



**POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY  
(SEND)**

**Reviewed: Summer 2018**

**Next review: Summer 2020**

**Signed on behalf of the Governing Body**

*.....Emma East.....July 2018.....*

## COMPLIANCE:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of Practice 0-25 2014 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Children's and Families Act 2014
- SEND Code of Practice 0-25 2014
- Schools SEND Information Report
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standard

## SECTION 1:

This policy has been created by the school's SENDCo in liaison with the SEND Governor, Head Teacher and all staff.

West Tytherley Primary School has a named SENDCo (Ms Helen Spreadbury) who has completed the National Award for SEN (NASENCo) and a named Governor responsible for SEN D (Mrs Jessie Newitt)

Headteacher Mr M. Warren

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This policy details how West Tytherley School will do the best to ensure that the necessary provision is made for pupils with SEND.

## SECTION 2:

The new Code of Practice 0 - 25 2014 (introduction xiii & xiv) defines special educational needs as follows:

***'A person has SEN 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.'***

### OUR AIMS

At West Tytherley CE Primary School we pride ourselves on being an inclusive school, so that pupils with SEND are equally valued and are included into every aspect of school life. We aim to engender a sense of community and belonging through our

- Inclusive ethos and values
- Broad and balanced curriculum for all children

- Our belief that all teachers are teachers of SEND
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

We ensure that the special educational needs of children are identified as early as possible and that appropriate outcomes are established so that pupils are able to experience success in learning and achieve to their highest potential. We hold high aspirations and expectations for all pupils with SEND and view any needs in the context of the whole child.

## **OUR OBJECTIVES:**

- To identify barriers to learning and participation at the earliest opportunity for pupils with SEND.
- To provide access to a broad and balanced curriculum and have full access to all elements of school life.
- To ensure that pupils experience success in learning and achieve to their highest potential.
- To provide a caring and supportive environment in which each child's contributions are valued and respected in order to develop and maintain self-esteem, confidence and awareness of individual strengths and weaknesses.
- To recognise and value the effort shown by the child as well as the achievement.
- To encourage all children to integrate fully into the academic and social life of the school and play a full part in school life.
- To seek the views of the child and take them into account.
- To provide time and resources to support each pupil, according to his/her particular needs.
- To provide support and training for all teachers and support staff in planning and providing for children's individual needs.
- To regularly review and evaluate children's progress in conjunction with parents and pupils.
- To work in partnership with external agencies in order to understand the nature of the child's difficulties and to ensure that those needs are addressed in the most effective way through a multi-professional approach.
- To work within the guidance provided in the SEND Code of Practice 2014.
- For the SENDCo to meet termly with the SEND Governor to inform and update her on the progress of SEND pupils and the strategic planning of SEND.

## **SECTION 3:**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

There are four broad categories of SEND as described in the Code of Practice 2014, these are:

Cognition & learning  
 Communication & interaction  
 Social, emotional & mental health  
 Physical & sensory

These categories support the school in identifying the action that is required in order to support individuals needs.

A pupil's special educational needs may often be identified prior to attending school. When this is the case then arrangement will be made for a transition meeting between all agencies involved, parents and the school so that the child's needs can be fully understood on entry to school.

Prior to a child entering the school, the Early Years teacher will also arrange a home visit. This allows an opportunity to meet in the home environment and to learn about the child and to discuss their needs. If the child is attending a nursery school or playgroup, a visit or discussion with the setting leader will be requested.

Once a child begins school then their progress is monitored by the class teacher on a termly basis. Class teachers will also meet each term with the SENDCo to evaluate the progress of current pupils with SEND and set learning targets. Opportunity is also given to highlight any other pupils where the teacher has identified a learning progress concern. This is characterised by progress which despite Quality First Teaching:

- **Is significantly slower than that of their peers starting from the same baseline**
- **Does not significantly match or better a child's previous rate of progress**
- **Does not lessen any existing gap in the attainment between the child and their peers**

The progress and attainment of pupils relates to all four categories of SEND and is not restricted to just academic progress so that teachers are aware to monitor progress in all areas of development.

Parents may also raise a concern about their child. At West Tytherley School we recognise and value parental contributions in identifying SEND and will aim to work in partnership with parents in the best interest of the child.

We recognise there may also be other important factors which may impact on a child's progress and attainment. These do not necessarily lead to a pupil being regarded as having SEND but could be additional issues which may need to be taken into account when responding to a pupil's needs.

