

# *Weston Park Primary School*



## **SEND Policy**

Date of last review: November 2014

Date of next review: November 2016

# SEND POLICY

SEN stands for Special Educational Needs and Disabilities. The New Code of Practice defines this as follows:

*"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. 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."*

*A child must not be regarded as having a learning difficulty solely because the language, or form of language of the home, is different from the language in which he/she will be taught."*

## **Our Vision**

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

## **Our Learning Behaviours**

We will nurture each child and enable them to aspire to be:

- Confident
- Independent
- Creative
- Resilient
- Responsible

## **Our SEND policy supports this by:**

- Educating all children for life in a fully inclusive environment.
- Reflecting and valuing individual educational needs.
- Identifying special educational needs and providing support early on.
- Challenging and preventing discrimination against individual special educational needs.
- Working closely with parents in all aspects of their child's education and development.
- Valuing all children, employees and governors inclusively

## **To ensure the fulfilment of this policy, the school aims to:**

- Identify children's needs early.
- Provide appropriate support and resources for all pupils.
- Provide appropriate support and resources for parents where appropriate.
- Ensure parents are fully informed and involved in all SEN procedures.
- Provide appropriate support and training for all staff.
- Plan and implement a differentiated curriculum in order to provide all pupils with appropriate opportunities to learn and develop.
- Fully implement the graduated approach for action and intervention in schools and Early Year's settings for children who have SEN as set out in the Revised Code of Practice effective from 1 September 2014.

- Intervene through School Action and School Action plus in Key Stage One and Two.
- Intervene through Early Years Action and Early Years Action plus in the Early Years Foundation Stage.
- Ensure Class Teachers plan, implement and review Individual Education Plans (IEPs) and Group Education Plans (GEPs) with support from their Teaching Assistant's and the Special Educational Needs Coordinator (SENCO) regularly throughout the year.
- Use external agencies to support the school provision for identification, assessment and support all pupils with SEN through School Action plus and Early Years Action plus.
- Discuss and review regularly with parents the provision for a child's needs and IEP targets.

### **Role of the SENCO**

Our Headteacher is a trained SENCO and our Inclusion Leader (IL) is currently undergoing the required training and is therefore SENCO in training.

The SENCO responsibilities, with support from the Senior Leadership Team (SLT), Inclusion Team and Phase Leaders, are to lead and co-ordinate the day to day educational provision for children with SEN by:

- Liaising with and advising teaching and support staff.
- Contributing to implementing and evaluating SEN training.
- Liaising and working in partnership with parents, and others within and beyond the LA.
- Monitoring and overseeing SEN records e.g. IEP's and annual review documentation.
- Co-ordinating provision for children with SEN.
- Liaising with SLT and governors to ensure issues are regularly raised in meetings.
- Liaising with cluster schools at SEN panel meetings.
- Leading and supporting SEND support staff.
- Ensuring inclusion of all pupils in school and acting as a consultant and a resource to fellow teachers.
- Tracking the progress of SEND (as a sub group) children and using this information to liaise with the appropriate people and provide adequate provision.

### **Management of SEND**

- The management of SEN is regularly monitored and discussed with the Headteacher/SLT. The IL/SENCO regularly liaises with Class Teachers and Teaching Assistants to discuss strategies, provision and need within the classes. In addition the Headteacher and Class Teachers regularly meet to discuss provision and review IEP's and GEP's as part of pupil progress review meetings.
- Pupils experiencing intervention at Early Years Action/Early Years Action Plus and School Action/School Action Plus will be regularly monitored and tracked and provision will be monitored and reviewed regularly.
- IEP targets will be regularly monitored and reviewed in conjunction with the IL/SENCO, Class Teacher, Teaching Assistant and parents at least half termly.
- Teaching Assistant support will be monitored, evaluated and allocated on a needs- led basis.
- With the support of the IL/SENCO and Phase leaders, TA's will implement literacy and numeracy interventions wherever necessary.

## **Admissions**

At Weston Park Primary School, all children, regardless of difficulties, are welcome to apply to our school. Parents with concerns over the admission of their children should discuss this matter with the Headteacher or the IL/ SENCO.

The IL/SENCO and Phase Leaders will work closely with pre-schools, other schools, and previous settings for children who are joining the school as a new entrant or mid-year transfer. Together they will make sure that any required provision/support will be in place and that the appropriate environment is set up ready to meet the child's needs.

