

# **‘Preparing for Life in all its Fullness’**

*Aspiration, Dignity, Kindness, Community*



## **West Felton Church of England Primary School Policy for Special Educational Needs and Disabilities (SEND)**

## INTRODUCTION

The school's SENCo is Mrs. Sarah Creaser. Mrs. Creaser works part-time at West Felton CE Primary, 2.5 days per week

### Contact details of SENCo

Email: [senco.westfelton@westcliffe.shropshire.sch.uk](mailto:senco.westfelton@westcliffe.shropshire.sch.uk)

Tel: 01691 610388

- Mrs. Creaser has achieved the National Award for SEN Coordination (NASENCo, MMU 2018) in accordance with the SEN Code of Practice, 2015
- Mrs. Creaser is a member of the Senior Leadership Team (SLT)
- This policy explains how West Felton C.E. Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010), and should be read in conjunction with the Shropshire Council Local Offer: <https://www.shropshire.gov.uk/the-send-local-offer/>

### Definition of Special Educational Needs and Disabilities.

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 them

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about provision for SEN in the school should, in the first instance, talk to their child's class teacher. More specific SEND-related discussions can be arranged by contacting the Special Educational Needs Coordinator (SENCo).

**The SEN Information Report and School's Contribution to the Local Offer** provides much greater detail on the context of the school and the provision for children with SEND, and should be read in conjunction with this policy. **The SEN Information Report and School's Contribution to the Local Offer** is available from the school office and the school's website:

[www.westfeltonprimary.co.uk](http://www.westfeltonprimary.co.uk)

At West Felton C.E.PrimarySchool, we strive for inclusion. We welcome diversity and consider this a strength. We believe that every teacher is a teacher of every child, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn.' Good practice for pupils with special educational needs is good practice for all. In an inclusive environment, every child feels safe, valued and respected, because every child is given the support they need to succeed.

## POLICY AIMS

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. Our school provides a rich and varied learning environment, that allows all children to develop their skills and abilities to their full potential
- We aim to maintain a Christian ethos that encourages a life-long enthusiasm for learning, and fosters mutual respect for people of all faiths and cultures. Each child is encouraged to be the best version of themselves
- We are committed to meeting the special educational needs of pupils, ensuring they make good progress and reach their full potential. This is achieved through targeted, focused, evidence-based provision, in order to build confidence and self-esteem. We aim to raise the aspirations of, and expectations for all pupils with additional or special educational needs
- This policy aims to ensure full access to the National Curriculum, and to encourage success and participation for all pupils, whatever their ability or barrier to learning

## POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our '**best endeavours**' (ie. do everything we can: section 6.2, SEN Code of Practice, 2015; section 66 Children and Families Act, 2014) to make sure that a child with SEND has the support they need
- Ensure that children with SEND engage in activities alongside peers who do not have SEND
- Identify pupils with SEN as early as possible and make appropriate intervention through a range of teaching methods, adjustments and adaptations
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy
- Provide support, advice and ongoing access to high quality professional development, for all staff working with pupils with special educational needs
- Develop positive partnerships with parents / carers in the education of their child, and involve parents / carers and pupils in the review process, with person-centred focus
- Produce an annual SEN Information Report

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning; it is essential that we identify, as early as possible, pupils who experience difficulties accessing learning and general school life opportunities. This is achieved through continual use of classroom observations and assessment of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with Senior Leadership Team (SLT) colleagues and teaching staff, to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and SLT. If further action is deemed necessary, parents are informed as soon as possible, and their views sought. Criteria for defining Special Educational Needs are in accordance with Shropshire Education Authority policy.

Despite appropriate, high-quality teaching (HQT), intervention and adapted learning experiences, taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- Limited or no progress made when teaching approaches/learning styles are targeted to remove the specific barrier/s to learning
- Working continues at levels significantly below age related expectations (ARE), resulting in poor attainment compared to children of a similar age
- Communication or interaction difficulties which create barriers to learning and require specific interventions in order for a child to make progress
- Social, emotional or mental health issues which require specialist interventions additional to those normally employed in the nurturing environment of the school
- Sensory or physical difficulties which create barriers to progress despite the provision of personal aids or specialist equipment

If, following a time-limited programme of additional, targeted support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Next Steps Psychology, Outreach MMAT, Spectra, REACH or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, BEE U, Mental Health Support Team etc. Any care/support plans shared with the school by these agencies are carried out by staff within school, in liaison with the appropriate agency.