These may include:

- Disability
- Health and Welfare
- Attendance and Punctuality
- English as a second language
- Being from a country where formal education does not begin at the same age as in England
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **SECTION 4:**

### **A GRADUATED RESPONSE TO SEND SUPPORT**

Provision for pupil's and their learning is the responsibility of the whole school team. The schools Governing Body, the Headteacher, teachers, SENDCo and support staff all have important responsibilities for meeting the needs of **all** children. **All teachers are considered teachers of SEND as stated in the Code of Practice 2014.**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*

Quality first teaching with differentiated learning for individual pupils is an entitlement for all pupils. Therefore this is the first step in responding to children who are not making expected progress.

The quality of teaching is monitored by the Head teacher. In addition the SENDCo will review and monitor provision for SEND pupils and will work in partnership to support teachers and support assistants as required. The SENDCo will take into account pupil voice during monitoring sessions and this will be used as part of the feedback process with teachers.

If a child then continues to raise concern despite targeted high quality teaching then a record of concern sheet will be completed by the class teacher and passed onto the SENDCo who will then review this and arrange to discuss the child's needs with the class teacher. After consultation which may involve considering a range of appropriate data about the child's progress, a plan of action will be agreed.

Children who meet the **Hampshire Criteria for Identifying SEN** will be regarded as receiving SEN support. This will provide additional support for pupils who may require a short term boost in an area of their learning or who qualify for ongoing support through an Education, Health and Care Plan or Inclusion partnership Agreement (IPA)

Pupils who have a physical need or a medical condition which may impact their learning progress and attainment but do not currently require SEN support are monitored as part of the SENDCo role.

Pupils whose needs do not meet the need for SEN support but who are not making expected progress are monitored through the pupils progress meetings that take place each term.

## **WORKING ALONGSIDE PARENTS AND CHILDREN**

At West Tytherley School we will aim to have an open, friendly, respectful and honest approach towards all our parents and expect that parents will return this courtesy in their communications with us. We aim to build good partnerships based on these values which work in the best interests of the child.

If a child is experiencing difficulties then parents will be informed as soon as possible. This will occur at parents meetings in the Autumn and Spring terms or during an informal meeting to discuss the child's progress. Parents should be aware of their child's difficulties early on so that it should not come as a surprise to parents to learn that their child requires SEND support.

If a child requires Special Needs Support then parents will be formally informed in writing and invited to meet to discuss their child and their support needs with the class teacher and SENDCo. Depending on the child's age/ ability/interest they may also be invited to attend part of the meeting and invited to make their contribution.

The 2014 SEND Code of Practice promotes a clear 'Assess, Plan, Do, Review' approach cycle as part of a graduated approach.

## **ASSESS**

Assessing involves working together to clearly analyse the pupil's needs. This involves the class teachers' assessment and experience of working with the child as well as using the schools progress and attainment and national data to evaluate the needs of a child. The views and experience of parents and the child work in partnership to build a clear picture of the child and their needs.

Needs may change overtime so the assessment procedure will be regularly reviewed to ensure that the support given continues to match the child's need and that any barriers to learning are being overcome and that interventions are having an impact on progress.

If external agencies are involved with a child's support then their input will also help to inform the assessment of the child's needs. If there is no current agency supporting then they may be contacted if it is felt appropriate and in agreement and discussion with parents.

## **PLAN**

Planning for a child's SEND needs will involve all parties working in partnership. It will involve the teacher, parents, child and SENDCo to meet and agree any adjustments, interventions and support that is required.

Parents' involvement at home is encouraged and valued by the school and may be sought to reinforce and consolidate progress. Pupils will be invited to attend meetings where appropriate and contribute to their plan to promote engagement and ownership of their learning.

The information gathered about a child's SEND needs, targets and how they will be achieved and the review of any outcome will be recorded on a child's Individual Education Plan (IEP). This plan will be made available to all those working with the child so that all parties can be fully aware of a child's needs and work towards supporting learning outcomes. A child's IEP will be discussed with the individual pupil to enable them to understand and have ownership of their targets.

## **DO**

The class teacher remains at the centre of the child's learning and is responsible for monitoring the progress outcomes towards the targets that have been agreed. This also includes when a child may participate in group or 1-1 intervention away from the main class room. Teachers will be responsible for making relevant learning links from a child's target plan (IEP) to everyday learning in the classroom to support and reinforce any learning that may have taken place outside of the classroom environment. This may be supported by written feedback from the adult undertaking the 1-1 or group support. The SENDCo will work in partnership with the class teacher on an advisory and monitoring capacity.

