

Webheath Academy Primary School

Special Educational Needs and Disabilities (SEND) Policy 2021-22



Approved, ratified and adopted by the local governing body on 22nd November 2021.

Chair: Jo Veale

This policy will be reviewed annually

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Named SEND Governor: Mr Glenn Mellor

Introduction

Webheath Academy Primary School is a two-form entry school that has 448 children on role (at the time of writing). At Webheath Academy Primary School we believe that every child is unique, and that every child should receive an education that is appropriate to their needs, in order that they should reach their full potential, be happy and feel safe. We provide Quality First Teaching through a personalised curriculum for all pupils, including those with special educational needs and/or disabilities, in which learning activities match each child's abilities and needs.

Vision, values and Aims

Webheath Academy Primary School is an inclusive school where we encourage all children to develop and reach their full potential, in a caring, inclusive environment. We offer a fully differentiated curriculum in order that all children can access a full range of learning opportunities.

The aims / objectives of this policy

- To create an environment that meets the special educational needs and disabilities of each child
- To ensure that the special educational needs and disabilities of children are identified, assessed and provided for.
- To make clear the expectations of all stake holders (Head Teacher, SENDCo, teachers, children, parents, outside agencies)
- To identify the roles and responsibilities of all stake holders in providing for children's special educational needs and/or disabilities.
- To enable all children to have full access to all elements of the school curriculum.
- To work within the guidance provided in the SEND code of practice, 2014

Definition of SEN

A child has SEN if they have a difficulty that calls for special educational provision to be made for them. A learning difficulty means that the child has **significantly greater difficulty** learning than most children of the same age.

Definition of Disability

A child has disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to day activities. The disability prevents or hinders the child making use of educational facilities of a kind generally provided for others of the same age.

Webheath Academy Primary School recognises the four areas of SEND:-

- Communication and Interaction
- Cognition and Learning
- Sensory and/or physical need
- Social, emotional and mental health

Identifying Special Educational Needs and Disability

At our school a “special educational need” is identified when a child is experiencing **significant** difficulty in accessing the curriculum compared to the majority of children of the same age. The identified child will be making significantly less progress than the majority of their peer group. These children fall outside the normal differentiated planning of the class teacher and need specific individual plans.

- Children may have a “special educational need” where communication is impaired either through their speech or where they are unable to socially communicate with adults and peers and this impacts significantly on their learning or their social and emotional wellbeing.
- Children may have a “special educational need” where they are learning at a significantly lower level cognitively than their peers or where they have a specific learning difficulty which significantly impacts upon their ability to progress in line with their peers
- Children may also have a “special educational need” if they have a physical or sensory disability which prevents or hinders them from accessing the curriculum in the usual ways or inhibits their ability to use educational facilities of a kind provided for other children of the same age.
- Children may also be identified as having a “special educational need” if their social, emotional or mental health demonstrates a concern and impacts upon their learning in such a way as it significantly impairs their ability to reach their educational potential.

Education in school is classified by Waves:-

- **Wave 1** All children at Webheath Academy Primary School will be offered the greatest possible access to a broad and balanced curriculum so that they may reach their full potential through Quality First Teaching
- **Wave 2** All children will receive interventions where it is deemed appropriate to raise their learning to reach their full potential
- **Wave 3** A small minority of children will be identified as requiring significant, specialised intervention over and above waves 1 and 2 for a variety of reasons related to the four areas above. These children, as all children will be supported to reach their potential in all areas of their school life. These children will be classed as having a special educational need.

It is important to note that many factors may impact upon a child's progress and attainment with their learning but these in themselves do not necessarily indicate that a child has SEND, Schools are allowed to make reasonable adjustments to account for low achievement because of difficulties encountered in specific areas

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Child Looked After
- Being adopted
- Being a child of Serviceman/woman
- Travellers

A Graduated Approach to SEND Support

Children are not placed upon the SEN Register immediately when learning progress is falling below the expected level of their peers. School will adopt a graduated approach. This process is known **ASSESS- PLAN-DO-REVIEW CYCLE**

All children are assessed in a variety of ways when they are at school to ensure that they are making progress in all areas of learning. Assessments may be formative or summative. This involves the teacher and SENDCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs and/or disabilities.

Additional intervention and support cannot compensate for a lack of good quality teaching and the role of the class teacher/subject specialist teacher in providing for all pupils.

When there is a concern about a child's learning progress, that child will be monitored, following the **Assess-Plan-Do-Review Cycle** all avenues will be explored to discover why the child is falling behind. It is important to understand that intervention at this level may well be enough. Only a small minority of children who require a very specific tailoring of needs will be placed upon the school's SEND register

SEND Support

The Code of Practice suggests that pupils are only identified as having a special educational need or disability if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Where a minority of children satisfy the criteria to be placed upon the schools SEND Register parents and the child (where appropriate) will be invited to a Structured Conversation with the class teacher (and SENDCo if appropriate) to discuss their child's needs. Following this an **Individual Provision Map** will be written by the class teacher and agreed **SMART** targets will be created, and measured over a timed period as part of the **Assess –Plan-Do-Review Cycle**.

