



POLICY FOR SPECIAL NEEDS AND DISABILITY

WHITELEY PRIMARY SCHOOL POLICY STATEMENT

STATEMENT OF PRINCIPLES

This Policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and disability) 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
- SEND Code of Practice 0 – 25 Years (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive

Whiteley Primary School is a three form entry mainstream primary school with currently 630 children on roll, 29 teaching staff and 39 teaching assistants.

The Inclusion Manager is Victoria Skipp and she is part of the senior leadership team (SLT). She is contactable through the school office on 01489 881601.

Whiteley Primary School values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

All pupils are entitled to an inclusive education; to experience a broad and balanced curriculum and have equal access to all the opportunities and activities provided by the school. At Whiteley Primary School we are committed to making this accessible to all our pupils through differentiation and varied teaching styles, according to individual needs, enabling every child to achieve his or her full potential.

We will involve parents and carers, and pupils themselves, in discussions about any difficulties, and plan appropriate action with them, whether for the short or long term.

AIMS AND OBJECTIVES

It is the right of every pupil to have access to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Our approach to the identification, teaching and monitoring of pupils with special needs will embrace the following aims:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure children with SEND experience success in their learning and achieve to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work in partnership with other professionals and support services where appropriate, to support the need of individual pupils.
- To ensure that staff have access to training and advice to support quality teaching and learning for all pupils.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.

Section 1. Identifying Special Educational Needs

A child has a learning difficulty or disability if he or she

- has a learning difficulty or disability which calls for special educational provision to be made for him or her;
- has a significantly greater difficulty in learning than the majority of others of the same age;
- 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.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to students' diverse learning needs;
- c) aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified. Currently around 6% of our pupils are either SEND Support, have a Special Educational Needs Support Agreement (SENSA) or an Education, Health Care Plan (EHCP). This is below the national average, but in line with the national average for children who have an EHCP. All teachers have children with SEND in their classes.

Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with diagnosis:

- **Communication and Integration difficulties, for example**
 - Autistic Spectrum Disorder (ASD)
 - Semantic Pragmatic Disorder (SPD)
 - Pathological Demand Avoidance Syndrome (PDAS)
 - Speech Language delay

- **Cognition and learning difficulties, for example**
Moderate Learning Difficulties (MLD)
Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD)
- **Social, Emotional and Mental and Health Difficulties, for example**
Attachment Disorder
Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Medical problems e.g. toileting difficulties, Allergies
- **Sensory and or Physical Difficulties, for example**
Hypermobility Syndrome
Fine Motor/ Gross Motor difficulties
Core Stability difficulties
Hearing Impaired
Visually Impaired
Physical impairment e.g. Cerebral Palsy (Hemiplegic)

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs. NON-SEND needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:-

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Pupil Premium Children
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

Section 2. A graduated approach to SEND support

At Whiteley Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaising with previous setting (previous school and pre-schools).
- Child performing 'well' below age related expectations.
- Concerns raised by class teacher.
- Concerns raised by Parents/Carers.
- Concerns raised by the child.
- Liaison with outside agencies e.g. Speech Therapist (SALT), Educational Psychologist (EP) Child and Adolescent Mental Health Team (CAMHS).
- Health diagnosis between Paediatrician (P), Occupational Therapist (OT) and Physiotherapist (PT)
- In school assessments and screening
- Hampshire guidance.

The school system for regularly assessing, planning, implementing and reviewing the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, a range of sources of information are used to establish a clear analysis of a pupil's needs and shared with parents. These sources include:

- Teachers' assessments and the experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of the pupil.
- Advice from outside agencies
- Hampshire Guidance

At times it may be necessary to explore further the precise gaps in a pupil's learning and development and to clarify what the barriers to their learning may be. Sometimes individualized assessments need to be used to closer support the identification of needs. This could be:

- Standardised tests
- Criterion- referenced assessments and checklists
- Profiling tools, for example for behaviour and speech, language and communication needs.
- Observations
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments, for example for dyslexia.

These individualized assessments should result in greater clarity of a pupil's strengths and needs and influence subsequent approaches to teaching and learning. If a greater level of provision is needed, the pupil will be identified as requiring SEN support in one of the following areas:

Additional support is required for cognition and learning.

Additional support is required for social, emotional and mental health difficulties.

Additional support is required for sensory or physical needs.

Additional support is required for communication or interaction needs.

