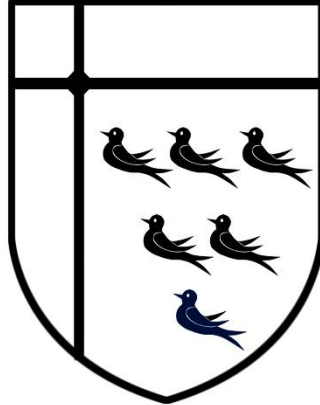


St Wilfrid's
Church of England Primary School



Growing Success
Rooted in Faith

St Wilfrid's

Special Educational Needs **and Disabilities Policy**

Special Educational Needs and Disabilities Policy

1. How we define SEND

To define Special Educational Needs and Disabilities (SEND) and Provision, we use the following definitions outlined in the SEND Code of Practice 2014:

"A child or young person has SEN 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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools."

(Page 285, SEND Code of Practice 2014)

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

(Page 285, SEND Code of Practice 2014)

A child with SEND may have difficulties with (this list is not exhaustive):

- All or some elements of school work.
- Understanding and processing information.
- Expressing themselves or understanding what other people are saying.
- Specific speech and language difficulties.
- Relating to others and understanding social situations.
- Social and emotional difficulties that may impact on their presentation or ability to regulate themselves.
- Organisational skills.
- A formally diagnosed condition such as Autism, ADHD or dyslexia.
- A sensory or physical need that impacts on their ability to access aspects of school without additional support.

SEN is categorised into four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

2. Aims

We will:

- Attempt to identify children with special needs as soon as possible.
- Assess the nature of those needs and implement appropriate support for the child.
- Regularly review the progress and provision of children on our SEND register through the APDR cycle.
- Give all children access to a broad and balanced curriculum.
- Make reasonable adjustments to activities to attempt to include all children.
- Maintain a SEND register of children for whom additional support is being provided if the need is ongoing and over and above Ordinary Available Inclusive Practice (OAIP).
- Support and train staff.
- Inform parents of our decision-making process and listen to their opinion.

- Where appropriate, involve outside agencies with support and provision for a child.

3. Roles and Responsibilities

For further daily role responsibilities see [Appendix 1: Role Flowchart](#)

The **Headteacher** has responsibility for:

- Managing the provision for children with special educational needs.
- Ensuring the Special Educational Needs Policy is implemented.
- Informing the Governing Body of current issues and provision.
- Working closely with the SENCo, meeting to exchange information and monitor effectiveness.

The **SENCo** is responsible for co-ordinating the SEN provision within the school.

This provision includes:

- Co-ordinating the management of SEND provision, including any additional teaching and teaching assistant support.
- Maintaining the SEND register.
- The operation of the school SEND policy.
- Liaising with and acting in an advisory capacity to staff where appropriate.
- Maintaining SEND records.
- Liaising with the parents of children with SEND as appropriate.
- Liaising with and fostering positive relationships with external agencies.
- Working closely with the Headteacher, meeting to exchange information and monitor effectiveness.
- Using assessment tracking data and teacher comments to help in the identification, tracking and management of provision for children with SEND.
- Ensuring that all outside agency interactions and referrals are recorded on CPOMS.
- Sending a letter to confirm when a child is removed from the SEND register.

Class teachers have responsibility for:

- Ensuring that they are delivering Quality First Teaching that is differentiated to meet the individual needs of the children in their class.
- Utilising the OAIP document to support children.
- The management of daily provision for children with SEND.
- Identifying children who may have special educational needs and seeking advice from the SENCo when necessary.
- Being the first point of contact for parents and carers and keeping them informed of their child's progress, any concerns and any action to be taken.
- The creation and maintenance of Individual Development Plans (IDPs) and sharing these with parents and carers, usually on a half termly basis.
- Obtaining the views of the child.
- Informing Teaching Assistants of any Individual Development Plans to be implemented.
- Directing TAs in the classroom - this may be working directly with children or implementing other provision.
- Informing colleagues and those concerned with the child of any information imparted by parents and carers pertaining to the child's progress and recording this on CPOMS in a timely manner.

- Informing parents and carers that a child has been added to the SEND register and recording this on CPOMS, alerting the SENCo, in a timely manner. This could be a verbal conversation.
- Co-ordinating the class/year group intervention timetable and ensuring that interventions are targeted, monitored and completed. Data should be recorded at the start and end of an intervention where appropriate.

The Governing Body, in co-operation with the Headteacher, has responsibility for:

- Determining the school's Special Educational Needs and Disability Policy.
- Implementing the school's Special Educational Needs and Disability Policy to ensure that the aims are met.