These children will be considered to require intervention that can be met by what is “**Ordinarily available**” within the school budget. Support will be offered in a variety of ways with the aim to raise progress, to develop the child's confidence and self-esteem and for the child to reach their full potential and independence. There may be external agencies and professionals involved with these children.

Education and Health Care Plans (EHCP)

A very small minority of children may require support that is over and above what is ordinarily available to the school. These children may enter school with an EHCP; school may request, with the parents an EHCP assessment by the Local Authority; parents themselves can request an EHCP assessment by the Local Authority. These children will already have outside agencies and professionals involved with them.

Where a request for an EHCP is made there must be strong evidence that the **Assess –Plan-Do-Review Cycle** has been in place and that there is little or no progress being made in the child's learning within the school and that there is a significant educational need.

When an EHCP consideration request is made parents, children and professionals will all be involved; information will be gathered as Family Questionnaires, Pupil Voice and Medical support and professionals information and evidence sent to the Local Authority who will decide whether an assessment of need should take place or whether the school is able to support the child at what is ordinarily available to the school. If an assessment is to be activated then the Local Authority will keep parents informed and there is a set time period within which the decision has to be made.

Once finalised an EHC plan will outline all the needs of the child and will have long term and annual targets

Parents are eligible to receive a personal budget where a child has an EHCP

Children with an EHCP will have a formal annual review

Graduated Response

Nursery children with SEND will be assessed against a graduated level of support outlined by the authority and which is dependent upon the child's level of need.

Nursery children who have SEND may be eligible to access extra funding in Nursery if the need is felt to be considerable. These children may also enter Reception from Nurseries as Graduated Response. This means that they are eligible for funding over and above what is ordinarily available to schools. It will then be up to the school to assess the child's need as to the kind and level of support required and apply for Top up funding.

Top up Funding

In some incidents school can request Top up Funding either whilst applying for an EHCP assessment or where the Local Authority recognise the need for extra support over and above what is ordinarily available because it is seen that with this extra support the child is making progress and does not at this point require an EHCP. This funding is dependent on school assessing the child's needs and assessing the progress that the child should be expected to make with this extra intervention and submitting an application to the Local Authority.

Individual Provision Maps

All children with SEND will have an Individual Provision Map. The provision map is written so that it is a working document. It is known that children need time to consolidate, generalise and apply interventions in their learning. Interventions will be over a 6 week period and they will be measured by descriptors over the year with the aim being that the child reaches independence in those targets and is able to apply them in their learning.

All targets will be **Specific Measured Achievable Realistic Timed (SMART)**.

The provision maps will follow the **Assess-Plan-Do-Review cycle**.

At all times children and their parents will be involved in their, IPM, target setting and review meetings. This will take the form of a termly 'Structured Conversation' between parents/carers and the child's class teacher, with input from the child during the conversation or shortly after. Following the structured conversation an Individual Provision Map will be written on 'Edukey' which will include jointly agreed targets, which will be reviewed termly. IPM's will be shared electronically (or paper copies on request) with parents/carers.

Annual Reviews

All children with an EHCP will have an Annual Review. This is a formal meeting to discuss progress and provision, to review targets and to make recommendations. This meeting is for all people involved with the child and the child themselves,

Parents/Carers will always be involved with their children's' education and the SEN process and will:-

- Play a key role in enabling their children, with SEN to achieve their potential
- Understand that they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them, which will be shared through a structured conversation
- Be treated as partners and supported to play an active and valued role in their child's education, through structured conversations
- Be encouraged to attend meetings, reviews, structured conversations and play an active role in target setting and helping their child to achieve their targets
- Engage with professionals

Children's Voice

Children have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education, therefore they will be encouraged to take part in decision making and contribute to the assessment of their needs, their reviews and transitions. Children will be supported to work with professionals and to voice their concerns and opinions to them

Roles and Responsibilities

Governing Body

The Governing body must do its best to ensure that the necessary provision is made for any pupil who has SEND. As part of their role the governing body must ensure that staff are aware of pupils with SEND and that they make provision for these pupils appropriately. They must also ensure that teachers are aware of the importance of identifying pupils with SEND.

Head Teacher

The Head Teacher has responsibility for the operation and implementation of the school's SEND policy and for overseeing the co-ordination of provision for pupils with SEND.

SENDCo

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and practice and co-ordinating provision for children with SEND.

