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Date of Review: Autumn 2019

Signed:



Walpole Cross Keys Primary School

SEND Policy

2019-2020

Aims

To provide the very best quality education and outcomes for all pupils identified with SEND, through Quality First Teaching.

To ensure that all teachers in the school are able to identify and provide, 'reasonable adjustments.'

To remove barriers to learning for all SEND pupils, in accordance with the SEND Code of Practice, 0-25, 2015.

Identification and assessment of pupils with SEND:

At different times in their school career, a child or a young person may have a special educational need or disability and will require SEND support. The Code of Practice 2015 defines SEND as:

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

If a child is identified as having SEND, school will provide provision that is '**additional or different from**' the normal differentiated curriculum, intended to overcome the child's barrier to learning. Additional needs will be identified using the following four broad areas of need in the SEND Code of Practice, 0-25, 2015.:

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

In light of the Rochford Report, 2017, we will be following the Government recommendations for the statutory assessment of pupils working below the standard of national curriculum tests at the end of key stages 1 and 2 from Summer 2018. To date, this will involve:

- The removal of the statutory requirement to assess pupils using P scales.
- The interim pre-key stage standards for pupils working below the standard of the national curriculum tests to be made permanent and extended to include all pupils engaged in subject-specific learning.

- For the small number of pupils nationally not engaged in subject-based learning by the time they reach the end of key stage 1 or 2. It would not be appropriate to assess them using the pre-key stage standards as they do not yet have assessable literacy or numeracy skills. For these pupils, their development in the four broad areas of need, as identified above in the SEND Code of Practice, will foster engagement with the world and encourage autonomy. Each area of need plays a crucial part in promoting independence and quality of life.

Teaching pupils with SEND

We value high quality first teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please refer to the *Teaching and Learning Policy* on our school website. We aim to create a learning environment which is flexible to meet the needs of all the members of our school community. The staff continually assess to ensure learning is taking place.

The whole school system for monitoring progress includes termly Pupil Progress Meetings with the Executive Head Teacher **Ms Borley**, Executive Deputy Head, **Mrs Rose Ward** and Executive SENDCO **Mrs Menday** where staff engage in coaching and supervision to plan and review support to remove children's barriers to learning.

Where a child enters the school on a school support (K) code this support will continue and be reviewed at the end of the term to assess whether our assessments are in line with the previous school. Where a child enters the school with High Needs school support (K) an application for additional top up funding will be the Norfolk County Council Virtual School (VS) for SEND. Where a child enters the school with an EHCP, support required and provided at the previous school will be discussed with parents and an application for funding will be made to the Norfolk County Council Virtual School(VS) for SEND.

- All pupils with SEND have a termly *Individual Target Plan (ITP)* written by the class teacher, in consultation with the child and parents, which is checked by the Primary Trust SENDCO **Mrs Menday**. Teachers meet with parents to share the reviewed ITP and new targets termly. SEND pupils are taught alongside their peers. At times, where appropriate, children with SEND will be withdrawn for specific interventions or activities.
- We expect all pupils with SEND to make progress and compare this to their non-SEND peers
- We teach our pupils with SEND the same learning objectives as their peers, where possible as, with the work differentiated to meet their needs.
- We insist on positive behaviour for learning for all our pupils regardless of whether they have identified SEND or not. Please refer to the *Restorative Behaviour Policy* on our school website.

Additional support for learning available to pupils with SEND:

- Quality first teaching is monitored through Senior Leaders and subject leaders' lesson observations, 'drop ins', work samples and data samples.
- Support from the Primary Trust SENCO is on hand to make reasonable adjustments to remove pupils' barriers to learning. There is also now a new Assistant SENCO **Mrs Radford**.
- We refer to outside agencies for support with; cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory needs.
- We take advice from a Specialist Support Teacher where further assessment is required. This may include the following: such as Dyslexia and Dyscalculia.
- Following recommendations from the Specialist Support Teacher or outside agencies, we can refer to an Educational Psychologist.

Evaluating the effectiveness of SEND provision

- Analysing test results and teacher assessment during Pupil Progress Meetings
- Assessing attainment and progress of IEP targets with a (RAG) rating: Red – not achieved, Amber – working towards, Green – achieved.
- Measuring the amount of progress made by our pupils with SEND from the beginning of a programme of intervention and at the end.
- Monitoring the progress and impact of each Intervention Teaching Assistant Groups
- Discussing how pupils feel before and after a programme of intervention. (child's voice).
- Evaluating if the success is likely to be permanent or something which will not be ongoing without continued intervention.
- Studying patterns in records such as behavioural logs, attendance and intervention records.

