



Great Wishford C of E (VA) Primary School



No challenge too big, no child too small- for with God, nothing will be impossible *Luke 1.37*

Headteacher Miss S Cleaver Executive Headteacher Mr S Porter Chair of Governors Mrs S Bale

Great Wishford Primary School Special Educational Needs and Disability (SEND) Policy

Great Wishford Primary School is a small rural mainstream school which has up to 119 places for pupils 4-11 years. We believe that every child, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to reach their potential.

This policy complies with the statutory requirement laid out in the 2014 SEND Code of Practice: 0 –25 Years and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- The Children and Families Act (2014)
- SEN Code of Practice 0 –25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- CP and Safeguarding Policy (2020)
- Teachers Standards (2012)

DEFINITION OF SEND

In the SEND Code of Practice 2015: 0-25, the description of SEN is as below:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

DoE and DoH, January 2015

In the Equality Act 2010, a “disability” is defined as “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

POLICY OBJECTIVES

Great Wishford Primary School aims to be a wholly inclusive school. We make provision for pupils with Special Educational Needs and Disabilities (SEND) in order that every child can access the curriculum so they can leave school equipped with the basic skills and ready to make an effective transition to secondary school. Every teacher at Great Wishford School is a teacher of children and young people with SEND.

Aims

- To work in partnership with children and their families at every stage of the SEND process;
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.
- For all children are valued and their self-esteem promoted.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Great Wishford has the following principles in its approach to SEND:

- Special Educational Needs are the responsibility **of all staff** under the guidance of the SEN Co-ordinator (SENCo).
- Our aim is to narrow the gap between the progress of pupils with SEND and their peers and support the emotional and social development of each child.
- In the interests of inclusion, the School Policy recognises it to be socially, educationally and emotionally appropriate for pupils with Special Educational Needs to be educated alongside their peers, where appropriate. Whilst needs are generally best met by integration of all pupils into mainstream classes (with suitable support wherever possible) occasional withdrawal may be appropriate for some pupils, whether or not the students have a statement of SEND or an Education, Health and Care plan (EHC plan).
- The school strives to allow all pupils the possibility to meet their desired outcomes in terms of education. It does not simply focus on hours of support, but more in terms of how a child can meet their personalised objectives.
- At all stages, parents/carers, pupils and teachers will make every effort to work in partnership; this being the cornerstone of the assessment, planning, delivery and review of the SEND procedures.
- The responsibility for overseeing and co-ordinating the Policy lies with the SENCo and Senior Leadership Team (SLT). Its day to day delivery is the responsibility of **every member of staff** to deliver high quality-first teaching which will be informed and supported by the SENCo.
- The school will pay due consideration to the Children and Families Act of 2014 and the Equality Act of 2010 in carrying out its duties towards students and their families.

- The school is wholeheartedly committed to raising aspirations for pupils with SEND. We believe that staff, parents/carers and the pupils themselves should have high expectations.

This policy will be reviewed every other year by governors and reflects the practice of the Wiltshire Local Authority. Great Wishford is a part of the Wiltshire Local Offer which can be viewed in more detail on the website below.

<https://www.wiltshirelocaloffer.org.uk/>

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans (“EHC or My Plans”) and those without. We strive to be a fully inclusive school. All children are treated according to their needs in line with the school’s policy for equality of opportunity. No child is denied admission because of his/her creed, race, physical ability or academic attainment.

Where a child has a particular need, for example wheelchair access, the governors will make reasonable adjustments to ensure the child’s needs are fully met. If a child is transferring into the school with a “My Plan”, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the governing body.

Educational Inclusion

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 and language;
- 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 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.

Teaching Assistants assist teachers in responding to children’s needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school’s general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEN within the school. The SENCO, in turn keeps the Governing Body fully aware of SEN

issues. In this school the appointed SENCO is Miss Stephanie Cleaver supported by Mrs Sue Fulbrook (Acorn MAT).