The SEND Governor will:

- Maintain an oversight.
- Monitor identification, provision and effectiveness through termly meetings and sampling of evidence to be agreed annually with the SENCo.

4. Admission Arrangements

The school's admission policy applies to all pupils (see School Admission Policy). Our admission policy does not discriminate against any pupil because of his/her special educational needs. Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs. See also: Transition Policy

5. Access to the Environment

The school does not have specialist building provision for pupils with physical disabilities or for visually or hearing-impaired children. The school does have ramped areas that ensure there is access for pupils and visitors. There are disabled toilet facilities. The school would work closely with the Local Authority to develop provision in line with The Disability Discrimination Act. We would work with the relevant advisory agencies to make adaptations as necessary.

6. Resources

Resources are allocated based on the LA funding. Funding is allocated for training, for special educational needs and resources. Resources allocated include SENCo time, TA time, administration time for SEN, equipment and materials.

7. Identification, assessment and provision for children with SEND

Identification of Pupils with SEND
The school recognises the importance of early identification of children with special educational needs. See also: [Appendix 2: SEND Flowchart](#)

Children may be identified by:

- Notification from SEND Under 5's
- Concern shown by the class teacher
- Expression of concern by the parent
- An external agency
- School screening procedures
- Information obtained from the child's previous school or pre-school

When a need has been identified that is persistent and requires additional support, we may need to add a child to the SEND register. This level of support is called SEN Support and provision is documented through an Individual

Development Plan (IDP) that follows the Graduated Approach: Assess, Plan, Do, Review (APDR).

Parents and Carers and children will have the opportunity to contribute their views to this process.

The IDP will usually be reviewed half termly and will be written and maintained by the class teacher with the support of the SENCo where necessary. The IDP will be shared with members of staff working with that child and paper copies will be kept in the class purple folder. IDPs will be emailed to parents.

A Graduated approach to SEN support

IDP - Assess

This section will detail where the child is starting from in this cycle and historically. Assessments from internal and external processes will be recorded here. If a child has Cognition and Learning needs then the child will be assessed and tracked through the use of Connecting Steps.

IDP - Plan

The teacher will plan targets that build on what we know about that child's needs from the Assess section.

Targets will be SMART. For a child with Cognition and Learning needs, the targets will usually come from Connecting Steps.

IDP - Do

This section documents what the provision will look like in class for that child. This may be through continuous provision, specific resources, in class adjustments or specific intervention. The provision will be based on the targets in the Plan section.

IDP - Review

At review stage the class teacher will seek further input from the parents and carers and at this point decide whether the child can be exited from the Graduated Approach and SEN Support or moved onto the next IDP cycle. The review section will draw together all progress in relation to the targets set in the Plan section. If the IDP is to continue, this review section will form part of the Assess section in the next IDP cycle.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENCo liaises frequently with a number of specialists and outside agencies, for example:

- Learning Behaviour Assessment Team
- Autism and Social Communication Team
- Occupational Therapy
- Physiotherapy
- Audiology
- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Service
- Community Paediatrician

- Speech and Language Therapy
- Social Services

Specialists may be involved at any point to aid with identification of SEND (In West Sussex, Social Communication concerns are referred to the CDC and ADHD is diagnosed through CAMHS) and effective support and intervention. A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN Support. All referrals will be subject to the criteria and waiting lists set by the outside agency.

In a very small minority of cases where the level of SEN Support is significantly over what can be expected of a mainstream school to provide within the allocated budget and progress is not forthcoming, parents and carers and the school may choose to apply for an Educational Health Care Needs Assessment with the aim of achieving an Educational Health Care Plan (EHCP). This will be within the criteria supplied by the Local Authority and legislation.

Education Health Care Plans

A child who has an Education, Health and Care plan will continue to have arrangements as for School Support using the Graduated Approach and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the SENCo, and following the procedures dictated by the Local Authority.

9. The SEN Register

Additions to the SEND register

When a child is added to the SEND register their parents and carers will be informed by the class teacher. This could be via a verbal conversation (face to face or on the telephone) and recorded on CPOMS. At this point the parents and carers should be given time to respond and their views should be recorded.

Exiting the SEND register

The Review section of the IDP may identify that a child does not need to be at SEN Support anymore and at this point their name will be removed from the SEND register. Parents will be informed through a conversation with the class teacher and then confirmed with a letter from the SENCo. This will be documented on CPOMS.

