

White Court Primary School



Policy for Special Educational Needs and Disability

**This policy complies with the
statutory requirement laid out in
the SEND Code of Practice 2014
September 2018**

Special Educational Needs and Disability (SEND) Policy

Section 1: The Aims and Objectives of White Court School's Special Educational Needs and Disability Policy

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has Special Educational Needs and Disability (SEND). We support pupils with SEND to be included in all aspects of school life. Every teacher is a teacher of every child including those with SEND

The objectives of our SEND Policy and Practice in this school are:

- That the learning support in the school is consistent with the Special Educational Needs and Disability, Code of Practice 2014 (Ref: DFE-00205-2013)
- To identify and provide for pupils who have special educational needs and additional needs.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles of inclusion
- To use our best endeavours to secure 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 broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and / or physical needs
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To provide support and advice for all staff working with children with SEND
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure that those who need to know about a child's special needs do so, but otherwise to retain confidentiality.
- To designate a member of staff as Special Educational Needs Co-ordinator, (SENCO) trained and enabled to undertake fully the duties of the post, consistent with the requirements of the Code of Practice.

Section 2: Special Educational Needs Co-ordinator (SENCO)

- The SENCO, Mrs Sara Shambrook, is responsible for co-ordinating the day to day SEND provision.
- Mrs Diane Deans, Head Teacher, oversees the whole school approach.
- The SENCO is employed full time. Contact and non-contact time is flexible to meet the needs of the school.
- The SENCo is a member of both the School Leadership Team and the School Management Team.
- The SENCO is supported by an SENCO Teacher who works part time.
- The SENCO is available to see parents by appointment and at Parent's Evenings.
- The SENCO and Head teacher liaise with outside agencies as appropriate.
- One member of the Governing Body has responsibility for SEN. The SEN Governor is Mr John Reilly.

The SENCO is responsible for

- The day to day operation of the School's SEND policy.
- Taking the lead in managing provision for pupils who are on the Special Educational Needs and Disability Register.
- Advising Class Teachers on pupils who show signs of having special educational needs.
- Helping the child's teacher gather information and assess the child's needs.
- Supporting the SENCO Teacher and Learning Support Assistants.
- Providing training to school staff about particular needs and strategies to support children in school.
- Update and overseeing the records on all pupils with special educational needs.
- Working with parents of children with special educational needs.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary agencies.
- Attending courses and SENCO cluster meetings in order to increase knowledge and understanding.
- The SENCO is also the Designated Teacher for supporting Children in Care

Section 3: Identifying Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **SEN:** 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 SEN 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.’ This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes epilepsy and cancer.

- Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and / or physical needs

At White Court School the needs of the whole child are taken into consideration. At any time, according to the need of the child, a combination of strategies may be put in place to support the child in school.

Section 4: A Graduated Approach to SEN Support

How does our school know if children need extra help?

- The school provides a broad and balanced curriculum for all children.
- The National Curriculum is our starting point for planning that meets the needs of individuals and groups of children.
- When planning, the Teacher will set suitable learning challenges and respond to children’s diverse learning needs.
- Some children have barriers to learning which may arise as a consequence of a Special Educational Need.
- Teachers take account of these requirements and make provision, where necessary, to support individual or groups of children and thus enable them to participate effectively in the curriculum and assessment activities.
- ‘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’ [Code of Practice; June 2014: 6.36]

We know when pupils need help if:

- A pupil asks for help.
- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress. Each year group will monitor the progress of all the

children, at least termly, and will identify those children who require additional support.

- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The class teacher, SENCO and Assistant SENCO will review strategies to support the child. Additional assessments may be completed by the SENCO. A range of assessments are available See Appendix A. Following school assessments a decision maybe made to place the child on the SEN register and begin the **Assess-Plan-Do-Review** cycle.

A **One Page Profile** will be produced with the child, parents and staff who work with the child. All their views will be included along with what is important to the child and what works well to support the child in school.

Assess: Information will be collated by the class teacher, SENCo and Assistant SENCO in order to make an accurate assessment of the pupil's needs.

Plan: If decisions are made that 'additional to and different from' support will be required and evidence-based interventions identified, recorded and implemented with advice from the SENCO.

Do: SEN support will be recorded on a plan with a clear set of expected outcomes.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and child. If progress rates are judged to be inadequate advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. Parental consent is always needed in these circumstances.

When a child's needs are significant and complex and the SEN support required to meet their needs cannot be met from within the school's own resources, 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 being provided.

Section 5: Criteria for exiting the SEN register

Following additional support and intervention the progress children make is carefully monitored. Once a child has reached an appropriate level the level of support will be reduced.

Section 6: Supporting Pupils and Families

At White Court School, parents are encouraged

- to work as a partnership with the school and the LEA
- to attend meetings and fulfil their side of agreed actions
- to form judgements regarding the quality and effectiveness of their child's education in relation to their needs
- to exercise their rights regarding choice and quality of educational provision

White Court School considers the partnership with parents of pupils on the SEND register to be very important. Parents know their children better than anyone.

- Essex County Council has produced a **Local Offer**, which can be found at www.essexlocaloffer.org.uk, to provide parents with information about support in Essex.
- White Court Primary School publishes a **SEN Information Report** on the school website. This report is updated annually and provides information about how children with special educational needs are supported at school.
- The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families.
 - Referrals can be made as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Emotional wellbeing and mental health service (EWMHS)
 - Speech And Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
 - Family Support to include signposting to:
 - The School Nurse
 - Family in Focus
 - Family Solutions
 - Yo Yo project (Farleigh Hospice) for bereavement
 - Access to the GROW project
 - Play And Resource Centre [PARC]
 - Parent Partnership
 - Essex Dyslexia Support
 - ADHD Chelmsford Group

Admissions to the School

- The school admits children from the White Court Estate, Great Notley and the surrounding area.
- Children, who are out of catchment, will be admitted if the school has not achieved its 'Standard Number to Admit' in any year group.
- Criteria for admission are in the School Prospectus, and are in line with the Admissions Policy of the LEA, Children and Families Act 2014 and the SEND Code of Practice 0-25 2014.
- For induction procedures reference should be made to the school's policy on Early Years.