## **REVIEW**

The class teacher is responsible for reviewing a child's progress on a regular basis. IEP targets and provision will be reviewed termly and in some cases sooner depending upon agreed timeframes for targets. This will take place with the teacher, parents, child and SENDCo and will evaluate impact of additional support. The teacher will then revise the IEP to make adjustments and/or set new targets based on the progress the child has made. This is again discussed and agreed with parents and child where appropriate. The SENDCo will oversee IEP targets to ensure they are appropriate to the pupil's needs.

Where a child continues to make little or no progress despite high quality teaching and additional adjustments and support under SEN Support, then outside agencies may be requested by the school to provide specialist support, advisory services and training. This is always done in conjunction with parental discussion and agreement.

Reasons for outside agency involvement include:

- If a child continues to make little or no progress in English and Maths.
- If a child continues to work at National Curriculum levels substantially below expected levels.
- If a child has physical or sensory needs which require specialist equipment or advice.
- If a child has emotional, social or mental health needs which regularly and substantially interfere with their learning or that of others in the class.
- If a child has social and communication difficulties which impede social relationships and cause substantial barriers to learning.
- If the child continues to fall behind despite active interventions over a period of time.

## **Education, Health and Care Plans:**

If a child continues to fail to make progress despite quality targeted support and intervention, then in discussion with parents we may request for a child to be more formally assessed for an Education, Health and Care plan (EHC Plan).

Education, Health and Care plans are generally requested if:

- A child has a life-long disability, meaning they will always need support to learn effectively and to access educational opportunities available to their peers.
- If a child is significantly below their peers in their achievement such that at some point in their education they will require special school provision.
- We as a school do not have the required expertise and/ or funding to identify a child's needs fully or identify the provision required for a child.
- We as a school can identify a child's needs and know what provision is required but we are unable to make that provision.

A child's needs are always looked at on an individual basis. A diagnosis such as Dyslexia, ASC or ADHD will not necessarily mean a child requires an EHC Plan but they will be entitled to provision which meets their identified needs.

## **SECTION 5:**

### **MANAGING PUPILS NEEDS ON THE SEND LIST**

Children who require SEND support or who have an EHC Plan will have targets set to aim to close the attainment gap between them and their peers and to support their needs so they may access their learning curriculum. Targets are set as part of a child's IEP at least termly. They aim to be specific, measurable, achievable, realistic and time phased (SMART). Interventions which are used to support the achievement of a child's targets are monitored for effectiveness by the class teacher and the SENDCo .

Interventions are usually planned for a specific block of time depending on the target and the child's needs. At the end of each block a child's progress toward their targets will be assessed, reviewed and recorded. Where relevant, progress is measured using standardised tests in reading, maths and spelling to measure any gain in progress. A decision is then made whether to continue with the intervention, allow a time for consolidation in class or use a modified intervention if it is not proving effective.

### **CRITERIA FOR EXITING SEND SUPPORT**

Children may receive SEND support for a period of time and make sufficient progress to catch up with age related expectations. In such cases the child will be removed from the list in discussion with the class teacher, parents and SENDCo. The pupil's progress will then continue to be monitored through the school's internal monitoring procedures. If it is felt a later date that the pupil again requires SEND support then the criteria and procedures set out in this policy will again be followed.

## **SECTION 6:**

### **SUPPORTING PUPILS AND FAMILIES**

At West Tytherley Primary school we are committed to working together with families to best meet the needs of all our children. We are an inclusive school and if it is in the best interest

of the child and within our capability we will strive to support all children regardless of their special educational need or disability.

The school produces a **SEND Information Report** which outlines our provision and can be accessed through the school website.

If special access or additional support with external examinations such as SAT's is required then the school will apply for special dispensation.

To support pupils starting school we work closely with families to ensure a smooth transition through home visits, parent induction meetings and pupil induction afternoons.

At key transition times such as moving to Key Stage 2 or to secondary school pupils may need additional support above that which is ordinarily offered. This can include arranging additional visits and meetings with the receiving school to pass on information and ensure full understanding of a child's needs before transfer.

## **SECTION 7:**

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

As a school we recognised that pupils with medical conditions need to be fully supported to enable access to their education, including school trips and physical education opportunities. Some pupils with medical conditions may also have a disability where the school will comply with its duties under the Equality Act 2010.

