

Special Educational Needs and Disability Policy



Definition of Special Educational Needs:

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made in order for them to access learning. By learning difficulties, we mean that the child will experience significant challenges in learning which results in them having difficulty in accessing the curriculum, or that he or she has a disability which prevents them from using the facilities in school that are provided for children of the same age.

Special educational provision means provision that is additional to or different from that provided generally for children of the same age.

Children where the language used at home, is different from the language in which they will be taught, will not be regarded as having a learning difficulty if this is their only area of need.

This policy has been written in accordance with The Children and Families Act 2014 and the SEND Code of Practice which accompanies this legislation. This legislation also introduced the Education Health Care Plan system for children with the most complex needs. More information about EHCPs can be found on the Nottinghamshire's SEND Local Offer website:

www.nottshelpyourself.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Vision for Our School:

At Wynndale we believe that all children should have access to learning and the curriculum. Where possible this learning should take place within the classroom environment. However, we recognise that there will be occasions, when children are experiencing difficulties in specific areas, where a more concentrated approach away from the classroom will be more relevant to their needs. This quality time will be kept short and may be directed towards a small group or an individual. We will ensure that these children continue to have access to the whole curriculum and play a full part in school life. In order to provide the best education and support for these children we will look to pool resources and seek advice from within our family of schools network and work closely with outside agencies. In addition, we are continuing to update our own knowledge and develop new skills to meet the specific needs of our children. We are committed to involving both parents and children from the earliest stages and believe information about our school's

provision should be made available both on-line and during pre-school visits where the aims for all children will be discussed.

Aims and Objectives

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, in line with the Special Educational Needs Code of Practice.

Our objectives are to:

- make use of our own system of assessment and record keeping, to identify and define specific needs as early as possible. This is most effectively done by gathering information from parents, education, health and care services.
- monitor each child's progress through their individual programme of learning and how it impacts on their progress in the classroom to ensure that they are able to reach their full potential.
- develop a system of equal opportunities for all our children and make sure that pupils with special educational needs are able to overcome all barriers to learning and ensure full access to the curriculum, including those that take place outside of school hours. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed to ensure all targets and needs are being met, and appropriate resources provided.
- provide a confident and supportive staff team who will work together, within the structure to ensure the best education for all our children.
- create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing a range of opportunities for pupils' opinions to be heard and considered. Pupil participation is a right and all children will be encouraged to participate fully in the life of the school.
- work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on progress and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- work with outside agencies when the pupil's needs cannot be met by school alone.

Responsibility for the Coordination of SEND Provision

We know that many pupils will have special educational needs at some time during their school life and that the best way of helping them is for everyone involved to work together. All teachers in school teach children with special educational needs.

There are, however, some specific members of staff who work with Children with Special Educational Needs and their Parents:

- The person responsible for overseeing the provision for children with SEND is Rebecca Rickersey (Headteacher)
- The person coordinating the day-to-day provision of education for pupils with SEND is Kathryn Tebbutt (SENCO)
- The named Governor for Special Needs is Amy Ripley.

Also, in school we can access help from the following professionals and services if required:

- Educational Psychologist
- Schools Inclusion Service
- SALT: (Speech and language)
- SAP: Sherwood Area Partnership

Arrangements for Coordinating SEND Provision

The SENCO will hold details of all relevant records for individual pupils.

All staff can access:

- Wynndale Primary School's SEND policy;
- A copy of the full SEND register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way relevant staff members will have complete and up to date information about pupils with special needs and their requirements which will enable them to provide for their individual needs.

Identifying When a Pupil Has Special Educational Needs:

It is important that a child's special educational needs are identified as early as possible.

We will always let parents know as soon as we identify that their child has special educational needs.

Ways in Which We Identify When Children Have Special Educational Needs:

Before Children start school (for Primary phase):

Admission to School:

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 SEND; those with Education, Health and Care Plans and those without.

We are committed to whole school inclusion, and we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

This is set out in the schools' admission criteria and arrangements and published in the School Prospectus.

Our Accessibility Plan:

We have a duty to draw up a plan that describes how we intend to improve access to learning in our school for pupils who have disabilities. This plan is reviewed and updated every three years and is available in school and on our website.

