occasionally there will need to be a longer more structured transition which will be planned in partnership and implemented in partnership with parents and carers, class teachers and secondary school contacts.

Registration and SEND Support Plan

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted, and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The school will record the steps taken to meet the needs of individual children using a SEND Support Plan. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents, and young person, termly. To help children with Special Educational Needs, Wolviston Primary will adopt a graduated response – Assess, Plan, Do, Review. This chart explains in more detail:



Reasons for a child being added to the SEND register may include the fact that he/ she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with Special Educational Needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO through a school email address, appointment or telephone call and parents and children have access to the School's Website which has a dedicated section to Special Educational Needs.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a teacher; or, with TA support or other Wave 3 intervention such as speech and language therapy programmes, Numicon intervention, reading intervention programme.
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and/or SENCO to discuss individual learning targets and progress on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class/ group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learn.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment / Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The

LA will be given information about the child's progress over time and will also receive documentation in relation to the child's Special Educational Needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous pen portraits and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of both the child and the parent through the completing of a What Matters Island. The parents of any child who is referred for statutory assessment / Education Health Care Plan will be kept fully informed of the progress of the referral. Children with a statement of Special Educational Needs / Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Targets

Using a child-centred approach, overarching targets for the year will be set with both parents and pupils. Strategies employed to enable the child to progress will be recorded within a SEND Support Plan. From these broader targets a short term SSP will be created which will include:

- 'SMART' targets set for the child; small steps which are achievable within the timescale and work towards their achievement of the overarching target.
- The teaching strategies to be used.
- The provision to be put in place.
- The SSP is a working document and updated when necessary. It should be reviewed termly with review dates recorded.
- SSPs are shared with both children and their parents. The child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Head Teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed. The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to EHCPs.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having Special Educational Needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body has decided that children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

De-Registration from the SEN Register

Our aim is to bridge the gap in every child's progress and, with the right support at the right time, we hope that they begin to achieve at their expected age relevant capacity. Once the gap has been closed, a discussion with parents and teachers means that the child can be removed from the register to continue within the mainstream monitoring systems.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SSPs. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs meet regularly.

Complaints

Any complaints with regards to SEND provision should be referred to the Head Teacher and Governing Body following the complaints procedure established by the school. Information about Parent Partner Services and Independent Parent Supporters is available from the LA.

This policy is supported by the SEND Code of Practice and information held by SENCo which is available to all teachers.



Appendix 1



INDIVIDUAL SUPPORT PLAN FOR SEND PUPILS							
Name:		Year:		Date of Birth:		Date of Plan: Autumn 2021	
Identified Area/s of Need							
Cognition and Learning		Communication and Interaction		Social Emotional Mental Health		Sensory and/or Physical	x
Pupil Profile Summary							
Progress							
Reading		Writing		Maths		Physical Development	
Age Related Expectation	Current Level	Age Related Expectation	Current Level	Age Related Expectation	Current Level		
Review of Targets							
Child Views			Teacher Comments			Parent Comments	
Individual Targets for this term							
1							
2							
3							



INDIVIDUAL SUPPORT PLAN FOR SEND PUPILS DURING THE NATIONAL LOCKDOWN

Name:	Year:	Date of Birth:	Date of Plan:
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Identified Area/s of Need

Cognition and Learning		Communication and Interaction		Social Emotional Mental Health		Sensory and/or Physical	
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Pupil Profile Summary

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Progress

Reading		Writing		Maths		Key Area of Need
Age Related Expectation	Current Level	Age Related Expectation	Current Level	Age Related Expectation	Current Level	

Individual Targets for this term

1	
2	
3	

Date of Review:	Teacher Signature:	Parent Signature:
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Our SEND Remote Learning Offer

Online Platform	
Feedback	
Equipment	
Adult Support	
Well Being	
Communication	

Individual Provision

Online Platform	
Feedback	
Equipment	
Adult Support	
Well Being	
Communication	

Review of Targets

	Child Views	Teacher Comments	Parent Comments
1			
2			
3			