VS



POLICY AND INFORMATION REPORT FOR SPECIAL NEEDS AND DISABILITY

1. AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

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 high quality inclusive 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.

2. LEGISLATION AND GUIDANCE

This Policy and information report 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

3. DEFINITIONS

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
  Or
- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

4. ROLES AND RESPONSIBILITIES

4.1 Special Educational Needs Co-ordinator (SENCO)

In our school, the SENCO is part of the wider inclusion manager role. The inclusion manager is the assistant headteacher, Jo Richards. She is contactable via the school office.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Work with the headteacher and SEN Governor to develop and publish the School Inclusion Strategy, ensuring that this is reviewed on an annual basis;
- Have day-to-day responsibility for the operation of this SEN policy and the co- ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality inclusive teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN and Inclusion link governor is Susan Ward.

The SEN& Inclusion governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school, and ensure that the school's Inclusion Strategy is reviewed and published annually.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN INFORMATION REPORT

5.1 The kinds of SEN provided for

Our school currently provides additional and or different provision for a range of needs, including

- **Communication and Interaction, for example**
  Autism
  Pathological Demand Avoidance (PDA)
  Speech Language delay
  Selective Mutism
- **Cognition and Learning, for example**
  Moderate Learning Difficulties (MLD)
  Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD)
- **Social, Emotional and Mental Health, for example**
  Anxiety
  Attachment Disorder
  Attention Deficit Hyperactivity Disorder (ADHD)
  Depression

Sensory and/or Physical, for example

Hypermobility Syndrome
Fine Motor/ Gross Motor difficulties
Core Stability difficulties
Hearing Impairment
Visual Impairment
Physical impairment e.g. Cerebral Palsy
Medical problems

5.2 Identifying pupils with SEND and assessing their needs

The school system for regularly assessing, planning, implementing and reviewing the progress of all children is used to identify children who are not on track with their learning, or who are presenting with barriers to achieve their best potential. A process of tracking progress and gathering evidence is undertaken to establish a plan in order to address those barriers and assess any additional needs.

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

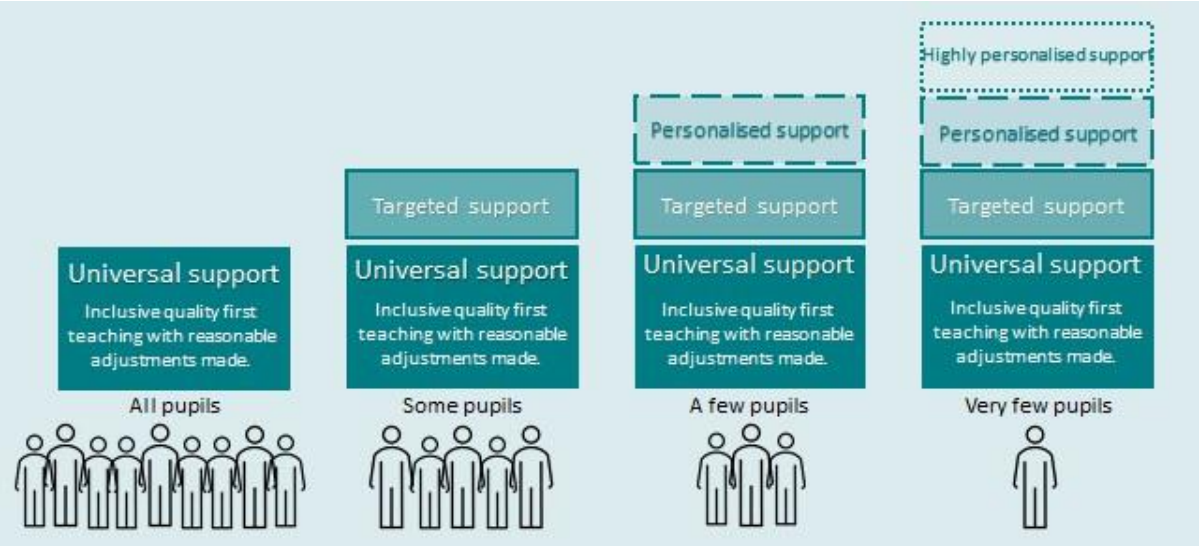
- Liaising with previous setting (previous school and pre-schools);
- Identifying a child is performing significantly below age related expectations;
- Concerns raised by class teacher;
- Concerns raised by Parents/Carers;
- Concerns raised by the child;
- Observations of pupil behaviour e.g. ABCC charts; analysis of patterns;
- Liaison with outside agencies e.g. Speech Therapist (SALT), Educational Psychologist (EP) Child and Adolescent Mental Health Team (CAMHS), Primary Behaviour Support (PBS);
- Health diagnosis between Paediatrician (P), Occupational Therapist (OT) and Physiotherapist (PT);
- In-school assessments and screening;
- Hampshire guidance.