Factors which are **not** SEN but may affect a child's progress and attainment are taken into consideration, and adaptations are made accordingly. These may include:


- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order to ensure access to the full curriculum, the school building and extra-curricular activities
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Child in receipt of Pupil Premium Grant
- Looked After Child
- Child of a parent in the Services

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need, and that all behaviour is a means of communication. School staff will endeavour to recognise and quickly identify the reasons for the behaviour, and take all reasonable steps to address the root cause and support the child.


## THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do – Review


The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of High Quality Teaching which is adapted to respond to strengths and needs, as set out in the Teachers' Standards (2012)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional support to make progress in their learning
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Pupils are only identified at the SEN Support stage of the Graduated Response if they do not make adequate progress via good quality, personalised teaching, access to adaptations and intervention
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND, will be provided for in the same way as those identified by this school
- When planning work for children with special educational needs, teachers give due regard to information and outcomes outlined in the child's Pupil Passport (PP). Additionally, teachers modify and adapt teaching and learning as appropriate for children with disabilities

	What	Who	How
<b>ASSESS</b> 	Initial Concern	Parents / School	Professional Dialogue Discussions with parents Learning Walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom positioning Organisational aids (Task Ladder etc) Coloured overlays Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Within class/withdrawn from class for limited periods Extra Provision is recorded – this is known as 'Provision Mapping'

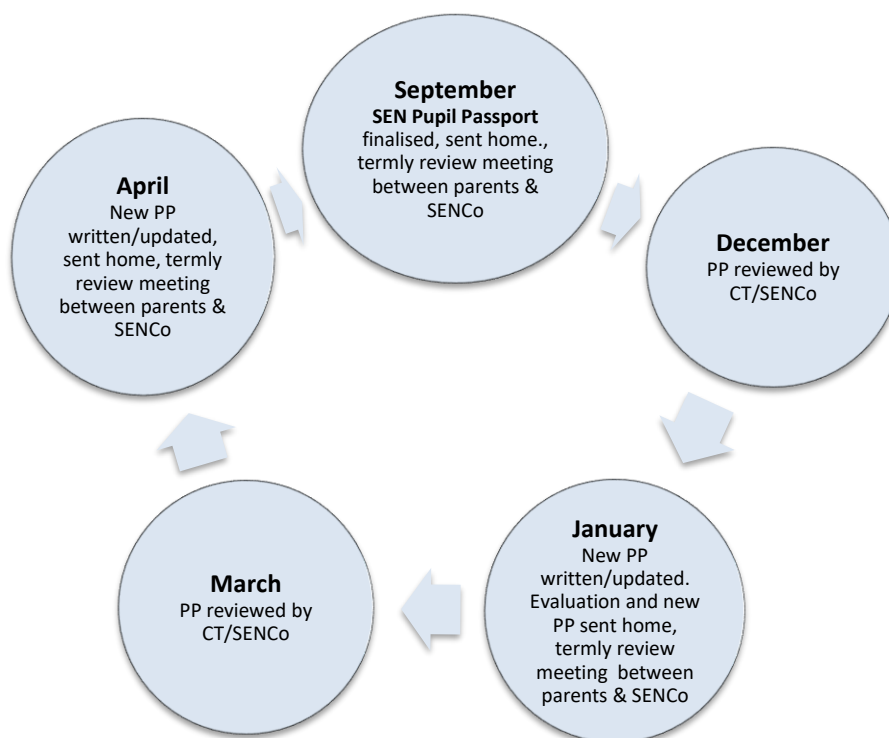
Further information gathered	Parents / pupil / colleagues / SENCo	Professional dialogue Discussions with parents
Possible further adaptations and/or additional targeted support in class	Class teacher/ Teaching Assistants/ SENCo	
Observation and or additional assessments	SENCo/Specialist Teacher	Examples may include: Dyslexia screener, WRIT, YARC and/or BPVS etc