Identification of Pupils Needs:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We also recognise that children learn and progress at different rates. Any pupils who are, at any time or for any reason, falling significantly outside of a range of expected academic achievement in line with prior attainment will be monitored.

- When starting school all our children are baselined in line with school assessment procedures, from which any early concerns can be noted and appropriate work devised.
- Throughout the rest of their time in school there are termly assessments and monitoring procedures in place, which will enable us to identify and provide the support each child needs.
- We have also invested in a variety of screening programmes which we use to help identify specific learning difficulties and we use BSquared to assess children with SEND when appropriate.
- Information passed on from previous schools is also used to inform our own assessment procedure and target setting.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Allocation of Resources for Pupils with SEND:

All pupils with SEND are funded initially through the school's budget. Schools may access additional funding for some named pupils with SEND. This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (Our Family of Schools comprises of Samworth Church Academy and its feeder schools). For those with the most complex needs, additional funding is retained by the local authority. To access this, the Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Provision We Make for Children with Special Educational Needs:

Where it is determined that a pupil does have SEND, this will be discussed with parents and the decision will be added to the school's register. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning and enable the child to make progress.

At this stage we will develop a Pupil Profile. This will describe the child's special educational needs, set specific targets to be achieved and detail arrangements made in school to help achieve the targets. Parents and children are involved in putting together the Pupil Profile and in reviewing it regularly.

This will form an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

We Support Children with Special Educational Needs By:

- clearly analysing the pupil's needs using teacher assessment and knowledge of working with the pupil, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of parents. This will be regularly reviewed
- providing differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Each teacher will keep appropriate records, noting results and relevant targets.
- planning and monitoring appropriate interventions, working in teaching teams in each class, where class teacher and teaching assistants work flexibly to best support different groups and individuals, this includes planning and assessing the impact of support. The class teacher retains responsibility even where the interventions may involve group or one-to-one teaching away from the classroom.
- specially preparing learning materials.
- accessing specialist equipment/software if needed.
- using signs and symbols to assist communication if needed.
- Providing an Emotional Literacy Support Assistant
- providing targeted support groups to give additional social and emotional mentoring.
- informing parents fully of every stage of their child's development and circumstances under which they are being monitored. We also value information from parents which can be shared during review meetings or through more informal discussions.
- Employing a Pastoral Support Worker.

As part of our support system we have very close links with a number of outside agencies including:

- Schools Inclusion Service
- Educational Psychology Service
- Speech and Language Therapy

- Early Help Unit
- Pre-school Providers
- The Healthy Families Team
- Sherwood Area Partnership
- Primary Mental Health Team

Contact with these agencies can be sought if it is felt appropriate, to reinforce or contribute to progress. Where external support staff are involved, their work will help inform the assessment and provision of areas of need.

Review of Progress and evaluating the success of provision

In order to make consistent progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will be through specific reviews and parents' evenings.

Reviews will be undertaken in line with agreed dates and parents will be invited. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of pupils and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Record Keeping:

Whatever the level of need we record all the steps taken to meet children's special educational needs. The SENCO is responsible for ensuring these records are kept up to date by relevant staff and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- information from previous schools
- information from parents
- information on progress and behaviour
- information about levels and use of additional support
- the child's own views of their needs
- information from Health/Social Care
- information from other agencies e.g. Speech and Language Service.

It is important that information about a child's special educational needs is shared with all staff in school who work with the child and that it is passed on from class to class and school to school as the child moves on.

In our school we:

- keep a central record of any issues involving individuals using CPOMs.
- SEND information is kept by class teachers alongside other teacher observations and records kept on the child.
- include support staff in reviews and meetings where information is passed on and they also have access to relevant documents.

- carry out a whole school review at the start of the school year, a year where concerns about individual children are discussed and the support list is updated. This is then monitored throughout the year by the SENCO and relevant staff.
- The year before transfer staff from the new school will be invited to attend these reviews and retain copies of the Pupil Profiles.
- If children move school at any other time their Pupil Profiles and other relevant information are sent with their records. Telephone contact may also be made if they have any further queries.