5.21 Levels of support

Many children will need some adjustments or additional support at some time while they are in school. This is known as Universal support (also known as 'Ordinarily Available Provision') and forms part of the *High Quality Inclusive Teaching (HQIT) practice we use in school. HQIT for a child could take the form of a resource (ear defenders, sensory tools, coloured overlay) or provision (reading with an adult, personalised spellings, targeted intervention out of class). For children that require a number of resources/provisions, usually across more than one area of need, the support package becomes more targeted and a process of monitoring begins. Some pupils will require a package of targeted support over an extended period of time during which the class teacher will be in regular contact with parents/carers. A decision to add them to the SEN register of support could be discussed, in collaboration with the SENCo. A few pupils will require more specialised, personalised support. This level of support for a pupil would involve external professional intervention and be overseen by the SENCo as well as the class

teacher. A very small number of pupils require support that is highly personalised; these children will have been assessed for an Education, Health and Care Plan (EHCP), or will be in the process of being assessed.

*Please also refer the Hampshire Special Educational Needs Guidance for Schools, Section 2.2



5.3 Consulting and involving pupils and parents/carers

Early discussion with the pupil and their parents/carers when identifying whether they need special educational provision will take place. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The support the pupil is currently receiving and the impact of the resources/provisions
- We take into account the parent/carer's concerns
- Everyone understands the agreed outcomes sought by the child
- Everyone is clear on what the next steps are

5.31 Involving Parents

We will consult with parents/carers if it is decided that a pupil will receive SEN support. Other ways of communicating with parents include the following:

- If a child has an Individual Education Plan (IEP), it is reviewed termly with the Parents/Carers.
- 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 Local Authority.
- Parents/Carers of Looked After Children (LAC) are part of the Personal Educational Plan (PEP) review and these are held termly.
- Parents of previously looked after children may request an Education

Support Plan (ESP). This is reviewed termly or as and when deemed necessary.

- Meetings are held termly for children who have an identified SEND (these are an alternative to the school Parent/Carers' meetings and allow more time for Parents/Carers to discuss their child).
- If a child requires support from an outside agency, then consent is always sought and Parents/Carers are invited to attend when appropriate.
- If Parents/Carers require meetings with the Inclusion Manager, then appointments can be made via the school office.
- Parents/Carers are invited to attend workshops during the year to support their child's learning and/or development at home.
- At the beginning of every academic year, Parents/Carers are provided with transition information regarding class expectations, routines etc for the new year group. Meetings may be offered for particular transitions/pupils.
- The views of parents/Carers are sought through the annual governor parent survey regarding provision for children with SEND.

5.31 Involving Pupils

We are a 'Rights, Respecting' school where we value and celebrate each child being able to express their views on all aspects of school life. Specific examples of this include

- At the beginning of each year, all the children are involved in creating their own class charter which they follow.
- We have a school council (young governors) which meets regularly to collect the views of each child and make decisions that will impact on their school life.
- Children who have Individual Education Plans (IEPs) review and set new targets with their class teacher and teaching assistant termly or sooner if required.
- Each year group has an attached Governor who visits the year group termly and seeks the children's viewpoints on matters concerning the school.
- If a child has an Educational Health Care Plan (EHCP), their views will be sought before any review meetings.
- If a child is a Looked After Child (LAC) their views will be part of the Personal Educational Plan (PEP) review.