## **Identification, assessment and review of needs**

It is our belief that early identification of SEND is essential. Identification is supported by professionals both within and outside the school including:

- Parents and carers
- School staff
- Health Visitor
- Speech therapist
- Educational Psychologist
- Doctors
- Social Workers
- School nurse
- Children's Mental Health
- Exclusions and Re-integration Officers

## **Early years Action and Early years Action plus**

Early Years Action means that the child needs support additional to the support typically provided in class. The graduated approach of action and intervention in school recognises that there is a continuum of SEND. If a child is thought to have SEND by an Early Years practitioner or parent they will advise the IL/SENCO and together with the teacher and other staff provide interventions that are additional or different from those provided as part of the setting's usual curriculum and strategies.

If a child is thought to have SEN and requires intervention or support from external agencies, then this is Early Years Action Plus. Advice will be sought from outside agencies by the IL/SENCO. This advice is then shared with the early years practitioners who work day to day with the child and parents will be informed. Alternative interventions, additional or different to those strategies provided for the child through Early Years Action are then put in place. A new IEP will then be devised.

## **School Action and School Action Plus**

This procedure is replicated throughout Key Stage 1 and 2.

If a child is thought to have SEN by a class teacher, or a parent raises concerns and the child requires additional or different curriculum planning then the child will be at School Action. The IL/SENCO and Class Teacher will plan future interventions for the child and monitor and review the action.

If the child needs additional or different provision than the differentiated curriculum provided, the IL/SENCO and Class Teacher, in consultation with parents, will ask for help and advice from external agencies. The child will then move to School Action Plus. The Class Teacher and

IL/SENCO will be provided with advice and support from outside specialists which will then be shared with parents. Additional or different strategies to those at School Action will mean a new IEP will be devised.

In addition, whole school SEN provision and procedures clarify identification of need. Included in the procedures are:

- Teacher assessment and AFL (assessment for learning, taking place daily)
- Spelling and phonics analysis
- DEST testing (dyslexia 'at risk' exercises, revealing if a child is 'at risk' of dyslexia)
- Other interventions as and when appropriate

The school will then implement the graduated approach as outlined above.

### **Budget/ Resources**

Resources are regularly audited by the school and budget is monitored by the Headteacher. Support is allocated on a needs led basis. Within this we have ensured the provision of support staff to each class. Teaching Assistants will often carry out some SEN sessions with individuals or groups of children during this time inside and outside of the classroom. Additional individual support is provided and monitored on a needs led basis.

The SEN budget is used for

- Provision for Teaching Assistant to support SEND in school
- Funding the work of the IL/SENCO
- Provision of resources to support IEP/GEP targeted programmes
- Provision of in school training and dissemination of good practice to all staff
- Providing time for support to meet with the Class Teacher and IL/SENCO to discuss practices, provision and other issues as they arise.
- Administration
- Provision and staffing for specific needs including behavioural and medical.

### **Measurement of progress**

The school measures the effectiveness of SEND provision by:

- Target setting and measuring all children's performance and analysing core curriculum areas on whole school and class tracking systems.
- SATS (end of key stage Teacher Assessment ) / Phonics testing results / regular teacher assessment.
- Foundation stage Early Learning Goals and stepping stones.
- Regular, updated IEP's showing measurable achievements.
- Movement through Early Years Action/ Early Years Action Plus and School Action and School Action Plus.
- General monitoring of SEND children and provision within year groups and classes.
- Focussed monitoring of SEND children from a variety of year groups, classes and areas of need.
- Work sampling and P levelling.
- Analysis of data of SEND pupils in line with school data analysis systems.
- Individual tracking documents to record provision and outside agency involvement.
- The Headteacher and IL/SENCO meeting with Class Teachers to discuss current levels of achievement and the provision in place plus any additional needs.
- Regular Pupil Progress Review meetings

## **Curriculum**

All pupils are given access to the full range of curricular and extra-curricular activities through:

- A range of teaching strategies, approaches and resources used to enable effective differentiation along with high quality AFL (assessment for learning).
- Occasions for group and individual specialist teacher support planned with Class Teachers to ensure continued access to the whole curriculum (as and when appropriate).
- Class Teachers and IL/SENCO ensure a range of teaching strategies and resources are implemented in the classroom.
- Deployment of Teaching Assistants is managed by the IL/SENCO in consultation with Phase Leaders and Class Teachers to ensure the highest quality provision and support for SEN children. The Teaching Assistants' time can be varied to support these children indirectly by deployment to other children to ensure a level of direct teacher support and opportunities to function independently.