If a child is identified as needing 'SEN support', in consultation with the Parents/Carers they are placed on the SEND register. They will also have an Individual Education Plan (IEP) that will set clear outcomes that the child needs to achieve.

As part of the review process, the Inclusion Manager and school colleagues, in consultation with the Parents/Carers, may conclude that despite receiving an individualized programme and/or concentrated

support for a considerable period, the child continues to have significant, complex needs which are not being met by current interventions. Where this is the case, a decision may be made to write a Special Educational Needs Support Agreement (SENSA) or apply for an 'Education, Health and Care Plan. (EHCP)

A SENSA aims to provide an alternative to an EHC Plan and is usually applied for if the child requires between 12.5 hours and 25 hours of additional support. Its purpose is to be as effective as some EHC Plans because it will:

- avoid unnecessary assessment and paperwork
- record quality information about your child's strengths and needs
- record what arrangements are already in place to help meet those needs and what new arrangements might be required
- safeguard your child's interests through documentation that is agreed by all those involved.

The process will be shorter and simpler than the EHC Plan assessment process. It will still, however, be specific to a child's needs. The SENSA can be implemented much more quickly than a EHC Plan and in some cases, where new arrangements are being proposed, can begin to meet a child's needs within a shorter timescale.

If a decision is made to apply for an EHC Plan the process will take 20 weeks. If an EHC Plan is issued, the school are responsible for funding the first six thousand pounds of the support detailed in the EHC Plan and the Local Authority is responsible for funding anything above this. Once an EHCP has been issued, an annual review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the EHCP, will be held yearly or sooner if deemed necessary.

Managing pupils' needs on the SEND register

We believe that the responsibility for children with SEND should be distributed throughout the school.

Class teachers are responsible for the day-to-day assessing, planning, teaching and reviewing of children with SEND. They are responsible for setting realistic outcomes, tracking of progress and monitoring the impact of what has been provided to help the child move forward in their learning. All this information is recorded in the pupil's Special Educational Need and Disability Profile (SEND profile).

Teachers, in consultation with the pupil, write an IEP which includes

- Areas of need/targets
- Desired outcomes/success criteria
- Arrangements for who is responsible for helping achieve the target
- Resources that are required (human and physical)
- Review dates
- Outcomes/impact

IEPs will be reviewed termly, although some pupils may need more frequent reviews. The class teacher and TA will take the lead in the review process. Parents/Carers, and wherever possible, the child, will be invited to contribute and will be consulted about any further action. The Inclusion Manager will monitor and review the IEP each time a new one is written.

Teachers are responsible for updating a pupil's SEND profile. This document forms an individual record for the child and contains information about school-based observation and assessment, a

summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

If a child is working with the Emotional Literacy Support Assistant (ELSA), an individualised programme is written by the ELSA and shared with the class teacher. At the end of the programme it is reviewed by the class teacher and the ELSA and the outcomes shared with Parents/Carers. These programmes form part of the SEND profile.

Phase Leaders are responsible for ensuring that regular discussions take place in year teams regarding the planning and provision for children with SEND. Provision for children with SEND will form part of the phase leader's on-going monitoring of the year group, including moderation of work, work sampling, pupil interviews, lesson observations, updating of the provision map and monitoring of the SEND profile.

The Senior Leadership team (Headteacher, Deputy Headteacher, Inclusion Manager and Phase Leaders) will ensure that discussions regarding the progress of pupils on the register are held termly as part of the whole school monitoring programme. Provision for children with SEND will be monitored through IEPs, lesson observations, work scrutiny and the provision map.

Monitoring will be carried out on a regular basis by all those involved with the child. Significant achievements and difficulties will be recorded. The Inclusion Manager will discuss the child with the class teacher and make adjustments to the provision for the child, if appropriate.

Some children may need the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. As a school we work closely with any external agencies that we feel are relevant to the child's needs including;

- Hampshire Primary Behaviour Support
- Parent Support Advisor
- Specialist Teacher Advisors for Visual, Hearing and Physical needs, ICT and Toileting
- Children's Services
- Social Workers
- Locality Workers
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatrician (P)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- National Health Speech and Language Therapist (SALT)
- National Health Physiotherapist (PT)
- National Health Occupational Therapist (OT)
- Educational Psychologist (EP)
- General Practitioners (GP)
- KIDS
- Young Carers
- The Rainbow Centre

Some children may require a multi-agency approach for themselves and their families. If this is the case, an Early Help Hub assessment will be completed.

