



Windrush C of E Primary School SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Our Ethos

At Windrush C of E Primary School we are committed to giving our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of Special Educational Needs and Disability (SEND)

At our school we use the definition for SEND from the SEND Code of Practise (January 2015).

This states:

*SEND: 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.*

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Key Roles and Responsibilities

The SENCO : Day-to-day and strategic responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND; including those who have EHC Plans (or Statements until 2018). The Headteacher is the SENCO for the first year of opening.

SEND Governor: The SEND governor is Ian Galletly. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Safeguarding Lead: The Headteacher, Mrs Claire Doland, has specific responsibility for safeguarding and is the Designated Safeguarding Lead (DSL).

Aims and Objectives

Aims

At Windrush CofE Primary School , all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all

pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

Identification of Needs

The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice (January 2015) refers to four broad areas of need:

Communication and Interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have

disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

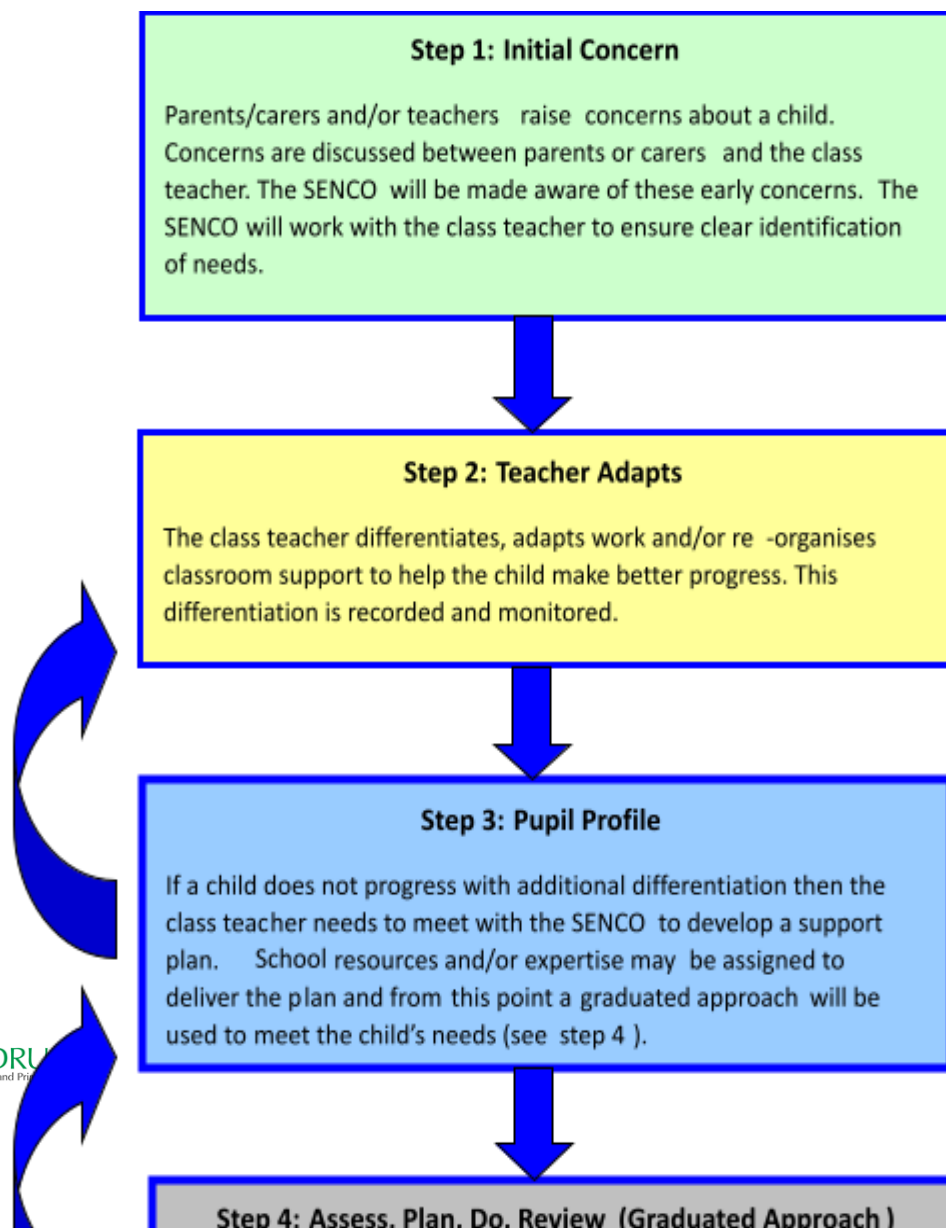
SENDSory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

It is also important to note that Behaviour is no longer considered as a category of SEND. However, any concerns relating to a child's behaviour will be described as an underlying response to a need which will need to be investigated further (please also refer to the Behaviour Policy).

The Process of Support

At Windrush CofE Primary School we recognise every child deserves to reach their potential and with that comes a responsibility to support them in achieving this. There are a number of stages we go through in order to identify what the need of each child is and what level of support is required. We will only move from one stage to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step (see diagram below of steps).