Key responsibilities are:-

- Liaising with and advising teachers
- Overseeing the records of all children with SEND, including Individual Provision Maps,
- Monitoring intervention groups and support staff leading groups
- Liaising with parents and carers of children with SEND
- Supporting children and staff for transition
- Contributing to in service training and updating staff
- Induction & supporting of new staff
- Supporting Teaching Assistants
- Liaising with external agencies
- Looking at progress and data
- Attending SENCo network and other relevant meetings

Teachers

All teachers have the responsibility to provide quality first teaching (Wave 1), support children with interventions (Wave 2) and have the responsibility for raising concerns about children who they consider may have SEND. Class teachers will carry out structured conversations and write the Individual Provision maps for the children in their class seeking advice from the SENDCo as necessary. Teachers have an obligation to use personalised learning and to use a range of teaching styles to engage all types of learners and must seek advice if they are unsure of a child's preferred learning style. With some SEND, teachers may have to be flexible in their teaching arrangements and understand that the curriculum may need adaptation for pupils' with SEND in order for their needs to be met and targets worked on. Teachers will support TAs and keyworkers. Class teachers will keep the SENDCo and child's parents or carers informed of the child's progress and review their progress formally.

Teaching Assistants

Grade 2 teaching assistants will support children with SEND through delivering differentiated **teacher** planned activities where required. Grade 2 teaching assistants may lead intervention groups delivered outside the classroom to address a range of specific needs. Grade 2 teaching assistants will be expected to adapt materials to suit the child's needs. Grade 2 teaching assistants will be supported by class teachers and the SENDCo.

Grade 3 teaching assistants support children with SEND through delivering differentiated **teacher** planned activities during core learning time. Grade 3 teaching assistants specialising in Maths, Reading, Phonics, DCD and SALT will plan and deliver intervention programmes for individuals and groups of children following the **Assess-Plan-Do-Review Cycle**.

Outside agencies that may be consulted may include:-

- Learning support services/ Chadsgrove Alliance LST
- Behaviour support services /The Beacon PRU BST
- Speech and Language Therapy / Catshill The Dock SALT
- Educational Psychology
- Chadsgrove Physical Disability Outreach Team
- Hearing and Visually Impaired Service HISS/VISS
- Early Years Team /Area SENCo
- Complex Communication Needs Team /Chadsgrove Alliance

This list is not exhaustive and a child may have more than one agency involved with them including medical agencies.

School may buy in commissioned services themselves or buy in services supplied by the local authority.

Criteria for Evaluating the Success of the SEND Policy

- The policy will be adhered to by all staff.
- Children with SEND will be identified as early as possible
- Children with SEND will make progress and this will be monitored through Individual Provision Map reviews and the school's assessment data
- Everyone will support inclusion and work together to ensure all children reach their full potential
- School staff, parents/carers and pupils will share common goals

Criteria for exiting SEND register

In discussion with parents and children and agencies involved with the child where there is no longer an educational need children who are at SEND support will be removed from the register. Their progress will continue to be monitored and where appropriate will be supported with Wave 2 interventions

Where a child no longer requires an EHCP a recommendation will be made at the Annual Review or EHCP conversion meeting and the child will be stepped down to SEND support.

Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they 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 children may also have special educational needs (SEN) 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 (2014) is followed.

Children with medical needs which impact significantly upon their everyday life in school will have a Care Plan; they may have a risk assessment and they may have a Personal Evacuation Exit Plan. These will be updated when there is change and/ or annually.

Monitoring and evaluation of SEND/Training and Resources

The SENDCo is responsible for keeping all staff updated in changes of policy and practice by

- Being part of the Senior Leadership team
- Attending Senior Leadership Meetings, Staff Meetings and Phase meetings.
- Attending and giving relevant training
- Attending network meetings.
- Liaising and working with external agencies
- Attending Local Authority meetings

Storing and managing information

All information about a child is confidential and safeguarded by the Data Protection Act unless there is a safeguarding issue or parents have given permission for information to be shared.

The school no longer keeps paper copies of reports and information about a child. All reports are scanned and saved onto Arbor (School Management Information System), and Edukey (System used to write IPMs) 0057 which is accessible to Teachers and Teaching Assistants. When a child moves through the school, information is shared in order to provide a smooth transition for the child.

When a child leaves the school, SEND files are delivered to the next setting or sent by recorded delivery

Parents are encouraged to ask medical professionals to copy school into information as it helps school to support the child appropriately.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

It is part of the school's ethos that there should be no barriers to learning for all children. All classrooms should follow a dyslexia friendly environment; should have an age appropriate visual timetable, should use ICT to support learning and the recording of work if appropriate.

The school has bathroom changing areas a disabled toilet.

Dealing with complaints

The first step should always be the class teacher.

The SENDCo will become involved on request of the teacher and /or the parent/carers.

The SENDCo is available for parents to phone/email (senco@webheath.worcs.sch.uk) or to make an appointment,

The SENDCo can be available at the beginning or end of the day.

The Head teacher and SENDCo will always make themselves available to meet with parents/carers

The Head teacher is available via the school office by phone or email

Where there appears to be a difficulty parents may engage **Special Educational Needs and Disabilities Information, Advice and Support Service** SENDIAS and they can be contacted at Young People's Support Services, Tolladine Road, Worcester. WR4 9NB, Tel: 01905 768153, email: sendiass@worcestershire.gov.uk

Also see school's Complaints Policy