

Whitby Heath Primary School

Excellence in a Caring Community



SEND Policy

Policy Written	Dec 2017
Reviewed & Agreed by Governors	
Next Review	Dec 2020

Special Educational Needs and Disabilities Policy

Whitby Heath is a two form entry primary school, dedicated to the deliverance of inclusive education. Children with special educational needs with or without an EHC (Education, Health and Care Plan) are admitted on the same basis as any other pupil.

This policy reflects the guidance in the SEND 2014 Code of Practice, 0-25 which identifies 4 main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Aims

At Whitby Heath Primary School we will ensure that:

- All pupils have equality of access to a broad and balanced curriculum which is differentiated appropriate to their needs and ability.
- Pupils requiring special provision are identified as early as possible.
- Pupils identified with special needs take as full as part as possible in all school activities.
- Parents of pupils with special needs are kept fully informed of their child's progress and attainment
- Pupils are involved, where possible, in decisions affecting their provision
- A variety of teaching strategies are used, maximising accessibility for all children.

Special educational provision means that which is *additional to, or different from,* the educational provision made generally for children of their age in mainstream schools. Children must not be regarded as having learning

difficulties solely because the language of their home is different from the language in which they will be taught.

Identification, Assessment and Provision.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCo), will ensure that those pupils requiring different or additional support are identified at an early stage.

Early Identification.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by regular teacher observations/assessments
- Pupil progress information
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools

Quality first teaching is the provision that all children receive in class (Wave 1)

If children are:

- Not making adequate progress
- Working below age related expectations
- Not on track for their end of key stage targets

Staff identify difficulties in learning and put in place a range of measures to address these and bring children 'back on track'. (Wave 2)

Wave 2 provision could be:

- Additional support in class from teacher, providing a differentiated curriculum
- In class support for groups of pupils by Teaching Assistant
- Periods of withdrawal to work with a TA using a support programme
- Additional in class activities/ resources as required

- Increased use of technology (computer programmes)
- Peer support/buddy systems
- Differentiated homework and support advice for parents/carers

Graduated response

The SEN Code of Practice advocates a gradual response to meeting pupils' needs using an assess, plan, do and review cycle. If teachers have concerns following Wave 2 support, parents/carers are informed and the child will be placed on SEN Register and receive 'School Support' – previously 'School Action.'

School Support (Wave 3)

School support intervention is triggered when despite receiving differentiated teaching and support, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy/numeracy skills
- Show persistent social, emotional and/or mental health difficulties which are not affected by the school's support strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress

External Support Services

Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher,

teaching assistant or involve other adults. Where appropriate, the school may request direct support/intervention from a specialist teacher.

Additional Funding

Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, SENCo, with class teacher and parents, will complete the relevant paperwork for Additional Pupil Funding known as Element 3 Top Up Funding. This must show that school is already providing 15 hours of support weekly from the budget (known as Element 2 Funding). The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority. This funding is reviewed biennial (every 2 years) .

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individual programme of sustained intervention, there remains a significant cause for concern. From September 2014 this statutory assessment may result in an Education and Health Care Plan (EHC).

Partnership with Parents and Pupils

Whitby Heath Primary School believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEN achieve their potential.

The school will keep parents fully informed and seek their views at every stage. Whitby Heath school signpost additional support for families outside of school where possible.

Pupils' views are sought and they are a part of the target setting process.

Pupils receiving additional funding are included in the annual review process to the best of their ability.

We endeavour to ensure that all pupils are dealt with fairly by:

- Teaching for a variety of learning styles (multi-sensory teaching, mind friendly learning)
- Respecting the needs of every child: - academic, gender, social and cultural
- Following a broad and balanced curriculum
- Receiving Quality First Teaching.
- Regular monitoring of the quality of both teaching and learning.

Pupils are encouraged to play an active part in planning their education by:

- Understanding their targets
- Being aware of progress in achieving them, or towards achieving them
- Discussing next steps with their teacher as appropriate
- Being encouraged to reflect at the end of lessons on their understanding of the learning objective.

Role of the SENCo

The SENCo works with the Headteacher to determine the strategic development of this policy, and works closely with staff to ensure the school fulfils the aims in the policy.

Responsibilities include:

- Coordinating provision for pupils with SEN and recording this on SPTO (school tracking system)
- Liaising with and giving advice to teachers and teaching assistants
- Overseeing pupil records
- Liaising with parents
- Contributing to INSET and supporting CP
- Filing all advice, test results and observations from other agencies for each child and ensuring that the class teacher has copies.
- Liaising with external agencies and support services
- Reporting to the Headteacher and Governor responsible for SEN

Role of the Class Teacher

Class teachers will:

- Differentiate teaching to include all pupils
- Assess and monitor progress of all pupils
- Identify pupils with SEN and gather supporting evidence
- Ensure additional provision for pupils with SEN is planned and implemented
- Ensure paperwork is kept up to date (School Tracking system, IEP's)
- Liaise with the SENCo
- Develop strong, supportive relationships with parents/carers
- Set appropriate targets
- Gather the views of pupils with SEN
- Record and monitor SEND progress through PIVATS assessments

The Governing Body

The Governing body, with regard to the SEN Code of Practice, will ensure that:

- Provision of a high standard is made for SEN pupils
- SEN pupils are fully involved in school activities
- They are involved in developing and reviewing the SEN Policy
- There is an appointed SEN Governor
- The SEN Report is updated annually and available on the school's website