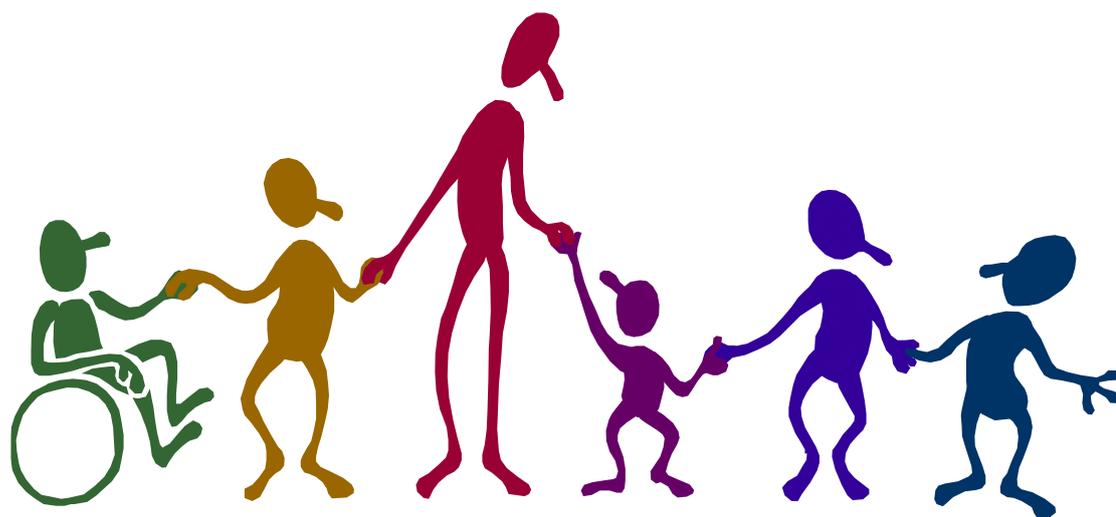


Wrekin View Primary School and Nursery



Policy for Special Educational Needs

Disabilities (SEND) May 2021



1. Introduction

At Wrekin View Primary School we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. We acknowledge that a few pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Wrekin View Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the full curriculum.

The school has appointed Mrs Joanne Preston as an Inclusion Manager and Special Educational Needs and Disabilities Co-ordinator (SENDCo) and she is responsible for the day to day operation of the school's SEND policy.

The governing body has appointed a designated governor, Mrs Jenny Molloy, to monitor the provision of Special Educational Needs in the school. Regular meetings take place and governors are well informed about the provision for pupils with SEND at school.

The policy should be read together with the Wrekin View Disability Access Statement.

2. Aims and Objectives of this Policy

Wrekin View Primary school is committed to:

- Enabling every pupil to experience success.
- Promoting individuals' confidence and positive attitude.
- Ensuring that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Giving pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensuring that pupils with SEND have opportunities to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identifying, assessing, recording and regularly reviewing pupils' progress and needs.
- Working collaboratively with parents/carers, other professionals and support services.
- Ensuring that the responsibility held by all staff and governors for SEND is implemented and maintained.

3. The SEND Code of Practice 2015

The SEND code of practice clearly describes how we are expected to manage, identify and support pupils with Special Educational Needs.

Pupils with additional needs relating to SEND come under 2 headings:

1. EHCP (coded E) An Educational Health and Care Plan covers all aspects of a pupil's needs with education at the centre. EHCPs cover birth to age 25.
2. Additional Need (coded K). This covers all pupils who are identified as having an additional need relating to one of the 4 areas, but do not have an EHCP.

The four areas of need are;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

4. Management of SEND within the School

The head teacher and governing body delegates the responsibility for the day to day implementation of the policy to the Inclusion Manager / SENDCo.

The governing body will ensure that SEND provision is an integral part of the school improvement plan and appropriate staffing and funding arrangements are made.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities toward pupils with SEND, whether or not pupils have an Education Health Care Plan (EHCP).

In line with the recommendations outlined in the SEND Code of Practice 2015, the SENDCo is responsible for:

- Overseeing the day to day operation of this policy.
- Co-ordinating provision for pupils with special educational needs and disabilities, including transition between Wrekin View and other settings.
- Overseeing the day to day running of the specialist resource bases within Wrekin View – Language Class, Basecamp and Nurture Group.
- Liaising with and advising teachers.
- Overseeing the records on all pupils with SEND.
- Liaising with parents of pupils with SEND and regularly informing them of the provision for their child.
- Contributing to the in-service training of staff.

- Liaising with external agencies including LA support and educational psychology services, health and social services and voluntary bodies.

5. Identification and Assessment

According to the SEND Code of Practice 2015 a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

We strongly believe that pupils' additional needs should be identified and met as early as possible.

For some pupils, additional needs or concerns are shared by parents or previous settings on entry to school. However, we understand that for some pupils the gap between themselves and their peers only begins to show as they progress through the school.

All teachers constantly monitor the progress and development of their pupils through daily quality first teaching. This allows teachers to not only adapt planning to meet the needs of all learners but to quickly identify where pupils are struggling to keep up with the pace of learning. Termly assessments allow for both qualitative and quantitative data to be considered and to measure progress. Where a pupil is not working at age related expectations, assessments are adapted to allow pupils to demonstrate progress and achieve success at an appropriate level.

Termly meetings to discuss pupil progress, with senior staff, also identify potential concerns. Parental concerns are also considered important as school life can sometimes be a small part of a larger story.

All staff use a Handbook for SEND to identify the sequenced waves of provision and the interventions available at each stage. The SENDCo is an integral part of the transition process between waves of support.