Transition arrangements

Transition from Pre-school to Full-Time Education:

The school forms close relationships with local Nurseries and Preschools. Baseline assessments are used to identify any areas of concern. These concerns are then monitored in the Early Years Class and Foundation Stage. Parents are also consulted at this stage through meetings and the transition process.

Transition of children with SEN to Secondary Education

- A transition review takes place in the Autumn term of Year 6 for those children who have an Education Health and Care Plan, who will be leaving school in the following academic year.
- The recommendations of the review are then taken forward and a transition plan is produced.
- The revised Education Health and Care Plan is sent to the prospective Secondary School.
- The SENCO will liaise with the SENCO of receiving schools to ensure that any child on the SEN register moves confidently into the Secondary phase of education.
- Additional visits will be arranged for children at a high level of SEN Support, with a Statement or Education Health and Care plan where appropriate.

Section 7: 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. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with appropriate medical professionals and parents, and if appropriate the pupil themselves.
- The school will comply with its duties under the Equality act 2010 the SEND Code of Practice (2014) and Supporting Pupils at School with Medical Conditions (Dec 2015)
- For further information see the school's policy for supporting children with medical conditions.

- Adaptations are made to the curriculum and the learning environment of children and young people with Special Educational Needs
- Changes and adaptations to the physical environment
 - Ramps to make the site accessible
 - Toilets adapted for disabled users
 - The provision of an accessible toilet with an adjustable changing table
 - Double doors in some parts of the building
 - High marking – making the edge of steps more visible
 - The school office has a hearing loop facility.
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations

Section 8: Monitoring and Evaluation of SEND

At White Court School the SENCO along with the Assistant SENCO, evaluate the effectiveness and quality of the Special Educational Needs provision.

- Termly assessments are reviewed in liaison with class teachers and the progress of children carefully monitored.
- The views of parents and pupils are gathered and acted upon.
- Strategic plans prepared every year highlighting areas to be developed and reviewed.
- Raise Online Data is analysed within the SLT and SMT.
- Comparative Data
- Target Tracker [TT]
- P scales and National Curriculum levels / end of key stage statements
- Intervention reviews
- Annual Reviews / Person Centred Reviews
- Teacher reports
- Ofsted
- A Governor will have the specific responsibility to oversee Special Educational Needs within the school.
- Special Educational Needs will be on the Agenda for the Full Governing Body.

Section 9: Training and Resources

Funding for Special Educational Needs at White Court School is provided within

- School's delegated budget
- Special Educational Needs Notional budget
- Additional resources from the LEA

In White Court School, these funds are used to provide:

- A SENCO to support children and parents and staff.

- A SENCO Teacher to assist the SENCO and work alongside specific Year groups.
- Learning Support Assistants for each year group, allocated between 12 and 25 hours, depending on the needs of the children within the class.
- Children with Education Health and Care Plans are allocated Learning Support Assistants to support their specific needs.
- To develop a resource base of SEN materials and equipment appropriate to the children of White Court School.

Training of staff supporting children and young people with Special Educational Needs

- The Strategic Plan of the school reflects the immediate training priorities of the school, and of individual staff. All staff and governors review this every year.
- Special Educational Needs is seen as an integral part of the planned development of the school.
- All teachers and support staff meet with the SENCO who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO attends the SENCO Updates provided by the LA and local SENCO Cluster meetings in order to keep up to date with local and national updates in SEND.
- The SENCO Team run staff training meetings to ensure teachers maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.
- All staff will receive specialist training when required and available.
- Advice from a range of agencies can support teachers in developing strategies
 - Paediatric Doctor
 - Paediatric nurse Team
 - Educational Psychology Service
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - Physiotherapy Service
 - Emotional wellbeing and mental health service (EWMHS)
 - School nurse

Section 10: Storing and Managing Information

- Information received about a child will be shared with the appropriate staff who will be aware of the school's confidentiality policy.
- Documents are stored by the SENCO until the young person is 25 year old.

Section 11: Reviewing the SEND Policy

- This policy will be reviewed annually and shared with the school Governors. It will be monitored for its effect on different racial groups.

Section 12: Dealing with Complaints

All complaints should in the first instance be referred to the Head teacher. It is hoped that any concerns can be dealt with informally. However, where this is not satisfactory parents should firstly submit their concerns in writing to the Governor responsible for complaints, Mr McCann, who will consider the points made and respond.

Parents may also address concerns they have to the Local Education Authority
Causeway House
Bocking End
Braintree
Essex
CM7 9HB
For the attention of the Divisional Principal Officer.

SENCO – September 2018

Discussed at the Curriculum Committee meeting –

Ratified by the Full Governing Body –

Appendix A

Assessments Available in school

Within school the following Diagnostic tools may be used by the SEN Team and teachers to support Teacher Assessments made, and to aid the planning of Individual Education Plans.

Baseline Assessments including Foundation Stage Baseline Assessment

SAT Results

Year One Phonics Screening

Target Tracker Data

Salford Sentence Reading Test – completed during September of each year.

NFER YARC York Assessment of Reading Comprehension

NFER Single Word Spelling Test – completed during September of each year.

Phonological Awareness Assessment

BPVS British Picture Vocabulary Scales 3

Boehm Concept Assessment

Dyslexia Screening Test

Renfrew Language Scales

Talk Boost Assessment

Basic Number Screening Test