

# Wedmore First School Academy



## **SEND (Special Educational Needs and Disability) Policy January 2017**

**Special Educational Needs Co-ordinator (SENCo):**  
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At Wedmore First School Academy we endeavor to ensure that all children; including those identified as having a special educational need have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that every teacher is a teacher of every child including those with SEN.

## **Aim**

All children in school and nursery are accepted equally, encouraged, respected and valued regardless of their ability. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

## **Objectives**

- To identify at the earliest opportunity those children with special educational needs
- To provide, monitor and review personalised provision as appropriate, set smart and realistic targets and expected outcomes.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- To have in post an appropriately qualified SENCo will be in post to ensure that all of the points in this policy are upheld in school and nursery.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

## **Identifying Special Educational Needs**

The SEND Code of Practice (0-25) 2015 identifies four areas of SEN:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school and nursery, however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child.

Other issues that may impact on progress and/or attainment but are not solely SEND include:

Disability  
Attendance  
Punctuality  
Underachievement  
Health and Welfare  
English as an additional language (EAL)  
Being in receipt of Pupil Premium  
Being a looked after child  
Being a child of a serviceman/ woman

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

## **A Graduated Response to SEND support**

### **Assess**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school/nursery approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers and Early Years Practitioners may draw upon include:

- Teachers' assessment and experience of a pupil
- Pupil progress data and information
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupils' own views
- Advice from external support services

### **Plan**

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

Teachers and Early Years Practitioners will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCo.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHC) will take account of the statutory requirements from their EHC Plan.

### **Do**

The teacher or Early Years Practitioner is at the centre of day to day responsibility for working with all pupils including those with identified SEN. It is imperative that they work closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher or Leader of Learning is ultimately responsible for assessing the impact of targeted interventions.

### **Review**

As mentioned, teachers and Early Years Practitioners are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers and Early Years Practitioners consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets and learning outcomes?
- Are the pupils on track to meet their end of year/ key stage/Foundation Stage Profile expectations?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

## **The role of Parents/ Carers and Children in the graduated approach**

In the code of practice there is a stronger emphasis on improving parent voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the 'Assess, Plan, Do and Review' process to ensure that the needs of the child are truly reflected in the provision being provided by the school and nursery.

### **Managing pupil's needs on the SEND register**

Under the Code of Practice 0- 25 2014, there are two ways in which a child with SEND might have their needs categorised; **SEN Support** or **Education Health Care Plan (EHC)**. The main difference between the two categories are that those with an EHC have their statutory rights protected by law whereas those categorised as SEN support will be met through in house arrangements according to personalised, specific needs (see Assess section on the Graduated Response to SEND Support).

An SEN register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the assess, plan, do, review process teachers and Early Years Practitioners will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school and nursery may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers and Leader of Learning, in the case of the nursery, when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEN register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers, Early Years Practitioners and parents. For more information please see the **Local Offer** located on the school website.

As a school if we identify that we are unable to fully meet the needs of a child we will:

- Request advice from the appropriate agencies and follow any recommendation that is made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place a EHC.
- Work closely with other schools in the Cheddar Valley to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

For pupils eligible for funding through an EHC, this is also tracked and monitored through SLT and reviewed annually through the review process.

## **Training and Resources**

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCo has regular training on updates in SEN issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required.

## **Roles and Responsibilities**

The SEND governor will offer support and challenge to the school SENCo. They will meet to discuss strategic changes and developments using the SEND action plan as a guide. The SENCo will give annual reports to parents and governors.

All TAs, SENTAs and Early Years Practitioners have a line manager within the school. Their role is to ensure that under the guidance of the class teacher or Leader of Learning (Nursery), they are providing appropriate provision and adhering to their job description when working with all children. In some cases a SENTA (SEN Teaching Assistant) will be allocated to an individual child. SENTAs are invited to attend and contribute to a child's Annual Review process.

## **Storing and Managing Information**

All documentation linked to children on the SEND register is securely stored with access only to the school SENCo, members of SLT and key SENTAs. Documents are handed to new settings during transition and transfer. Any documentation that is no longer required is shredded.

## **Dealing with complaints**

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents/carers and school/nursery staff. However, when a more formal complaint is made this needs to be in accordance with our schools complaints policy.

## **Reviewing the policy**

The SEND policy will be reviewed on an annual basis by the senior leadership team alongside the governing body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff.

Approved by the Governing Body:

Signed by Chair:

Date:

Date to be reviewed: January 2018