5.4 Assessing and reviewing pupil's progress towards outcomes

At Whiteley Primary school, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. 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 strength and areas of need
- 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 CST 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.

If a child is working with the Emotional Literacy Support Assistant (ELSA) or Talking and Listening Assistant (TALA), an individualised programme is devised by the ELSA/TALA and key strategies/information shared with the class teacher. At the end of the programme it is reviewed by the ELSA/TALA and the outcomes shared with Parents/Carers/teachers as appropriate.

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. The SENCo attends Pupil Progress Meetings with year group teachers at least twice a year.

The Senior Leadership team (Headteacher, Deputy Headteacher, Assistant Headteacher/Inclusion 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, pupil progress meetings and the record of provisions.

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.

5.5 Preparing and supporting children through transition

Pre-school to Reception

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 SENCO/INCO 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).

Transition within school (Year R-Year 1, Year 1-Year 2, Year 2-Year 3, Year 3-Year 4, Year 4-Year 5, Year 5 –Year 6).

Transition meetings occur between year group teams to discuss and pass on all relevant information about each individual child. Children visit their new

classes/teacher, and receiving teachers may 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. Transition for children who are identified as experiencing increased anxiety may include additional visits and a 'Transition Passport'.

Transition to Secondary 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 schools, SENCO/ Inclusion Manager/ Transition Manager and Year 7 Leader to discuss children identified as having SEND and additional transition needs are identified and planned for. For example, Henry Cort run a programme specifically tailored to aid transition for the more vulnerable children.

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.

5.6 Our Approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality inclusive teaching is our first step in responding to pupils who have SEN.

High Quality Inclusive Teaching (HQIT) is the means by which all our pupils access the curriculum and therefore experience success. It is based on high expectations for all our pupils and the belief that HQIT, combined with our school teaching intentions, is 'good for all'. Adaptations are integrated within our HQIT approach and enable all pupils to successfully access the learning content and achieve progress from their own individual starting point.

Opportunities and options for providing effective adaptions to meet the needs of the pupils are numerous. Further information about the ways in which the teaching teams at Whiteley consider adaptations, when and how to implement them, in order to achieve excellent provision for all pupils can be found on the school website. Follow the curriculum thread to find the link on 'Adaptive Teaching'.

Every class has a range of physical resources to help children to access their learning. Teachers will also use a variety of questioning during the lesson which is matched to the child's level of learning.

In addition, pupils with SEND will receive targeted interventions (individual or small group) to support them in meeting their IEP targets. Interventions may be delivered by teachers or trained teaching assistants.

In some cases, SEND children will need a more individualised curriculum, tailored to meet their learning needs.

5.7 Adaptations to the curriculum and learning environment

We are an inclusive school and will try and meet the needs of children with SEND to the best of our capability. Adaptions 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. In addition to the adaptations referred to in section 5.6 the school has some environmental adaptations to help meet the needs of pupils with physical disabilities.

- Regular risk assessments for children with physical disabilities are carried out by a trained member of staff.
- 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 includes disabled toilet, handrails, raised stool, accessible shower and an Astor Bannerman electronic changing unit.
- The school has a room equipped for physiotherapy.
- The school environment continues to be adapted to support the diverse needs of pupils. This includes intervention spaces for small-group and individual support, individual workstations to aid focus, and areas for regulation and sensory activities, helping pupils to access learning and develop independence.

5.8 Additional support for learning

There are approximately 40 members of staff in the classroom support team (teaching assistants/learning support assistants). These are allocated to year groups/classes/individual pupils according to needs and may be involved in delivering interventions or supporting access to curriculum for pupils with SEND.

5.9 Expertise and training of staff

The school has a dedicated, experienced, full time inclusion manager who oversees all vulnerable groups of children including SEND.