10. Record Keeping

Original paper copies of reports will be kept in individual special needs files in the SENCo office. Electronic copies of reports and IDPs will be stored in the Admin Folder on the school server in the child's folder.

Receipt of paperwork, both paper and electronic, will be recorded on CPOMS.

Copies of reports will be given to the class teacher for their use in class and filed in Purple Folders with paper copies of the IDPs, in line with guidance in the Staff Handbook.

When an intervention is concluded the results will be recorded on an intervention tracker.

11. Parental Involvement

- Parents are kept fully informed primarily through formal and informal meetings with the class teacher and/or SENCo and other agencies involved in supporting the child.
- If parents wish to discuss, or have concerns about their child, they should first speak to their child's class teacher.

12. Transition Arrangements

- For children identified with SEND at pre-school settings the SENCo or Year R teacher will make contact with a representative from the child's setting and the child's parents to ensure that information is passed on securely and to make a plan to ease the child's transition to school.
- For children on the SEND register in Year 6, the SENCo or Year 6 teacher will make contact with a representative from the child's secondary school to ensure that information is passed on securely and to make arrangements for extra visits, where possible and appropriate, to ease the child's transition to secondary education.
- When a child with an EHCP is in Year 5, an Annual Review will be held in the Summer Term to inform SENAT of their secondary school choices.

13. Raising Your Concerns

If there is any cause for concern the problem should be resolved at the earliest possible opportunity. At an informal level, discussions will take place with the class teacher. A record of the discussion will be made on CPOMS. If the matter cannot be resolved an appointment should be made to discuss the matter with the SENCo and if necessary the Headteacher.

14. Evaluating Our Attainment for SEND Pupils

Every year, we analyse the data we hold on attainment at the end of each Key Stage against national expectations and outcomes. As a further tool, we use an online resource called Connecting Steps and children who are on the SEND Register and not achieving at ARE, are also monitored by this. This contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we improve the school.

The SENCo will provide information termly to the Governing Body as to the numbers of pupils receiving special educational provision at SEN Support stage, EHCP as well as any pupils for whom an EHCNA has been requested. The number of pupils transferring to or from each type of provision will be noted.

The Headteacher will report on any whole school developments in relation to SEND and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND and inclusion are a regular item on the Curriculum and Resource Agenda and is reported at the Local Governing Body meetings through sub-committee reports, which are then discussed as necessary. Governors are encouraged to consider the provision for children with SEND in their reports.

Appendix 1: Role Flowchart

Role Flowchart

Stage 1

QFT and regular assessment routines for all pupils.

Class teacher role

- Academic assessments
- Planning
- Feedback
- Liaise with parents and carers – add to CPOMs

SENCo role

- None at this stage

If there are concerns about a child's progress, move to Stage 2.

Stage 2

Additional strategies led by the class teacher – 1 term.

Class teacher role

- Academic assessments
- Planning
- Feedback
- Liaise with parents and carers – add to CPOMs
- Implement and monitor additional strategies. If they are removed for an intervention, record in purple intervention folder

SENCo role

- None at this stage

If there are concerns about a child's progress, move to Stage 3.

Stage 3

Contact SENCo and implement suggestions – ½ a term.

Class teacher role

- Academic assessments
- Planning
- Feedback
- Liaise with parents and carers – add to CPOMs
- Implement and monitor additional strategies. If they are removed for an intervention, record in purple intervention folder
- Inform parents about interventions
- Oversee interventions – ensure consolidation in class
- Support child to complete screeners, as appropriate
- Add SENCo conversation to CPOMs
- Provide appropriately differentiated teaching and learning

SENCo role

- Refer to appropriate outside agencies
- Disseminate information from outside agencies
- Add to monitor register
- Provide advice to staff and parents
- Process the admin side of screeners
- Provide guidance on the screeners for staff
- Feedback to parents about screeners – add to CPOMs
- Add to monitor list