Assessing and reviewing the progress of pupils with SEND support

- Teachers, Primary Trust SENCO collect an overview of how well pupils with SEND make progress through interventions. This information is the amount of progress made and from the beginning to the end of a programme.
- Teachers and Primary Trust SENCO use an assessment tracker termly to make sure all pupils with SEND are on track to make progress from their starting points and to identify pupils at risk of falling behind without additional support and intervention.
- In every lesson, teachers use 'Success Criteria' to assess progress in the lesson. The Success Criteria is a planned sequence of learning which grows progressively more difficult. It is intended for pupils to select their own level of challenge in a lesson.
- All teachers report their pupils' progress to the Head Teacher and SEND Co-ordinator at termly Pupil Progress Meetings. Following these meetings, where pupils' have not made expected or sufficient progress, they will be referred for additional intervention.
- Intervention Teaching Assistants teach groups driven by Teachers identification of 'learning gaps'. They plan, prepare, deliver and assess lessons in close consultation with class teachers. Primary Trust SENDCO monitors planning files, lessons and pupils work in intervention lessons termly with the class Teacher.
- Governors receive termly reports on the progress of groups of pupils including pupils with SEND and our lead governor for SEND, **Mrs Rebecca Hurn** attends review meetings in school to ensure the needs of pupils with SEND are being met and appropriate funds are allocated to do this.

EHCP Needs Assessment

- Bringing a child to the attention of the Local Authority (LA) for an EHC Needs Assessment will be undertaken on an individual basis where there are ongoing specific concerns following at least two cycles of, 'Assess, Plan, Do, Review, with the agreement of the parents/carers.
- Following a request for an EHC assessment, the LA must determine whether an EHC needs assessment is necessary.
- The LA decision will take into account a wide range of evidence, and should pay particular attention to; evidence of the child's academic attainment (or developmental milestones) and rate of progress, information about the nature, extent and context of the child's SEN, evidence of the action already being taken to meet the child's SEN, evidence where progress has been made, it has only been as the result of much additional intervention and support over and above that which is already provided, evidence of a child's physical, social and emotional development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- If the LA decides not to conduct an EHC needs assessment it must inform the child's parents of the right to appeal the decision with the time frame for doing so, feedback informing the

decision and the availability of information, advice, support and disagreement resolution services.

Consulting children with SEND

This is achieved through:

- IEP comments
- Pupil questionnaires/Pupil voice
- Pupil feedback

Consulting parents of children with SEND

- Parents are invited termly to meet with the class teacher to review and discuss the provision set out in the *Individual Education Plan (IEP)*. This can include meeting with other professionals, e.g. Speech and Language Therapist etc.
- On a more informal level, parents are encouraged to discuss their child's progress with their class teacher at any time.
- Annual SEND questionnaire.

Complaints procedure for parents of pupils with SEND concerning the provision at school

1. If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first. Teachers and parents working together can often provide solutions to any concerns you may have.
2. If you are still unhappy, you should contact the school office to make an appointment with **Mrs Teresa Menday, Primary Trust SEND Coordinator** about the way the school is meeting your child's needs. If you are still unhappy, you should contact the school office to make an appointment to meet with **Ms Jo Borley, Executive Head Teacher**.
3. If you have followed all the steps above and still feel the school is not meeting your child's needs, you can write to the **Chair of Governors, Councillor Lesley Bambridge** via the school office. This letter will be given to the Chair of Governors and you will receive an acknowledgment within 24 hours.

Role of the Governing Body

This is delegated to **Ms Borley, Executive Head Teacher** as part of the day to day running of the school. However, the Executive Head Teacher is required to report to Governors about the success of the SEND Policy. This termly report includes the involvement of external agencies.

The governing body nominates a named governor to oversee the work of the SEND coordinator, this is currently Mrs **Rebecca Hurn**. She attends a SEND meeting once a term and then feeds this back to the full governing body.

Equality Act 2010

All staff have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.” Section 1(1) (Disability Discrimination Act 1995.)

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, moving on to another school or moving up to secondary school. Clenchwarton Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their Summer Term ITP Review Meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Supporting pupils with SEND in transferring from Primary to Secondary school:

Discussions are held between the Year 6 teachers and staff from the receiving secondary school for all year 6 pupils and any additional needs are highlighted. Additional transition sessions are arranged for those children who will benefit from further familiarisation with the new environment, systems and structures. This also serves to introduce them to other pupils who will be present when they transfer and to build relationships with staff.

