



## **William Law CE Primary School**

# **Special Educational Needs and Disability Policy**

Policy shared with staff on Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 19<sup>th</sup> June 2019

Signature: Kristian Toms

Policy to be reviewed on: June 2020

***This policy is written in line with the Christian values and ethos of our school.***

*Teach children how they should live, and they will remember it all their lives.  
Proverbs 22:6*

## 1. Introduction

1.1 William Law is an inclusive school where every child is valued as a unique individual who is entitled to a high standard of education delivered by a highly motivated caring staff. Our purpose is to help each individual develop those qualities of mind, body, spirit, feeling and imagination that will enable them to live a fulfilling life. This starts by having high expectations for the achievement of all our children and placing a strong emphasis on them becoming independent learners. At William Law we want to give all children a firm foundation on which to build the skills and knowledge they will need into adult life. In common with the vast majority of schools it is anticipated that in each year group there will be individual children who are experiencing learning difficulties and/or who have physical and medical disabilities. We provide for these children in a variety of ways. Please read our SEND Information Report which is available on our website.

## 2. Objectives of the Special Education Needs and Disability (SEND) Policy

- 2.1 Our objectives in ensuring that each child with special educational needs has an education suited to their needs are:
- to work within the guidance provided in the SEN Code of Practice 2015
  - to provide curriculum access for all
  - to reach high levels of achievement for all.
  - to ensure the identification of all pupils requiring SEND provision as early as possible in their school career
  - to meet individual needs through a wide range of provision and resources
  - to develop a level of staff expertise to meet the needs of the children.
  - to develop an Education Programme suited to the child's needs which is outlined in the pupil's SEND Pupil Profile and Education Health Care Plan (EHCP) where relevant
  - to involve parents /carers in planning and reviewing provision
  - to work with external agencies

## 3. Name of the SENCO

- 3.1 The teacher who is responsible for the day-to-day operation of the SEND policy is **Jennifer Paterson**, who is referred to as the **Inclusion Manager/SENCO**. [Special Educational Needs Co-ordinator]. You can contact her through the school office.
- 3.2 The SENCO is working towards the National Award for SEN coordination accreditation. She oversees and coordinates provision for all children with SEND.

## 4. SENCO's role in Co-ordinating provision for pupils with SEND

- have an overview of provision made for SEND pupils
- keep up to date and confidential records in line with the confidentiality policy
- tracks SEND children's progress and attainment
- liaise with class teachers and teaching assistants to identify and support those children who have Special Educational Needs.

- disseminate information and raise awareness of SEND changes and updates with regards to the Code of Practice
- make staff aware of their responsibility towards a pupil with SEND, whether or not pupils have an EHCP
- liaise with the Local Authority and external agencies e.g. Educational Psychologists and when appropriate/necessary
- consult with the Headteacher and school's Educational Psychologist when making EHC assessment requests to the Local Authority
- liaise with parents of SEND children in conjunction with the teachers
- arrange and carry out annual reviews for pupils with EHC Plans
- organise and contribute to the in-house training of staff in relation to quality first teaching and SEND needs/provision
- meeting the SEND governor termly

## 5. Admission Arrangements

5.1 When a place is being requested for a child, reasonable steps will be taken to find out whether the prospective pupil has SEND; it is expected that parents will be proactive in informing the school.

5.2 William Law School is committed to the general principles that:

- a child with SEND should have his/her needs met
- the Special Needs of children will normally be met within mainstream school
- the views of the child should be sought and taken into account wherever possible
- parents have a role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education

## 6. Arrangements for providing access for pupils with SEND to a balanced and broad-based curriculum.

6.1 Wherever possible, access to the full curriculum of the school is achieved through Quality First Teaching, targeted provision and by the careful differentiation of class work by the class teacher. The SENCO may refer the class teacher to appropriate agencies or professionals able to help and advise.

### 6.1.1 Equal Opportunities

At William Law School we expect children with SEND to make good progress. We believe that all children learn best with the rest of their class and where possible children are taught within a group of peers. Based on the severity of the child's need, it is often in the child's best interests not to have 1:1 support all day every day, as we strive to enable them to be independent learners. We assess, plan, implement and review all children's progress at least termly through their SEND Pupil Profile meetings.

### 6.1.2 Quality First Teaching

Any pupil who is identified through Pupil Progress meetings as falling significantly outside the range of expected academic achievement will be monitored by the class teacher for a minimum of a term as we aim to narrow the attainment gap between SEND children and their peers. Once a pupil has been identified as possibly having SEND and a written referral with supporting evidence has been completed, they will be assessed by the SENCO to gauge their specific area of difficulty in order that teachers provide appropriate

differentiated learning opportunities that will aid the academic progression of the child. By doing this the teacher will have a better understanding of the provision and teaching style that needs to be applied. At William Law, all classes have a teaching assistant to support the class teacher and provide a more individualised provision where necessary.

