



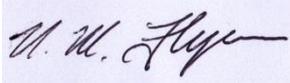
# Wootton Community Primary School

Policy for Special Educational Needs and Disability (SEND) provision

Approved on: September 2018

To be reviewed: September 2019

Headteacher: 

Chair of Governors: 

## Definition

In the context of this policy the following definitions have been adopted.

The definition for Special Educational Needs taken from SEND Code of Practice 2014 is:

- A child has a learning difficulty which calls for special educational provision to be made for him or her

A **learning difficulty** is when he or she –

- Has a significantly greater difficulty in learning than the majority of children the same age
- Has a disability which either prevents or hinders the child from making use of educational facilities of the kind provided for children of the same age in schools within the area

A child must not be regarded as having a learning difficulty *solely* because the language or form of language of the home is different from the language in which he she is being taught.

**Special Educational provision** means –

For a child over two, educational provision which is additional to or otherwise different from the educational provision generally made for children of the child's age in maintained schools other than special schools in the area.

## Philosophy

**This school**

- Values all children regardless of their needs or behaviour
- Is fully committed to the early identification of Special Educational Needs, both before a pupil is admitted to the school and throughout the time they are registered.
- Is committed to the sensitive recording of individual difference with specific regard to Special Educational Needs
- Recognises the importance of open partnerships with parents, their children and other agencies
- Adopts a graduated response in meeting the needs of pupils with SEND. The graduated response is a continuous cycle of plan, do, review and assessment that constantly adapts and evolves as the pupils grow to best suit a pupils needs.
- Believes that there should be a constant search for improvement and quality of service
- Is committed to both the spirit and statutory requirements of legislation and the Local Authority's Policy for Special Educational Needs

## Principles

**In developing its principles and procedures, this school recognises the following guidelines and routines –**

1. Special education provision is delivered through a range of differentiated work designed to meet the needs of all children within the mainstream setting.
2. In class support is valued as a means of improving learning and building confidence.
3. Individual teaching is provided to support specific areas of the EYFS and National Curriculum, such as English and Mathematics. Other strategies are judged by the extent to which they are appropriate to the needs of SEN children, represent the best use of resources and are consistent with the needs and educational opportunities of the rest of the children in the school.
4. High Quality Inclusive Teaching and small group /individual intervention/support is planned for children experiencing barriers to their learning. External learning support agencies can provide advice to school on individual programmes and direct teaching strategies when possible.
5. This school welcomes pupils with special education needs and seeks to ensure the earliest possible liaisons with referring pre-schools, playgroups, nursery classes, health visitors, social workers and families.
6. The school seeks early identification of home and school related matters affecting children's learning. Where issues originate from home these are responded to promptly by the use of school/home books or email correspondence. Home related issues are brought to the notice of teachers by good parent/teacher relationships and prompt reaction to parental concerns as they occur.
7. The school strongly supports all agencies which have professional links with SEND children registered at the school and seeks positive liaison with them. The SENCO is the initial contact in respect of individual children's educational needs.
8. Identification and assessment arrangements, together with annual review procedures for children with an Education and Health Care Plan (EHC), are carried out in accordance with procedures currently in use in all Island schools (see Identification, Assessment and Review below).
9. Access to a broad, balanced, differentiated and relevant curriculum for children with SEND is arranged through pupil grouping, curriculum organisation and appropriate in-class support by teaching and non-teaching staff. All children take part in the full National Curriculum and it is only in cases of extreme exception that exemption is sought.
10. All children are entitled to every activity within the school, subject to the conditions expressed in (3) above.
11. The training needs of SEND staff, teachers and support staff in respect of Special Educational Needs are addressed through the SEND priorities in the School Improvement Plan and through the SEND action plan.

## **Procedures**

**SENCO**

**Heather Grimes**

**Family Liaison Officer/ELSA**

**Katie Davies**

**SEN Governor**

**Charlotte MacDonald**

### **Links with other agencies**

The school liaises with the Health professionals, Social Care, Educational Welfare, Speech and Language Provision, Specialist Outreach Services Provision and other organisations involved with supporting children when necessary.

### **Links with other schools**

- The Reception staff oversee the admission of new entrants and visit the children in their pre-school setting and the SENCO will visit the previous setting for children with an EHC Plan
- All our prospective new entrants are encouraged to attend stay and play sessions within school and to become familiar with the school and its organisation.

### **Interschool liaison in respect of pupil transfer**

- When a child transfers mid year, updated records are forwarded by the class teacher and SENCO, via the admin team, to the new school within two weeks by post or online.
- Liaison with secondary providers is led by the Year 6 teacher and supported by the SENCO who meet with secondary school colleagues to discuss matters relating to transfer.
- All SEN records and documentation are passed on to receiving school by the SENCO, via the admin team. Direct meetings are arranged for this purpose should they be necessary. Secondary school SENCOs are invited to attend Annual Reviews for children in Year 6 with an EHC plan, where applicable

### **Allocation of resources**

The finance and staffing committee of the governing body meets annually to set the budget for special educational needs with regard to the SEND priorities in the School Improvement Plan. Resources are monitored by the Headteacher, SENCO and SEN Governor

### **Complaints**

All complaints relating to Special Educational Needs are referred to the child's class teacher in the first instance. They are acknowledged within two days and responded to within seven days of action being taken.

If the complainants judge the response to be unsatisfactory, they should refer to the SENCO and Headteacher who will report back as necessary.

### **Identification, Assessment and Review**

- Children with Special Educational Needs are monitored through local procedures. Children are identified as causing concern by the class teacher/SENCO in the first instance, and are entered onto the school's SEN registration after consultation with parents/carers. From here a graduated response to meeting pupils additional needs will begin; a constant cycle of assessing, planning, doing and monitoring progress and matching provision to need.
- Children are initially entered at **SEN support** unless it is clear that input is needed above that level. A person centred approach is adopted and a plan will be drawn up by the parents, class teacher and pupil focusing on the outcomes required. The plan will outline the targeted strategies which will be adopted to address the child's difficulties. The Plan will be monitored and updated on at least a termly basis, depending on the nature and severity of the needs to be addressed. Parents are involved at review meetings, once a term, and targets are discussed with the teacher and SENCO if required.
- If the needs persist, and are not met through the action outlined above, the child is put forward for Statutory Assessment by the agencies involved. Depending upon the outcome of this assessment, the pupil may be put forward for an Education and Health Care Plan. If the child receives an EHC plan, it will outline clear outcomes and targets to work towards. EHC plans are reviewed annually by the school, together with the child's parents and outside agencies involved. Parents are informed and consulted at all times, and are encouraged to support the pupil and the school.
- A register of children with special educational needs is kept by the SENCO and updated termly. Children on the register, and others causing concern, are discussed at half termly pupil progress meetings and termly SEN surgeries.
- Parents are notified of the involvement of outside agencies and their permission sought on referral forms used in accordance with the GDPR regulations. Staff will carry out a screening with a child within school (e.g. Dyslexic screening test or motor assessment screening) after seeking parental permission and the results will be given to the parents afterwards.