

**WINGROVE PRIMARY
SCHOOL**



**Policy Statement for
SEN and Disability**

Inclusion Manager: Sue Alexander

SEN Governor: Jenny Wafi

Reviewed: 1st October 2016

SEN and Disability Policy

SENDCo (Inclusion Manager): Sue Alexander (Member of Senior Leadership Team)

Length of time in Post: 2000-2003 then 2006-2016

Qualifications: Post Graduate Certificate in SEN

SEN and Disability Policy

Rationale:

At Wingrove every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Wingrove is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs and disability (SEND)
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN (SEN Information Report on our website)

Roles and Responsibilities:

The Special Educational Needs and Disabilities Coordinator (SENDCo):

- overseeing the day-to-day operation of the policy

- coordinating provision for pupils with SEN
- The SENDCo is also a Designated Teacher for Safeguarding so will ensure that the correct provision is in place for SEN pupils who are looked after
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SENDCo has achieved a Post Graduate award in Special Educational Needs.

The Pupil and Family Support Officer assists with SEN administration and is there to support families of children with additional needs.

We employ some teaching assistants to specifically support.

The governor responsible for SEN is Jenny Wafi.

The designated staff for child protection are Jane Mullarkey (Head Teacher), Trish West (Deputy Head Teacher), Diane Dick (Pupil and Family Support Officer) and Sue Alexander (Inclusion Manager).

The designated member of staff responsible for managing pupil premium is Jane Mullarkey (Head Teacher) and our Governor is Anne Laws.

The designated members of staff for looked after children are the Safeguarding Team with the designated members of staff managing this.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Have disabled toilets on both floors
- Have a lift for upper floor access

Allocation of Resources:

The head teacher and SENDCo are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum:

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to ensure that good or better progress is achieved, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

Wingrove follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. An additional and different provision map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified, an initial discussion takes place with the SENDCo and a plan is put in place.

Assess

The class or subject teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment, by sharing information too.

Plan

Parents will be formally notified when we feel that a child may have a special educational need. This could be in the form of a discussion with the class teacher and we would ask for a COP A form to be signed as a record or we may have a formal meeting if we need input from other services, for example Speech and Language Therapy. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil (where appropriate). This will be recorded on the school information system and the child will be included on our whole school Additional and Different Provision Map, which highlights additional interventions and strategies that are used to support the child. All children are given educational targets through our Assertive Mentoring Process and their needs are clearly identified on their own individual Additional and Different Provision Map.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will discuss and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

School liaises with the following *services*

- **Educational Psychology Service** – school receive statutory hours and buy in traded hours from the service which equates to 1.5 days per week;
- **School Health;**
- **School Improvement Service (SIS) SEN support;**
- **SEN Teaching and Support Service (SENTASS);**
- **Speech and Language Therapy;**
- **LEAPs – School buy in to this traded service 2 x days per week to gain further Speech and Language support.**
- **Social Services and Looked After Children Team (when appropriate);**
- **SENTASS Jump Ahead and Motor Coordination support** – this is a traded service and school buy in 4 x sessions per week termly
- **Kalmer Counselling** – this is a traded service and school pay for 1.5 days of counselling per week

Additional Top Up Funding:

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority, in discussion with external agencies.

Education, Health and Care Plans:

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

If this process is initiated, the SENDCo will notify an SEN Caseworker from the Local Authority to arrange a Multi-Agency Meeting to discuss with parents what this process will entail and inform families of the timescales that in place.

SEN information document:

This report can be found on the school website and is regularly updated. It outlines the provision Wingrove makes for all pupils with SEN, within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Further details on provision for pupils with SEN can be found in the SEN information document (see the school website and attached document).

Transition Arrangements:

Transition is carefully planned. In order to ensure successful transition to secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Wingrove has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are also made aware of the SEND Information, Advice and Support Service and informed that Judith Lane is known as the Lead Specialist. The SENDCo will accompany parents on visits to this service, when requested. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Pupil and Family Support Officer, Mrs Dick, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

We arrange Coffee Mornings/Parent Workshops to inform our parents of services available to them and to share information.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and our pupils are involved in the review process through Assertive

Mentoring. All children are involved in half termly assertive mentoring meetings with their class teacher to discuss and review their targets.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils
- Regular meetings between SENDCo, headteacher, Senior Leadership team, class teachers and teaching assistants
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA audits have externally validated provision and outcomes for pupils with SEN

Staff Development:

The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

Medical Conditions:

Wingrove will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved.

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.