### 6.1.3 Educational, Health and Care plans (EHCP)

Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced by Education, Health and Care Plans. If children fail to make progress, in spite of high quality, targeted support and the advice and support from outside agencies, William Law School will produce a co-ordinated plan for the child. This can then be used when applying for an EHC needs assessment in the future. Having a diagnosis, e.g. dyslexia or ADHD, does not necessarily mean that a child needs a coordinated plan and/or an EHC Plan; the Local Authority have specific criteria before they will carry out an EHC needs assessment which can be found on their website. Parents can apply for EHC needs assessments themselves and there are charities who can support them, such as SCOPE.

Please see medical conditions policy for those children who have medical needs.

## **7. Facilities for SEND pupils**

7.1 Our school environment meets the requirements of our SEND children. [See separate Accessibility plan.] This school adheres to the principles in the Code of Practice 2015. It does not discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools and in admissions and exclusions [see separate inclusion policy document].

## **8. Allocation of resources**

8.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within William Law School. The head teacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

8.2 The Headteacher and the Governing Body have overall charge of the management of the School Budget.

8.3 The Governors have the following funding policy in providing for Special Needs:

- that teacher release time be made available for Termly Reviews and Annual Reviews
- Teacher and TA time is allocated to working with SEND children
- a Permanent Post of Responsibility of Special Needs Co-ordinator
- release of class teachers and TAs for training
- the allocation of a fund for Special Needs resources - the SENCO monitors the needs for additional resources by reading SEND Pupil Profile provision termly, meeting with teachers, teaching assistants and parents to gauge what current needs are, and acts upon the advice of outside agencies and professionals. These enhanced resources are also made available for the use of other children when and if appropriate.

## **9. Pupil participation**

- 9.1.1 At William Law all children are encouraged to take responsibility for their learning, be independent and to make decisions. We recognise that all children have the right to be involved in making decisions and exercising choice (Code of Practice), which is why all of our SEN children are consulted and their opinions included on their SEND Pupil Profiles every academic year. Pupil voice is important especially when setting and reviewing targets on EHC plans at annual reviews, and with the help of a member of staff, children contribute their own views in a pupil report. They are also invited to attend part of the annual review, where appropriate.

## **10. Parental Involvement**

- 10.1 The relationship between parents of children with SEND and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Positive working relationships with parents of children with SEND are fostered. Continuous assessment reflects a sound and comprehensive knowledge of a child and his/her responses to a variety of carefully planned and recorded actions. The teachers take account of the wishes, feelings and knowledge of parents at all stages. By utilising parents' own distinctive knowledge and skills teachers enable parents to help their child in the most effective ways. The parent, child and teacher all work together to agree, set and review targets that will help the child progress every term using the SEND Pupil Profile to record these meetings.

## **11. Role of the SEND Governor**

- 11.1 It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. William Law has a designated governor who is aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The SEND governor meets the SENCO termly and makes SEN monitoring visits during the school year. The governing body has due regards to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

## **12. Identification and Assessment Arrangements**

- 12.1 At William Law the needs of pupils are identified considering the needs of the whole child. The definition of SEND according to Code of Practice 2015 on page 16 is as follows – "A person has SEND if they have a learning difficulty or disability which calls for special education provisional to be made for him or her. This means that they have a significantly greater difficulty in learning than the majority of others of the same age. This includes sensory impairments and long term health conditions such as asthma, diabetes, epilepsy and cancer if it affects their educational progress". Please refer to medical conditions policy.
- 12.2 Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact our school nurse and/or their GP if they have a special needs concern, or ask the SENCo as to which route is taken to obtain a specific diagnosis. Behaviour is not classified as a Special Educational Need.

We believe that a child does not need a diagnosis to access school's SEN provision: if a child has a need and is placed on our SEN register, they will have an SEND Pupil Profile which will outline provision in school, regardless of whether a formal diagnosis has been made.

### 12.3 Assessment

12.3.1 In the Code of Practice it states that there are four main categories in which children may need additional support:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and /or physical needs.

We follow the recommended cycle of Assess, Plan, Do, Review when first deciding whether a child has Special Educational Needs. If targeted support and provision do not enable a child to make progress, we may then need to do further assessments in school or refer for specialist support, meeting with parents to share ideas and concerns. This is called the Graduated Response and is outlined in the SEND Code of Practice.