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 update meetings with Hampshire Inspector Advisory Service and SEND Department Officers to keep up to date with current initiatives, resources and systems.

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

We have a Home School Link Worker who works with families who require advice and support in the family home.

We have a Pastoral Support Team, which is made up of: The Inclusion Manager, the ELSA, the TALA, two pastoral support members of staff for KS1 and two additional members of the classroom support team who offer support for speech, language and communication. This is overseen by the Assistant Headteacher/Inclusion Manager.

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 self-regulation difficulties.

Meetings are held half termly with the classroom support team.

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.

5.10 Evaluating the effectiveness of SEN provision

SEND provision is monitored and evaluated in our school by the senior leadership team, including the inclusion manager and all phase leaders, in conjunction with the SEN governor. Provision is monitored through:

- Scrutiny of class planning
- Regular moderation of IEPs and Provision Maps
- Lesson Observations
- Learning walks
- Work scrutiny
- Scrutiny of SEND Profiles
- Pupil conferencing
- Pupil voice
- Analysis of behaviour incidents & exclusions
- Termly progress and review meetings
- Assessments and data analysis
- Intervention reviews

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.

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and reasonable adjustments will be made to facilitate this. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take full part in an activity, adaptations will be made

if possible.

The school has an accessibility plan which is available on the school website.

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:

- The school has a policy regarding the administration and managing of medicines on site (see separate policy) and there is a separate Allergy Policy. Parents/Carers need to contact the Admin staff to oversee the administration of any medicines.
- As a staff we have regular training and visits from the school nurse providing updates of conditions and medication affecting individual children. This enables all staff to be able to manage medical situations. This includes annual Allergy training for all staff.
- Teachers are made fully aware of any children in their class who have medical conditions.
- If it is felt that a 'Care Plan' needs to be put in place, it is written with the parents/carers and reviewed annually or sooner if deemed necessary.

5.12 Support for improving social and emotional development.

The school places great importance on the social, emotional and mental well-being of all children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and receives regular training on mental health and wellbeing. In addition, the school has a Pastoral Support team which is made up of: The Inclusion Manager, the Emotional Literacy Support Assistant, the Talking and Listening Assistant, and two members of the classroom support team, who are trained in a range of therapeutic interventions. Resources available include ELSA, TALA, the 'Understanding Myself' intervention, social skills groups and Lego club.

The school has a Home School Link Worker, who works under the direction of the Head Teacher and Inclusion Manager. If further advice or support is required, then the school will liaise with the relevant outside agencies.

5.13 Working with other Agencies

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. 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
- Specialist Teacher Advisors for Visual, Hearing and Physical needs, ICT and Toileting
- Children's Services
- Social Workers
- Family Support Workers
- Early Help Hub

- 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)
- Young Carers

5.14 Complaints about SEN Provision

In the first instance any complaint should be addressed to the Head Teacher, Lesley Pennington, or the Assistant Headteacher/Inclusion Manager, Jo Richards. 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

5.15 Contact details of support services for parents of pupils with SEN

The first point of contact would be your child's class teacher.

If you require additional information or advice, then an appointment with the Assistant Headteacher / Inclusion Manager, Jo Richards, can be made via the school office.

Other advice could be sought from

- SENDIASS (https://www.hampshiresendiass.co.uk)
- Independent Parental Special Education Advice

(www.ipsea.org.uk/) More information can be found in Hampshire County Council's Local Offer.

5.16 The local authority offer

The link to Hampshire's local offer is available from the school website home page.

6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher and inclusion manager every year. It will also be updated if any changes to the information are made during the year.

It is approved annually by the governors.

7. Links with other policies and documents

This policy links to the following documents which can be found on the school website:

- Accessibility Policy

- Supporting Pupils with Medical Needs Policy
- Behaviour Policy
- Anti-Bullying Policy.

Hampshire SEN Support Guidance for Schools
https://documents.hants.gov.uk/childrens-services/sen-support.pdf