Some pupils may also have a special educational need and may have an Education, Health and Care plan. This will work to bring health, social and education needs together and is where the school will comply with its duties under the SEND Code of Practice (2014).

The school's policy for Supporting Pupils with Medical Needs can be accessed on the school website.

## **SECTION 8:**

### **MONITORING AND EVALUATION OF SEND**

The SEND policy is reviewed every 2 years. All staff are involved in the review and contribute to the evaluation of the policy.

Its effectiveness is considered in the light of:

- Quality first teaching evident in monitoring and in planning.
- Tracking of progress made by individual children with SEND
- Termly evaluation of IEP targets and provision.
- Pupil voice involvement during monitoring.
- Feedback from parents and parent questionnaire.
- Governor monitoring of SEND arrangements through termly meetings of the SENDCO and SEND governor, including an update on the progress of SEND pupils and the strategic planning of SEND.

## **TRAINING AND RESOURCES**

The SENDCo regularly attends the local SENDCo Circle meetings provided by Hampshire County Council, and also keeps abreast of local and national updates in SEND.

All staff are encouraged to undertake training to maintain and develop understanding and ensure effective practice and provision of pupils needs. All staff are informed of training opportunities that relate to working with pupils with SEND.

## **ROLES AND RESPONSIBILITIES**

It is the statutory duty of governors to ensure that the school follows its responsibilities to meet the needs of pupils with SEND following the SEND Code of Practice (2014). The school is required to appoint a Special Educational Needs Co-ordinator (SENDCo) whose responsibilities include:

- Overseeing the day to day implementation of the SEND policy.
- Identifying pupils with SEND.
- Co-ordinating provision for children with SEND.
- Overseeing IEP's developed by teachers, parents and pupils.
- Monitoring, liaising with and advising staff.
- Termly tracking of pupil progress outcomes
- Liaising with parents of children with SEND.
- Liaising with external agencies including LEA educational psychology service, health and social services and outreach services.
- Liaison with teachers concerning Key Stage transition and with secondary schools for transfer support for pupils.
- Meeting on a termly basis with the SEND Governor to review all SEND provision

## **STORING AND MANAGING INFORMATION**

All staff are required to be aware of the sensitive nature of SEND and are expected to maintain professional confidentiality. Information and data is stored in a locked cupboard. Data is shared with outside agencies in accordance with the law and with parental consent.

The school ensures that all information and data, relating to SEND, is stored and managed in accordance with the updated GDPR requirements (2018).

## **SECTION 9:**

### **ACCESSIBILITY**

All pupils have equal access to the wider school curriculum, including the variety of lunchtime and after school clubs. We also offer a breakfast club before school. Where required we will make accommodation and adaptation to meet the physical and /or learning needs of pupils to ensure access to club opportunities. The SENDCo monitors the uptake of school clubs each term for pupils with SEND.

All pupils have equal access to class trips and residential trips which are an important part of our curriculum and learning opportunities. No pupil is excluded from such trips because of SEN, disability or medical needs. Staff will work with parents and/ or outside support agencies to consider the necessary arrangements or adjustments that will need to be made to ensure access and engagement for pupils who require it.

Where necessary, reasonable adjustment will be made to ensure access to learning and the learning environment. Staff will work with parents and outside agencies to ensure that consideration is given to pupils' physical or sensory needs. Adjustment may need to be

made to the physical environment to ensure access to provision and the dissemination of information may need to be adjusted for sensory needs.

Information about access to the school site is available on our SEND Information Report which can be found on our school website.

## **SECTION 10:**

### **BULLYING**

At West Tytherley School we acknowledge that bullying can occur in school and recognise that pupils with SEND can be particularly vulnerable. Our anti-bullying policy acts to ensure that adults in the school can recognise bullying behaviours and work to deal with incidents of bullying appropriately, promptly and effectively.

## **SECTION 11:**

### **COMPLAINTS PROCEDURE**

The school aims to work collaboratively and in partnership with parents to meet fully and effectively the needs of pupils with SEND. Any complaints will be taken seriously and are heard via the school's complaints policy and procedures.

Should a parent feel unhappy with the level of support their child is receiving or have any other complaint, they should follow the following procedure.

- 1 Approach the class teacher and express concern/complaint.
- 2 If not satisfied with result of (1) approach the SENDCO to discuss the concern.
- 3 If still not satisfied then speak to the Headteacher
- 4 Finally, if the complaint has not been satisfactorily addressed the parent should bring it to the attention of the Special Needs Governor.