	What	Who	Notes
<b>PLAN</b> 	Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
	Pupil added to SEN register	SENCo	
	SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil's additional needs
	Pupil Passport (PP) written with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets/outcomes	Class teacher with support from SENCo	Parents are involved throughout the PP process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted Termly SEN Review between SENCo and parents 3 times per year

	What	Who	When
<b>DO</b> 	Targeted teaching towards PP outcomes/delivery of personalised curriculum	All staff	Little and often, as specified on the PP, delivered throughout the day
	Progress towards PP outcomes monitored	All classroom staff. Pupils are involved in this process where possible	Ongoing process
	Revision of PP outcomes	Class Teacher/SENCo	As and when necessary (when targets met or amended) but at least termly
	Teachers and/or Teaching Assistants access Continuing Professional Development (CPD), in house led by SENCo/specialist training agencies to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENCo and/or Senior Leadership)	When appropriate

	What	Who	Notes
REVIEW	Full review of PP 3 times per year	Class teacher	Evaluation of PP shared with parents in termly review with SENCo
	SEN PP fully updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update

### THE PUPIL PASSPORT CYCLE



At any point in the Review Process, there are several possible outcomes:

OUTCOMES OF REVIEW	Outcome	Next Steps	Notes
	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through HQT, classroom differentiation, adaptations and/or Universal Provision. Removed from SEN register.	Professional dialogue between teachers/SENCo/SLT and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New PP written. Continue with cycle to next review	Evaluation and new PP shared with parents
	Progress remains slow / inadequate despite the use of evidence-based approaches and well-matched interventions	With the permission of parents, school will refer the pupil for specialist assessment and advice from external agencies and professionals	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements ie. notional budget for SEND. School and parents/carers will consider next steps ie. an application for: Graduated Support funding (through a Graduated Support Plan -GSP), Education Health Care Needs Assessment (EHCNA) which may result in an Education Health Care Plan (EHCP)	Education, Health and Care Plans (EHCP) replaced Statements of Special Educational Needs (CoP, 2015)

## PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the SEN Information Report and School IContribution to the Local Offer, available from the school office or on the website: [www.westfeltonprimary.co.uk](http://www.westfeltonprimary.co.uk)

- Provision for any pupil from another LA with an existing EHCP, will be in accordance with this document



- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENCo to ensure that the effectiveness and efficiency of provision is maximised
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out, and involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Shropshire County Council website: <https://shropshire.gov.uk/early-help/practitioners/early-help-forms/>
- As a result of this process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment/Education Health and Care Needs Assessment (EHCNA) of a pupil's needs to ascertain whether the pupil will require an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at <https://shropshire.gov.uk/the-send-local-offer>

## SUPPORTING PUPILS AND FAMILIES

- The Local Authority's **Local Offer** (Regulation 53, Part 4) can be found at <https://shropshire.gov.uk/the-send-local-offer>
- This links back to the school's SEN Information Report and School's contribution to the Local Offer, which details how the school works with and supports families of pupils with SEN. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to secondary schools
- Parents and carers are valued, and their contribution in terms of identification and support for pupils with SEN is fully recognised. We employ person-centred approaches - parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEN (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website
- To support families and pupils, we will continue to update the information in the SEN section of our website on a regular basis, and include links to other agencies. Parent App allows us to share information quickly and easily with our families
- Pupils with special educational needs will be admitted to school in line with the school's Admissions Policy. The school is aware of the statutory requirements with regard to SEN and will meet these requirements. The school will use induction meetings to work

closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability prior to admission. If the school is alerted to the fact that a pupil may have SEN, we will endeavour to collect all information from previous settings as soon as possible, and plan a relevant, differentiated curriculum