Step 4 continued

Plans made will be reviewed at least termly and if, (normally following two cycles of assess, plan, do, review), the child is still not making progress then the class teacher will discuss with the SENCO a referral to an appropriate outside agency to help further address the child's identified need.

Step 5: Education and Health Care Plan

If following implementation of recommendations from outside agencies and targets in the Pupil Profile, the child is still not making progress then the school and/or parents/carers may wish to apply for an EHCP (Education and Health Care Plan) from the County. This replaces the old 'Statement of Special Educational Needs' and is where the County assesses a child's needs and gives the school extra resources to help support that child's learning and development.

Step 6: Education and Health Care Plan

Once the child has an EHCP, parents will have a copy and have a chance to come into the school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (academic) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the plan is working well. The targets in the EHC Plan will feed into the Pupil Profile for the child and continue to be regularly reviewed.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

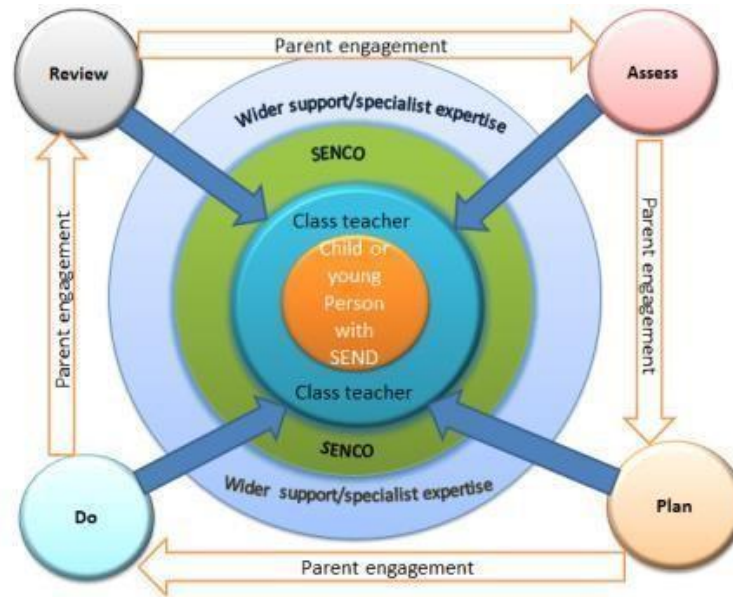
Where pupils have higher levels of need, and with parental permission, the school may wish to seek advice from external agencies (accessing the County local offer where relevant). These agencies include:

- Educational Psychology Service (EPS)
- Cognition and Learning Support (C&L)
- Speech and Language Therapy (SALT)
- Communication & Interaction Support Service (C&I)
- Occupational Therapy support (OT)
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Family Resilience
- Primary Pupil Referral Unit (PRU)
- Local Authority SEND Team

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional *to* what is ordinarily offered by the school, the child will be placed on the SEND register and a SEND Pupil Profile will be put in place. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process (the graduated approach).

The Pupil Profile is intended to be a working document which is regularly updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an

Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four part cycle

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEND Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher and liaise with outside agencies that are involved.

Review:

The plan including the impact of the support and interventions will be reviewed each half term by the teacher. They will note next to each target how that child is progressing towards meeting them. They will make their notes in the colours matched to each term. There will be a termly review with the teacher, parent/carer, pupil and when required the SENCO. Notes will be made next to each target in red and this will inform the planning of next steps for a further term or where successful the removal of the pupil from SEND Support. Every child, if on a SEND Pupil Profile for a year, should receive 3 Pupil Profiles; Autumn, Spring and Summer. (Each Pupil Profile will be reviewed twice.) Where appropriate they will follow the child with them to their next year group.

Transition to the next year group will be carefully monitored by the SENCO, teachers, and parents. Parents will be involved in this transition to ensure all support required is in place and running successfully for that child in their new year group.

Example of the review process:

Autumn 1 (Please note the previous class teacher must write the child's Pupil Profile for the start of the next year)

AUTUM SEND PUPIL PROFILE (1)

Pupil Profile reviewed by class teacher and SENCO where required. Progress notes written and date of review recorded against each target.



Autumn 2

Pupil Profile reviewed by class teacher, parents, child and SENCO where required. Progress notes written and date of review recorded against each target. Progress scale completed. Spring Pupil Profile generated.



Spring 1

SPRING SEND PUPIL PROFILE (2)

Pupil Profile reviewed by class teacher and SENCO where required. Progress notes written and date of review recorded against each target.



Spring 2

Pupil Profile reviewed by class teacher, parents, child and SENCO where required. Progress notes written and date of review recorded against each target. Progress scale completed. Summer Pupil Profile generated.



Summer 1

SUMMER SEND PUPIL PROFILE (3)

Pupil Profile reviewed by class teacher and SENCO where required. Progress notes written and date of review recorded against each target.



Summer 2

Pupil Profile review by class teacher, parents, child and SENCO where required. Progress notes written and date of review recorded against each target. Progress scale completed. AUTUMN PUPIL PROFILE then generated ready for transition to the next year group.

(N.B please note parents/carers may have meetings with the class teacher, SENCO or Headteacher at any time they feel they require one, not just during the scheduled formal meetings.