If a child fulfils the criteria to be on the SEND Register, we will seek permission from parents first. Once a child is on the SEN Register, they will have targets and provision set termly with parents through the SEND Pupil Profile Meetings.

## 13. **Provision for SEND children**

13.1 Staff have a responsibility to all children including those with SEND, **to ensure** Quality First Teaching takes place with challenging differentiation being evident to meet each child's specific needs.

13.2 All teachers at William Law School are trained to identify any barriers to learning and to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. As part of professional development, all teaching and support staff are encouraged to undergo relevant training courses. The SENCO attends termly network meetings. In-house training is provided from therapists and agencies, who support the school e.g. Speech and Language therapists, Occupational therapists, Visual Impairment services, Autism Outreach. If teachers need support from the SENCo, or have a specific concern about a pupil, there is an internal referral form which can be used at any time and is shared with teachers through their class SEND file.

## 14. **Outside Agency involvement**

14.1 Every endeavour is made to utilise external support, using both the knowledge of professionals skilled in their field for the purpose of assessing, advice and also equipment they may be able to loan. Their advice will be sought prior to buying specialised resources for the school. This would include the Autism Outreach service, the Educational Psychologist, the Multi-Cultural Support Service, traveller services and advisory teachers of the Visually And hearing Impaired, and Health professionals such as: Speech and Language Therapists, Community Paediatricians, School Nurse, Physiotherapists and Occupational Therapists. Each agency and professional has their own means of referral and thresholds before they will become involved, so it is the role of the SENCo to build relationships with them and know the referral process for each one.

## 15. Evaluation of SEND provision through the 4-part cycle

15.1 The criteria by which we measure our successful SEND provision are:

- Assess – each child's need identified
- Plan – and differentiate how to meet the child's individual need and set SMART, achievable targets
- Do – a quality of provision that is implemented for the child so their needs are met
- Review – data and regularly consult between all involved in the child's education (Ensure children are reaching their full potential and their progress is regularly monitored and reviewed against targets).

This is done termly through the SEND Pupil Profile meetings for all of our SEN pupils.

In addition to this, where there has been involvement from an outside agency or professional and directed targets/recommendations have been identified, an additional Assess, Plan, Do, Review cycle will be devised and implemented. This will then be monitored termly.

## 16. Transitions to and from school

16.1 Links with Nurseries:

- the SENCO may accompany the Reception staff to nursery settings to acquire first-hand knowledge of children with SEND coming to William Law. Nurseries and preschool settings are required to pass on all relevant paperwork to school relevant to the child's special needs.

16.2 Links with Primary Schools/Special Schools:

- the SENCO endeavours to visit each local special school to view facilities and teaching methods, as well as accompanying parents when required if a decision is being made about a placement in a Special School
- the SENCO has links with other SENCOs in mainstream schools in order to share and gain knowledge and regularly meet through cluster meetings
- the SENCO ensures that up-to-date SEND records of SEND children are sent to the receiving school if the child transfers while in Primary Education.

16.3 Links with Secondary Schools:

- towards the end of each academic year the SENCO's from Primary and Secondary schools meet to discuss the SEND needs of children leaving William Law School. The SENCO also gives the secondary school all SEND records for those SEND children.
- the SENCO of the receiving Secondary schools is invited to parent meetings and annual reviews, if they occur in the summer term.
- the SENCO can arrange additional transition visits for children with SEND if appropriate.
- the SENCO initiates with secondary schools, if parents so wish, a private visit by those parents to the Special Needs Unit.

16.4 Transitions internally

- When children with SEN are due to move to their next year group within the school, they may be provided with a transition booklet by their new year group staff in the summer term, if it is deemed necessary.

## **17. In-house Training**

17.1 The Continuous Professional Development (CPD) coordinator and the SENCO are responsible for ensuring that information about SEND In-house Training opportunities are brought to the attention of all staff and will be included in the School Improvement Plan when appropriate. This training is based on specific concerns relevant to the needs identified or in ensuring that staff keep up to date with the information and legislation. The SENCO attends relevant training and disseminates the details to staff, as appropriate, and individuals can access training that is necessary for their professional development. There is an induction procedure for NQT's and all new members of teaching staff who are employed by the school.

## **18. Arrangements for considering complaints about SEND provision within the School**

18.1 If a parent has a complaint about SEND provision for his child or about SEN provision generally, then he or she should speak initially to the class teacher. The class teacher will treat the matter with sensitivity and make every reasonable effort to resolve the situation.

18.2 If this consultation does not prove satisfactory then the parent should refer the matter to the SENCO and the Headteacher. {See complaints policy.}

18.3 If the matter is still not resolved the parent has the right to consult the Local Authority SAMS team and then the Department for Education.