6. Curriculum Access and Provision

All pupils at Wrekin View have access to a full curriculum offer including to visitors, visits and residential trips both locally and further afield. The needs of individual pupils are considered for each visit and a full risk assessment is always carried out in advance to plan for staffing and logistical arrangements to be in place. Many pupils are prepared for offsite visits using a social story, use of photographs or by visiting the website of an attraction to gain further information.

All pupils with SEND are expected to learn within a mainstream classroom unless they have been identified as benefitting from a placement in either the specialist provisions within school - Language Class (a Telford and Wrekin resource base) or Basecamp (a Wrekin View provision for pupils with significant cognition and learning needs) .In order

to meet the learning needs of all pupils in school, teachers differentiate work. The new school curriculum, implemented from September 2021, outlines a clear sequence of skills and knowledge that is to be taught to pupils. This allows teachers to not only re-cap previous learning but to also build upon knowledge, skills and vocabulary appropriate to each pupil and refer to previous learning in a context familiar to the pupil.

Strategies in the classroom may include:

- Work adapted to their needs
- Adapted resources eg. size of print, colour of paper
- Visual timetables
- Small group support from the class teacher or Learning Support Practitioner (LSP)
- Additional intervention, either individual or as a small group, from an LSP.
- The use of a piece of equipment to aid learning.
- Support from the Pastoral Team for emotional well-being.
- 1:1 or small group sessions with the Learning Mentor.
- Sports coach intervention for social skills.

The school community has a range of specialist provision, which pupils may or may not use in their time at Wrekin View, and expertise which includes:

- Individual support (although this is rarely 1:1 as it can restrict both independence and the opportunity to develop friendships)
- Small group support with Learning Support Practitioner, Pastoral Team or Learning Mentor.
- Small, targeted support in the specially resourced SEND mini-school unit (Base Camp).
- Small, targeted support in the specially resourced Language Class.
- Additional educational resources as required, usually via small intervention groups.
- Provision of special equipment as recommended by other professionals.
- Access to outside agencies such as The Linden Centre, Fair Access Panel, Learning Support Advisory Team, the Educational Psychology service or other support services for advice on strategies, equipment or staff training. Specialist services will be sought as required.
- Access to alternative provision off-site including AFC Telford, Forest School and Crossbar coaching.

7. Provision Maps

All pupils who are identified as being at School Support or those with an EHCP will have a provision map detailing the provision that has been made for him/her and this will be reviewed at least termly. It is the responsibility of the class teachers to share new provision maps, as well as reviewed ones, with parents or carers. Parents or carers will have the opportunity to speak with class teachers at any point in the term where they feel they need more information about their child's provision.

8. Code of Practice Graduated Response

The school adopts the levels of intervention as described in the 2015 SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through School Support as described below and in a small number of cases the Inclusive School Forum (ISF) will be approached for further advice, support or additional funding.

The funding from the ISF is of a similar level to an EHCP although the route to receiving funding is significantly quicker. Pupils who receive ISF funding have it reviewed and renewed annually in the same way that an EHCP is reviewed. Funding can be continued into secondary school.

9. School Support

This is the first stage of identifying a pupil as having some type of additional need. Pupils at School Support receive interventions, equipment or resources that are different from or additional to the normal differentiated curriculum (refer to Curriculum Access and Provision above). More than one type of intervention may be used at any one time. If it is felt that this is still not meeting the needs of the child then the next stage would be, with parental consent, a referral to an outside agency for extra support.

10. Request for Statutory Assessment

The school will request an Education Health Care Needs assessment (EHCNa) from Telford and Wrekin (Local Authority) when, despite an individualised programme of sustained intervention within School Support, the pupil remains a concern and is not making expected progress. An EHCNa might also be requested by a parent or outside agency.

11. Education Health Care Plan (EHCP)

An EHCP will normally be provided where, after a needs assessment, the local authority considers the pupil requires provision beyond what the school can offer from its allocated budget. However, the school recognizes that a request for an EHCNa does not always lead to an EHCP. The EHCP normally offers additional resources to be given to the school to further support the child.

Whilst an EHCP will enable most pupils to thrive in a mainstream school, occasionally a child may be considered by both school and parents/ carers to be needing more than a mainstream school offer. In this case an annual review would be called, with the

SENDCo, local education officer and parent/carers in attendance, to discuss the next steps. Each case is dealt with individually according to the needs of the child.

12. Review of EHCP

An EHCP must be reviewed annually and every six months for pupils in nursery or reception year. The local authority will inform the head teacher at the beginning of each school year of those pupils requiring reviews. The SENDCo will organise these reviews with the child's parents and in addition may invite some/all of the following people as appropriate:

- The pupil
- The relevant member of school staff.
- Teaching staff/SENDCo from secondary school (in the case of a year 6 child going to year7).
- An education officer.
- The educational psychologist.
- Any other person the SENDCo considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the statement.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate, to set new objectives for the coming year.

Within the time limits set out in the Code of Practice, the SENDCo will complete the annual review forms and send them, with any supporting documentation to the local authority. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.

13. Transition arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. We do not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for all pupils. Reference should be made to the normal admission policy for the school as stated in the school prospectus.

There are many times within a child's school journey where they will meet key transition points. Each of these are important and whilst some features are common to all transitions, arrangements are tailored to the age and stage of the child.

- Starting in Wrekin Giants or Nursery

Parents and pupils will visit together for the first few weeks to build a relationship with the teacher and develop a feel for the environment. By mutual agreement parents will then begin to leave their child for short visits which increase over time as the child settles.

14. Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Manager / SENDCo. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the head teacher or write to the chair of governors if they prefer. The parent support group, IASS, is also available to offer advice.

Signed:

Date: **May 2021**

Review Date: **May 2022**