



**Whitley Park Primary and Nursery School**  
**Special Educational Needs and Disabilities Policy**

Agreed: Oct 2015		Review: Oct 2016	
	Signed		Date
Head teacher			
Chair of Governors			

Whitley Park Primary and Nursery School has a named SENCO, Ms Julie Rivers, who has successfully completed the Government SENCO qualification and is a member of the Senior Leadership Team. Our named Governor responsible for SEND is Mr Neil Dunnet. They ensure that the Whitley Park Primary and Nursery Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014), The 2014 Children and Families Act, the Local Authority and other policies, particularly the behaviour, anti-bullying, medical, safeguarding and teaching and learning policies within the school.

It is our belief at Whitley Park that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We are committed to securing special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and physical

**What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014).

This SEND policy details how, at Whitley Park Primary and Nursery School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

**Aims and Objectives**

**The aims of this policy are:**

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions and enable full inclusion in all school activities by ensuring consultation with health and social care professionals

- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Whitley Park Primary and Nursery School we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences (stunning starts, fabulous finishes, trips)
- Planning for children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping individuals to manage their emotion, particularly trauma or stress, and to take part in learning
- Helping children to manage and own their behaviour and to take part in learning effectively and safely

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. At Whitley Park we understand that **all teachers are teachers of children with special educational needs**. The governing body, the school's head teacher, the SENCo, teachers and all other members of staff have important day-to-day responsibilities to ensure the provision for children with SEND.

At Whitley Park, we will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **The Role of the Senco**

The SENCo role is a strategic one working with the senior leadership to review and refresh the SEND policy and then with the classroom teacher to review its practice to ensure every child with SEND gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies, including health and social services and voluntary bodies;
- liaising with pre-schools and secondary schools to ensure smooth transitions;
- working with head and governors on Equality Act; and
- ensuring that SEND records are up to date;
- Liaising with and advising fellow teachers;
- Contributing to the in-service training of staff;
- Monitoring the progress of children on the SEND register;

## **Monitoring Children's Progress**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Quality First teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. In order to help children with special educational needs, Whitley Park Primary and Nursery School will adopt a graduated response. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. If a teacher continues to be concerned about the progress of a child, she will complete an SEND record of concern to the SENCo stating the areas of concern and what has already been put in place to support the child. Discussions will also take place at termly pupil progress meetings for any child not making expected progress. The SENCo and teacher will then consider what else might be done. A pupil conference may also be held and parent views sought. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class and interventions may be put in place for a given time period. At this stage the pupil will be placed on the SEND register with the consent of the parent/carer.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

At Whitley Park Primary and Nursery School we meet the needs for identified pupils through the use of an IEP (Individual Education Plan). We also record our wave 1, wave 2, wave3 and wave3+ provision on our Key stage specific provision maps. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Reasons for a child being placed to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of difficulty
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist resources
- Has communication and/or interaction difficulties and continues to make little or no progress

### **Partnership with parents/carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school will keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCo through a school email address, by telephone and through meet and greet each morning.

### **The Nature of Intervention**

The SENCo and the child's class teacher, along with any other professional involved, will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve children being withdrawn for a given amount of time to work on targeted outcomes
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCo. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

At Whitley Park Primary and Nursery School we provide our own specialist support on site in the form of a speech and language therapist, play therapist and Family support worker. We also use outside agency support if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already

been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

#### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and/or mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

#### **School Request for Statutory Assessment or Education Health and Care Plans**

(from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Record of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National curriculum attainment levels in literacy and numeracy
- Assessments and advice from outside agency support
- Views of the parents
- Views of the child

Parents/carers of any child who is referred for statutory assessment/EHC plan will be kept fully informed of the progress of the referral. Children with a statement of special educational needs/EHC plan will have their needs reviewed with parents and teacher at least 3 times per year and will attend an annual review with all professionals and others involved in the education, health and care of the child. When this coincides with transfer to Secondary School, the SENCo from the chosen Secondary school will be invited to the review and informed of the outcome of the review.

As from April 2015 all IEP's will be outcome based and will include

- The area of difficulty for the child
- Short term targets and long term targets
- The provision to be put in place in order to ensure success
- The expected outcome
- The review date

IEP's will be reviewed every 3 months with teachers, parents and the pupil and new targets written as appropriate.

### **Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENCo meet annually to agree on how to use funds directly related to statements.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Monitoring and evaluation**

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers to provide appropriate, effective Individual Education Plans for children. The SENCo and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCo and the named governor with responsibility for special needs also hold regular meetings.

Date: October 2015



Child is identified as having additional needs by parent, class teacher or through pupil progress meetings.

A SEND record of concern is written by the teacher stating any concerns and stating the provision already in place to support the child.

Parents are invited to speak to class teacher and/or Senco about their concerns.

Senco will make observation and/or have a pupil conference/make further assessments and recommendations. Concerns discussed with parent.

Class teacher will provide any adjustments to lessons, teaching approaches, class organisation, differentiated work –UNIVERSAL SUPPORT

Does the child require additional support?  
YES NO

Continue Quality First teaching and monitor child's progress closely

Child is provided with TARGETTED SUPPORT e.g. targeted intervention group, e.g. phonics support, reading/writing intervention, ELSA support, Numbers Count, motor skills support, social skills support. An Individual Learning Plan/One Page Profile may be written.

Intervention groups/Individual Learning Plans are evaluated and child's progress reviewed. Further discussion held with parents/ teacher / Senco .  
Does child still require additional support?  
YES NO

Child will be placed on SEND register with parental permission. Continue or change targeted support. An Individual Learning Plan or One Page Profile may be written

Continue Quality first teaching and monitor child's progress closely

Discuss child's progress with parents/carers and child. Are support agencies involved?

Is support successful?  
YES NO

Continue to provide support for as long as needed.

If after the above interventions have been carried out and the child makes little progress a referral will be made to assess whether the child needs an Education, Health and Care plan (EHC) which replaces the former statement of Special Educational Needs