## **Inclusion**

*(To be read in conjunction with the Inclusion Policy)*

At Weston Park, we support all children and encourage them to participate in all aspects of school life. It is our policy to provide an environment to enable pupils to do this. We support and develop social inclusion through:

- Circle time
- Carefully identifying the need
- Careful planning of provision
- Anger management strategies/ ELSA / Nurture Group Provision
- Positive reinforcement
- Behaviour policy
- IEP targets
- Modification of premises to allow for physical disabilities.
- Regular communication with parents / carers

## **Inset/Staff development and specialist skills in school**

Staff development is an ongoing process. All staff participate in school based training to support the needs of the school and the pupils. There are opportunities for teaching and support staff to attend courses and training relevant to the needs of the children and their own professional development. Records are kept of training undertaken by staff to help match specific experiences and needs and this is overseen by the IL/SENCO.

Support staff performance management meetings take place each term to highlight specific training needs and acquired skills including the setting of personal targets, along with regular Teaching Assistant meetings led by the IL/SENCO.

As a whole, the school is experienced in dealing with a range of difficulties including behaviour, physical disabilities, specific learning difficulties and ASD. Staff are continuously involved in ongoing professional development.

## **External Support**

As part of the provision for children at Early Years Action Plus and School Action Plus, there are opportunities for support from external agencies. These professionals are consulted when necessary as part of the graduated approach (as set out in the revised Code of Practise). It is the

responsibility of the IL/SENCO to liaise with these professionals. There are service level agreements with some agencies which highlight the level of support available. These include:

- Health visitor
- Doctor
- Nurse
- Outreach e.g. CAHMS, SPringwell, Vermont
- Educational Psychologist
- Occupational therapist
- Physiotherapist
- Social Care
- Education welfare officer

### **Parents**

At Weston Park we strive to ensure a close working relationship with parents and carers. We value and encourage parental contribution in all aspects of school life. In respect of SEND we actively seek parental involvement in all stages of the assessment and review process. We inform parents immediately of any concerns regarding their child. Parents are welcomed into the school to discuss provision for the child and offered regular meetings with the teacher and the SENCO at mutually convenient times. If parents are unable to meet with the teacher, their contribution can be sought by telephone or failing this, a copy of the updated IEP can be sent home with opportunities for comments and input and for the parent to sign.

### **Complaints**

If parents are concerned that their child's needs have not been met, they should:

- Talk to the Class Teacher
- Talk to the Phase Leader
- Talk to the IL/SENCO
- Talk to the Headteacher
- The school will then follow the Southampton complaints procedures under the provisions of the 1998 Education Act.

### **Our commitment**

It is our commitment to ensure that all children's needs are met to ensure their continued development in all aspects of school life. To enhance this, we regularly meet with nearby schools to discuss and develop our practice.

In times of transfer at Early Years Foundation Stage, Years 2/3 or Years 6/7, or in the case of a move to another school, all records are transferred to the receiving school. Records for SEN will include IEP's/GEP's, outside agency involvement, behaviour diaries and other relevant information including confidential records and assessments.

- All teachers will complete an Individual education plan (IEP) for any child who is requiring SEN support.
- In the case of children having similar needs they will work towards similar targets recorded on a group education plan (GEP).
- The IL/SENCO will formally monitor class IEP's and GEP's half termly provision.
- It is the responsibility of the Class Teacher to ensure that IEP's and GEP's are updated and maintained at all times.

- Targets will be set and the review dates will differ between each child and each class so Class Teachers will ensure that targets are reviewed and set regularly according to the progress and the need of the individuals or group of children.
- It is the responsibility of Class Teachers to decide how frequently targets are set and reviewed for their class as they will form part of the ongoing assessment in class and allow the SEN file to remain a working document.
- Class teachers will ensure that Teaching Assistants have copies of all targets set for their own records and will also save a copy on the schools shared computer system. Hard copies will be working documents in the class SEN file.
- Class teachers will make sure that all IEP's and GEP's are regularly discussed with parents and signed.
- Each class will have access to the system where all SEN master documents are available.