Governing Body

The school governors have specific responsibility to: -

- Designate a member of staff at the school (to be known as the “SEN co-ordinator”) to have responsibility for co-ordinating the provision for pupils with special educational needs and disabilities.
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities.
- Ensure that pupils’ needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs or disabilities.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Identify a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The Governor responsible for SEND is Mrs Di Wilkinson, supported by Mr Jamie Melville.
- Consult the LA and the Governing Bodies of other Schools when it seems to be necessary or desirable in the interests of co-ordinated special educational or disability provision for the area as a whole.
- Have a written SEND policy containing the information as set out in the SEND Code of Practice (2014);
- Report to parents/carers on the implementation of the school’s policy for children with special educational needs or disabilities on the school’s website.
- Have regard to the SEND Code of Practice: 0-25 years (2014) when carrying out its duties toward all children with special educational needs.
- Must take all steps not to discriminate against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The SEN Co-ordinator

The SEN Co-ordinator (SENCO) is responsible for co-ordinating the provision of special educational and disability needs throughout the School by:

- working with the governing body in determining the strategic development of SEN policy and provision in the school.
- having day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have statutory Education and Health Care (EHC) plans.
- providing professional guidance to colleagues and working with staff, parents and other agencies.
- being aware of the provision in the Local Offer and working with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- 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 Headteacher 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, Special educational needs and disability code of practice: 0 to 25 years, 2014 pp.15-16

School Staff 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. Special educational needs and disability code of practice: 0 to 25 years, 2014 p.99

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress, even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

All teaching and non-teaching staff are involved in the formulation of the inclusion policy for pupils with SEND. They are responsible for differentiating the curriculum for pupils with SEND and for monitoring their progress. All curriculum leaders review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

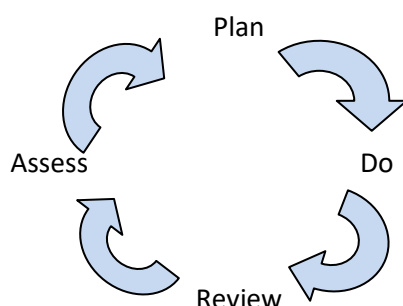
The school has processes and procedures for:

Identifying Special Educational Needs

The school uses the four broad areas of need as outlined in the 2015 Code of Practice in order to assist in the identification of SEND. Those are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory

The school uses the following graduated approach to respond to children's special educational needs:



1. Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCO. The teaching and learning these children receive will be monitored and they may be offered some additional support. Their progress will be closely monitored.
2. Where there is concern that 'everyday' quality teaching is not enough to support their needs, there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.
3. If, despite receiving differentiated learning opportunities a child:
 - 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 mathematical skills, which result in poor attainment in some curriculum areas;
 - presents persistent emotional or behavioural difficulties, which are not met by the behavioural 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 despite the provision of a differentiated curriculum;

there is often the need for greater involvement of external agencies e.g Educational Psychologists. Speech and Language Therapists. Pupils will probably need a more individual intervention programme and these will be recorded on a My Plan.

Where school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's My Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this.

The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues. The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the My Plan continues to be the responsibility of the class teacher.

4. Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Provision

For details of provision offered at Great Wishford Primary School, please see the SEND Information report.

Partnership with parents, carers and children

Our named SEND link governors take a special interest in special needs and is willing to talk to parents. At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

EVALUATION AND REVIEW OF POLICY

The policy is reviewed every two years. The SEND Information Report is published on our website and is a review of our current practice in the school. This is updated annually.

COMPLAINTS PROCEDURE

The day to day implementation of the school's SEND Policy is the responsibility of the SENCO and Senior Leadership Team (SLT).

Where a complaint cannot be resolved by the SENCO or SLT route, it should be directed to the Governors. Any complaint directed to Governors, relating to the provision made for pupils with SEND

will be dealt with, in the first instance, by the Governor responsible for SEND. If the complainant is then not satisfied, the matter will be referred to the full Governing Body.

Any alleged failure of statutory requirements must be referred, via the SEND Governor, to the Chair of Governors, who may need to advise the full Governing Body at their next meeting, or earlier, as appropriate. Policy implications should be recorded and passed to the SEND Governor for consideration at the next Annual Review Committee of the Governors.

For a copy of the complaints procedure please see the school website.

Written November 2020

Review November 2021