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have a disability; where this is the case, the school will comply with its duties under the Equality Act 2010
- Pupils who have medical needs may require intervention and support from staff in school and should have a medical Care Plan in place, in liaison with the Health Service and parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card, stating emergency procedures and contact details will be included in the front of the class register and further details will be held in a secure location in the school office
- Some pupils may also have special educational needs (SEN) and have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision; in this case, the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP
- The school's policy for supporting pupils with medical conditions can be obtained from the school office

## **CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY**

- Pupils who are looked after by the local authority/in local authority care, may require intervention and support from staff in school, and will have a Care Plan in place, through Social Services

## **MONITORING AND EVALUATION OF SEND**

- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above)
- For pupils with an Education, Health and Care Plan, Annual Reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice
- The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEN learning walks, professional dialogue, discussions with pupils and parents etc.) to inform the evaluation of the effectiveness of the provision
- The SENCo liaises termly with the Governing Body via the Headteacher, and produces an annual report for the governing body on the quality and effectiveness of SEND provision

- The SENCo contributes to the School Development Plan in identifying areas of priority for SEN each year

## **TRAINING AND RESOURCES**

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher
- The resources for SEN are used to provide teaching assistants, specific training on SEND as well as specialist resources. The costs of the SENCo are met from the main school budget
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with both general and specific training on meeting the needs of SEN children within the classroom. The SENCo will source relevant courses within the local area relating to SEN. The SENCo also upkeeps and regularly updates a Teams library of SEN information relating to areas of need, as well as all SEN information relating to individual children. All staff have access to this information and the SENCo advises further, as necessary
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEN
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual pupils
- The school's SENCo is a member of NASEN and keeps up to date with local and national developments in SEN, as well as participating in professional discourse with SEN colleagues across England and Wales.

## **ROLES AND RESPONSIBILITIES**

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEN
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities
- The Headteacher, Mrs. Helen Hughes, is the school's "responsible person," and manages the school's special educational needs provision. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school
- The SENCo is responsible for keeping a register of pupils with SEN and updating this; supporting teachers in writing Pupil Passports and assessing pupil progress; updating and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEN into the

school and into secondary school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN

- Teaching Assistants are a valuable part of the support for students with SEN. They work under the direction of the class teacher to deliver targeted teaching, as detailed in a child's PP and focused, in-class support, whilst encouraging independence

## **STORING AND MANAGING INFORMATION**

- Documents relating to children with SEN are stored online in a dedicated Teams channel (SEND is now paperless at our school), and the online safeguarding system, CPOMS, which the school operates. Records relating to children who have left are passed to the new school as soon as is practical, as required by GDPR, and any digital or paper records are destroyed

## **REVIEWING THE POLICY**

- This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
  - The progress made by students with SEN at the school
  - The success of inclusive practice for children with SEN
  - Any recommendations from Ofsted or the LA about improving practice
  - Any factual changes, such as names of personnel

## **ACCESSIBILITY**

- The school's Accessibility Plan is available from the school office
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer
- School operates an 'Open Door' policy – we work hard to ensure person-centred practices; parents are able to contact the school office (01691 610388) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available before and after school, but it is advisable to book an appointment if more than a quick chat is required

## **DEALING WITH COMPLAINTS**

- If a parent of a child with SEN is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the child's class teacher
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (in accordance with the Complaints Policy)

## **BULLYING**

- The school's Anti-Bullying Policy is available from the website or the school office

- Further details about how the school keeps children with SEN safe can be found in the SEN Information Report and School's Contribution to the Local Offer on our website

Reviewed: November 2023

Next Review: November 2024

Sarah Creaser, SENCo, 27.11.23

Signed: ..... (Headteacher)

Signed: ..... (Chair of Governors)

Date: .....

## Appendix

### List of personnel involved in SEN

NAME	POSITION
Mrs. H. Hughes	Headteacher
Mrs. S. Creaser	SENCo
Mr. M. Dulson	SEN Link Governor
Mrs. E. Whitmore	Chair of Governors
Mrs. H. Hughes	Managing Medical Needs Responsibility
Mrs. H. Hughes	Designated Teacher with Specific Safeguarding Responsibility
Mrs. H. Hughes	Managing PPG/LAC funding Responsibility