Parents are always consulted and involved in the education of their child if they have SEND.

- If a child has an Individual Education Plan (IEP), it is reviewed termly with the Parents/Carers.
- If a child has an Individual Behaviour Management Plan (IBMP), a minimum of three times a year.
- If a child has a SENSE it will be reviewed as and when necessary, but at least annually.
- If a child has an Educational Health Care Plan (EHCP,) an Annual Review is held yearly or sooner if required. All reviews are sent to the Special Educational Need Officer.
- If a child has a Personal Emergency Evacuation Plan (PEEP) it will be reviewed annually.
- If a child has a severe complex physical need and a Pupil Manual Handling Risk Assessment, it will be reviewed termly by the Specialist Teacher Advisory Service.
- If a child has a physical disability a risk assessment will be carried out annually by the school.
- Parents/Carers of Looked After Children (LAC) are part of the Personal Educational Plan (PEP) review and these are updated in line with the Local Authority (LA) guidelines.
- Meetings are held termly for children who have an identified SEND (these are an alternative to the school Parents/Carers meetings and allow more time for parents/carers to discuss their child).
- If a child requires support from an outside agency, then permission is always sought and Parent/Carers are invited to attend.
- If Parents/Carers require meetings with the Inclusion Manager then appointments can be made via the school office.
- Parents/Carers are invited to attend a variety of training opportunities throughout the year to support their child's learning at home.
- Parents/Carers are invited to a transition meeting each year where class expectations, routines etc. are discussed with the year group. These are held in July or September.

Section 3. Criteria for Exiting the SEND Register

When a child no longer meets the Hampshire SEND Guidelines Criteria, a meeting will be held with all stakeholders to agree removal from the SEND Register.

Section 4. Supporting Pupils and Families

Hampshire provides a 'Local Offer' in line with statutory guidance. This can be found on the Hampshire website or via a link attached on our school's website. Alongside this is our school's SEND Information Report which can also be accessed through our school website.

Admissions

Hampshire has a policy for admissions which we adopt. This can be found via our school website. However, if your child is already in receipt of an EHC Plan, then you would need to contact Children's Services, Hampshire County Council, The Castle, Winchester, SO22 8UG.

Transition

Transition meetings occur between year group teams to discuss and pass on all relevant information about each individual child. Children visit their new classes, and receiving teachers visit their new class in the current year group. Teachers discuss children identified as having SEND alongside the Inclusion Manager and additional transition needs are identified and planned for.

The Early Years Teachers aim to visit pre-school children at home and in their Pre-School setting. If a child has an already identified Special Educational Need then the Inclusion Manager will meet with the Pre-school Inclusion Manager and the Parents/Carers to discuss and plan for transition. The transition may include additional visits and a 'Transition Passport' (which includes photographs of their new classroom, teacher, teaching assistant and places they will access in the school).

When children are preparing to leave us for a new school, typically to go to secondary education, we take part in the cluster transition day. This day gives the children an opportunity to spend a day in their secondary setting. Liaison is made with the receiving school's Inclusions Manager/ Transitions Manager and Year 7 Leader to discuss children identified as having SEND and additional transition needs are identified and planned.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant information and paperwork is passed on and all needs are discussed and understood.

Section 5. Supporting pupils at school 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 we will comply with our duties under the Equality Act 2010.

Some may also have SEND and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision: if this is the case the SEND Code of Practice 2014 is followed.

To look at the arrangements that the school has in place to support pupils with medical conditions, please see the policy for 'Supporting Pupils with Medical Conditions.' This can be accessed via our school website.

Section 6. Monitoring and Evaluation of SEND

SEND is monitored and evaluated in our school by the following:

- Class planning
- IEPs
- Provision Maps
- Reports
- Lesson Observations
- Learning walks
- Work scrutiny
- SEND Profiles
- Pupil conferencing
- Pupil voice
- Termly progress and review meetings
- Assessments
- Intervention reviews

Please also refer to the information in section 2 of this policy.

The SEND policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- the progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

Section 7. Training and Resources

The Inclusion Manager may identify the SEND training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET or staff meetings.

The Inclusion Manager attends conferences and regular meetings with Hampshire Inspectors and SEND Officers to keep up to date with current initiatives and resources.

The Inclusion Manager attends SENCO Circle Meetings and a Mental Health Forum termly for advice.