It is also essential to realise that the school see Pupil Profiles as working documents and therefore will be treated as such. In between the formal review sessions all relevant staff will contribute and update Pupil Profiles whenever required).

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the graduated approach

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Any pupil with a Statement or EHC Plan will be invited to attend part of their annual review to share their achievements for the year and aspirations for the future. Parents will also be invited to come to this meeting.

SEND Provision

SEND support can take many forms. This could include:

- An individual learning programme
- An individual behaviour plan
- Evidence based interventions (whole year group provisions)
- Extra help from a teacher and a teaching assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time

Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
Access to nurture groups/sessions
Specialist staff to make specific observations and set and review targets

Managing the needs of pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils (Please refer to the Graduated Approach – Review section).

Decisions regarding the level of support provided are needs based, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Alongside the SENCO and outside agencies, writing and reviewing of targets for pupils with SEND

The SENCO is responsible for:

- The SEND policy and its implementation and review
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Ensuring the school accesses the local offer provided by County (which brings together information from social care, health, education and other services about the support County are expected to offer to children and young people aged 0-25 years with Special Educational Needs and Disabilities and how to access this support.)
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating and delivering annual reviews
- Supporting staff in identifying pupils with SEND.
- Mapping provision throughout the school
- Managing the SEND budget, allocating cost appropriately and transparently

Maintaining links and information sharing with receiving schools
Applying for Additional Needs Funding and EHCPs

The SEND Governor is responsible for:

Monitoring the effective implementation of the SEND policy
Liaising at least termly with the SENCO
Reporting to the governing body on SEND
Ensuring that pupils with SEND participate fully in school activities

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, this means that every teacher expects to assess, plan and teach all children at the level which allows them to make progress. (Wave 1 and 2), they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care Plan (EHCP) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided through just an SEND Pupil Profile. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs and extra funding is provided by the County to further meet the child's needs. It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for a Statutory Assessment for an EHC Plan.

Please note Educational Health Care Plans are now in place of Statements.

Supporting parents/carers and children

We provide support in the following ways:

The Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.

The dedicated SEND Governor who is available as a contact point

Individual arrangements can be made for phased entry into Reception class

Additional time and special arrangements for SATs

Support for transition between classes

A transition group for vulnerable Y6 pupils transferring to secondary school

Inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

SEND parent questionnaires – outcomes responded to

SEND parent meetings to generate clarity round processes and procedures

SEND parent training

Minimum termly meetings – embedding the graduated, child centred approach

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, for example an extra adult to accompany a child on a school trips/residentials.

See Separate policy

Monitoring and evaluation of SEND

The Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

Teacher observations as part of their formative (on-going/daily) assessment

Analysis of pupil tracking data and test results at pupil progress meetings

Progress against national data and based on their age and starting points.

Interventions baseline and exit data

Standardised screening or assessment tools

Progress against individual targets

Pupils' work and interviews

Learning skills data and progress in each of them

Behaviour data and progress through each behaviour band or the sustaining of excellent behaviour

The SENCO maps provision for each class and tracks costs of these provisions. Decisions are made as to whether specific interventions are proving to be effective in terms of impact,

time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Adaption to the Environment

Windrush CofE Primary School is committed to inclusive mainstream education and equal opportunities for all.

All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils.

The buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps.

The school building has a toilet adapted for disabled users.

Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/or parents/carers

Personal Emergency Evacuation Plans (PEEP) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other Sensory disabilities.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible.

We work closely with pre-school settings prior to children joining the school. This involves additional visits to the child in their current setting or at home as well as planning for the child to spend time with us. Parents are also given the opportunity to meet with the teacher to ensure they are happy with all that is in place.

We have strong links with the local Secondary Schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENCO will meet with the Secondary SENCO's and other key staff to share data and information. In addition, the Secondary SENCO will be invited to attend the Year 6 Annual Review or other end of year review meetings.

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEND register. The SENCO attends network meetings to share good practice with colleagues in RLT and other local schools and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Windrush.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.
Date of next review: June 2021

Complaints

We urge parents/carers with any concerns regarding the SEND Policy or the provision made for their child at Windrush CofE Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to use the Oxfordshire Information, Advice and Support Service for Special Educational Needs and Disability (formerly Parent Partnership) or engage with the RLT complaints procedures.

Access to this policy

The school website

A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format, for example enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEND Information Report (July 2016)

The National Curriculum in England Key Stage 1/2 framework document (Last updated July 2014)

Safeguarding Policy (January 2017)

Accessibility Plan (September 2015)

Teachers Standards (Updated June 2013)

Complaints Policy (April 2016)

Children and Families Act (September 2014)

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/SEND-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

Keeping children safe in education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Oxfordshire Family Information Services

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/information-parents/family-information-service>

APPENDIX 2: Related School Policies/Documents

Access and Equality Plan

Anti-Bullying Policy

Behaviour Policy

Complaints Procedure

Equality Policy

School Information Report

Curriculum policies

Child Protection Policy

Attendance and Absence Policy

Admissions Policy

Supporting Children with Medical Needs Policy