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong, severe or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, parent or other professionals. This will occur where the complexity of need or additional clarification around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals
- Educational services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment to an EHC plan.

Further information about EHC Plans can be found via the SEND Local Offer

www.nottshelpyourself.org.uk

or by contacting the Ask Us (formerly the Parent Partnership) Service on:

0115 8041740 enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Inclusion of Pupils with SEND

The headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings, Early Help Unit, the Multi-Agency Safeguarding Hub, Schools and Families Specialist Services, Sherwood Area Partnership and the Educational Psychology Service.

How We Develop Staff Knowledge and Skills:

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

This training is provided in the following ways:

- in-house training
- mentoring
- visits to/links with other schools
- training arranged through the family of schools
- attendance at externally provided training events
- attendance at appropriate conferences
- participation in accredited training opportunities

The SENCO attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENCO with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links to Support Services and Outside Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the parents.

In our school we:

- have termly Springboard meetings to discuss children who may benefit from input from relevant outside agencies
- access advice and training when needed from all support services, including Schools and Families Specialist Services, Sherwood Area Partnership, the Healthy Families Team, the Early Help Unit and the MASH team and the Education Psychologist Service.

Working in partnerships with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. We believe that this working relationship will help ensure:

- early and accurate identification and assessment of SEND leading to correct intervention and provision.
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We also:

- involve parents in reviews.
- give further information during parents evenings.
- invite parents in to act as voluntary helpers.
- organise training courses for parents.
- provide after school clubs for pupils.
- have an 'open door' ethos towards parents which welcomes and values their views.
- think it vital to share information about their children's needs.
- pass on information relating to parent support services such as Ask Us Notts and relevant voluntary organisations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupils will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted in relation to SEND matters, via the school's office.

Children/Young People:

It is important to listen to and act upon what children/young people say about their needs and what sort of help they would like. In our school we:

- involve pupils in target setting and discuss their needs and progress with them in an informal setting.
- enable pupils to express their feelings about how their needs are being met.

- encourage pupils to become involved in the wider life of the school, including performing music and drama and joining out of school clubs and teams.

Links with Other Schools:

Schools in Nottinghamshire are grouped together in 'families of schools'. We belong to the Samworth Family of Schools. This enables the schools to:

- build a bank of joint resources and to share advice, training and development activities and expertise.
- secure successful transition by arranging a programme of liaison events to make each child feel as confident as possible in their move to a new school, that information is passed on and that parental concerns/questions are successfully dealt with.
- arrange regular family SENCO meetings so that our approach to Special Needs provision is consistent across the family, that good practice is shared and that we keep up to date with new initiatives.

Links with the Local Community:

We believe that school has an important part to play within the local community. We are involved in:

- developing contact with local services e.g. police, road safety.
- providing placements for work experience for secondary age pupils and providing tailored opportunities according to need.
- links with the local Church

Ask Us Nottinghamshire (formerly Parent Partnership):

Ask Us provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

How We Evaluate Our SEND Policy:

The school's Governing Body has a duty to evaluate every year the provision school makes for pupils with SEND. This evaluation includes information from:

- the opinions of parents which are sought at regular review meetings with issues raised at termly P & S.D meetings
- the progress pupils with SEND is measured as part of the termly target setting and data analysis process, including B-Squared data where applicable. This is monitored by the Standards Committee termly
- reports on the implementation of initiatives which is monitored by the S.E.N. Governor
- reports at P&S.D. on the involvement of external agencies in supporting the school and children with S.E.N.D.
- feed-back from pupil and parent questionnaires

- the impact of continuing professional development of staff on school's capacity to meet the full range of SEND within the school
- the ways in which pupils with SEND participate in the life of the school

How We Deal With Complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If a parent or carer have any worries or concerns regarding the care or welfare of their child, an appointment can be made to speak to their child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us.

If parents feel that their concerns are not being responded to, school has a formal complaints procedure. This is available from school and online.

Signed _____ (Name)
(Headteacher)
Date _____

Signed _____ (Name)
(SENCO)
Date _____

Signed _____ (Name)
(SEND Governor)
Date _____