We have an accredited Emotional Literacy Support Assistant (ELSA) who receives regular support and training from the Educational Psychology Team.

We have one accredited Nurture Group Leader who receives termly support from the Educational Psychology team.

The Inclusion Manager is accredited to carry out Therapeutic Story Writing and attends termly supervision meetings with the Educational Psychology Team.

We have a Pastoral Support Team, which is made up of: The Inclusion Manager, The ELSA and two additional teaching assistants. This is overseen by the Headteacher.

We have a Speech and Language Support Assistant (SALSA) who is trained in delivering speech and language programmes.

We have a trained member of staff who supports children with physiotherapy needs and occupational therapy needs.

The senior leadership team, some teachers and teaching assistants are 'Team Teach' trained to support children with behavioural difficulties.

Meetings are held termly with teaching assistants.

Newly appointed teachers and support staff undertake an induction programme, which includes a meeting with the Inclusion Manager to explain systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students.

Section 8. Roles and Responsibilities

It is the responsibility of the Governing Body to report upon the successful implementation of the SEND policy and its success in achieving progress for each child.

They need to keep up-to-date about the school's SEND provision, including how funding, equipment and personnel resources are deployed; make sure SEND provision is an integral part of the school's development plan and continually monitor the quality of SEND provision.

They will ensure the following:

- SEND register maintained;
- IEPs, IBMPs, PEPs, PEEPS, Risk Assessments are in place and regularly reviewed and updated;
- School Census returns completed. (Information to the Local Authority);
- Annual reviews met and all the legal requirements carried out;
- All staff are offered the opportunity to engage in professional training in the management of SEND;
- Evidence of staff awareness of individual learning / behavioural needs and targets;
- Efficient transfer of information between key stages and between all staff;
- Evidence of differentiation to meet individual needs.

The Inclusion Manager reports to the Governors/ SEND Governor every term to inform them about the progress of all vulnerable children. This report also provides details of other professionals and organisations who are providing support and any updated training carried out. This report does not refer to individual children and confidentiality is maintained at all times. The SEND Governor reports to the full governing body termly on the impact of the SEND provision within school.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the Inclusion Manager. All teaching assistants are line-managed by either the Inclusion Manager, the Phase Leaders or an experienced teacher from the year group in which they are based.

Designated Teachers with specific Safeguarding responsibility (DSL)

Headteacher

Deputy Teachers with specific Safeguarding responsibility (DDSL)

Deputy Headteacher and Inclusion Manager

Designated member of staff responsible for managing Pupil Premium funding

Headteacher.

Designated member of staff responsible for managing the school's responsibility for meeting the medical needs of students.

Head teacher and Inclusion Manager

Designated teacher for Looked after children

Inclusion Manager.

Section 9. Managing and Storing Information

Information on children is stored securely in a locked filing cabinet. Any records kept electronically require passwords to be accessed.

Section 10. Reviewing the policy

This policy is reviewed annually in line with recommendations.

Section 11. Accessibility

We are an inclusive school and will try and meet the needs of children with SEND to the best of our capability. Adaptations to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary support and equipment to enable them to be able to do this.

The school is on one level and the outside environment can be accessed without the use of steps.

The school site is wheelchair accessible.

The school has 2 fully equipped changing rooms which include accessible toilets, handrails, raised stool, accessible shower and an Astor Bannerman electronic changing unit.

Regular risk assessments for children with physical disabilities are carried out alongside specialist Teacher Advisors.

If a child requires specialised equipment, this will be provided by the Specialist Teacher Advisory service.

We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS) when it is necessary for us to support families with English as an Additional Language (EAL).

Please also see our Accessibility policy for more information. This can be found on our school website.

Section 12. Complaints

In the first instance any complaint should be addressed to the Head Teacher, Lesley Pennington, or Inclusion Manager, Victoria Skipp. If the problem cannot be resolved by this means then the Chair of Governors may become involved (the school complaint procedure is available on the school website). If school based solutions fail to resolve the complaint, Parents/Carers should write to:

SEND Services
Children's Services Department
Ashburton Court East
The Castle
Winchester
SO23 8UG

Section 13 – Bullying

Please refer to the Behaviour Policy which contains our Anti-Bullying Policy and is available on the school web site.

Section 14 – Appendices

Please refer to the Local Offer
SEND Information Report
Accessibility Policy
Supporting Pupils with Medical Needs Policy
Behaviour Policy which contains our Anti-Bullying Policy.