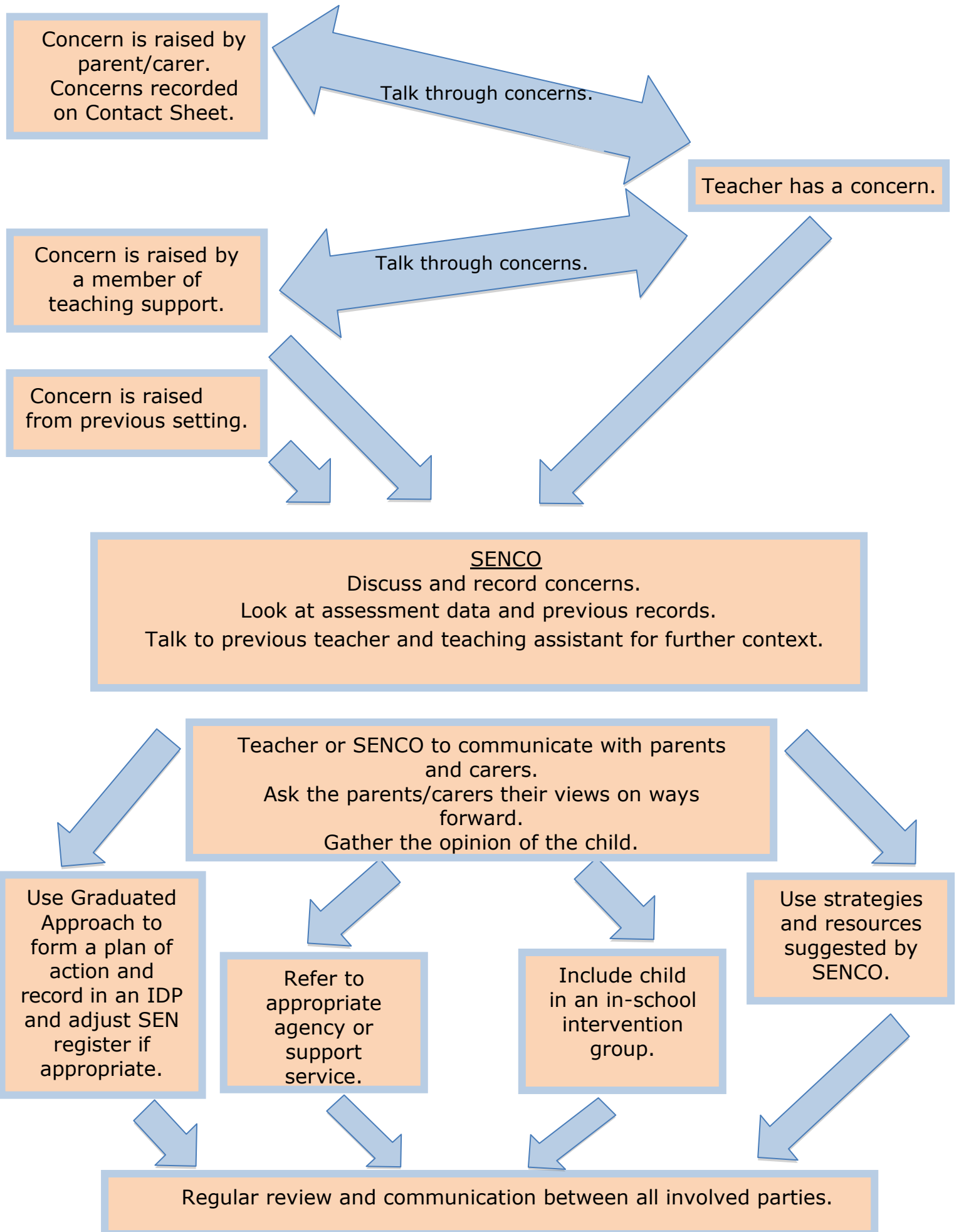
If there are concerns about a child's progress, move to Stage 4.

Stage 4

Added to the SEN register. IDP – usually ½ termly.

| Class teacher role | SENCo role |
|---|---|
| <ul style="list-style-type: none">• Academic assessments• Planning• Feedback• Liaise with parents and carers – add to CPOMs• Write IDP – explain process and distribute to parents – add to CPOMs• Explain that their child is being added to the Sen register and what we will do now – add to CPOMs• Academic assessments• Planning• Feedback• Liaise with parents and carers• Implement and monitor additional strategies. If they are removed for a intervention, record in purple intervention folder• Support child to complete screeners, as appropriate. | <ul style="list-style-type: none">• Monitor interventions• Add to intervention tracker• Support with writing IDP• Refer to appropriate outside agencies• Disseminate information from outside agencies• Add to SEN register on SIMs and spreadsheet• Provide advice to staff and parents• Process the admin side of screeners• Provide guidance on the screeners for staff• Feedback to parents about screeners – add to CPOMs |

Appendix 2: SEND Flowchart



Document History:

| SEND Policy | |
|--------------------|-----------|
| Policy Type: | Statutory |
| Policy Source: | |
| Approval By: | LGB |
| Review period: | Annual |

| Date Reviewed | Amendments Made | Date Approved | Approved By | Next Review Due |
|----------------------|------------------------|----------------------|--------------------|------------------------|
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