

Whitby Heath Primary School

Excellence in a Caring Community



SEND Policy

Policy Written	October 2020
Reviewed & Agreed by Governors	October 2020
Next Review	October 2022



Please note, throughout this policy the terms SEN, SEND and SENCO are referred to. These terms refer to:

Special Educational Needs

Special Educational Needs and Disabilities

Special Educational Needs Coordinator

Special Educational Needs and Disabilities Policy

Whitby Heath is a two form entry primary school, dedicated to the delivering inclusive education. Children with special educational needs with or without an EHCP (Education, Health and Care Plan) are admitted on the same basis as any other pupil. A child has SEN if they have a learning difficulty or disability which requires for special educational provision to be made.

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. Not all children with a disability will necessarily have SEND but may require reasonable adjustments.

This policy reflects the guidance in the SEND 2014 Code of Practice, 0-25 which identifies 4 main categories of need (Appendix 1):

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

Aims

In Whitby Heath, we aim to ensure all our children regardless of their ability or level of need has access to the curriculum. We have high expectations of children to reach their full potential by supporting them in removing barriers to their learning. At Whitby Heath Primary School we will ensure that:

- To ensure that the SEND Code of Practice 2014 is implemented effectively throughout the school
- 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 and provided with appropriate intervention and support.
- Opportunities for narrowing the gap between SEN and non-SEN children and ensure they reach their full potential, making good progress from their starting points.



- Pupils identified with special needs take as full as part as possible in all school activities including residential trips and after-school clubs.
- 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 in line with Quality First Teaching, maximising accessibility for all children.

Legislation and Guidance

This policy and the annual SEND information report complies with the statutory requirements as outlined in the SEND Code of Practice (2014). It has also been written in reference with the following:

- Equality Act 2010
- Schools SEND Information Report Regulations 2014
- Children and Families Act 2014.
- Education Act 2011
- Teachers Standards 2012
- Keeping Children Safe in Education

Our SEND policy also links to other school policies including the inclusion policy 2020, Accessibility Policy 2020, Equality Statement 2020 and the Equality Objectives.

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 or not on track for their end



of key stage targets then staff will identify difficulties in learning and put in place a range of measures to address these and bring children 'back on track'. This is known as Wave 2.

Wave 2 provision could be:

- Additional support in class from teacher, providing a differentiated curriculum
- In class support for groups of pupils from Additional Teacher or Teaching Assistant
- Planned, purposeful 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 on-going 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

Children accessing SEN Support, Wave 3, will have a SEND profile which will include the following information:

- Strengths and Weaknesses
- 2/3 short term SMART target which will set termly unless met earlier.
- Teaching strategies, resources and provision to be implemented

The SEND profiles will be reviewed regularly to ensure they are appropriate to reflect the needs of the child. The SENCO maintains an accurate list of children with SEND and this is updated on a termly basis. The SENCO will use this to track progress and achievements against their individual



SMART targets. If children have made sufficient progress and narrowed the gap to their peers, they can be removed from the SEND register after consultation with parents.

External Support Services

The SENCO may refer to outside agencies for additional advice or guidance. This can include Educational Psychologists, Speech and Language therapist, CAMHS or the Autism Team. All information will be shared with parents.

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. 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 typically reviewed biennial (every 2 years) or annually in some instances.

Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an individual programme of sustained intervention, there remains a significant cause for concern. This will be based on the graduated response of Assess, Plan, Review and Do and over a period of at least two terms. 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. We encourage an active working relationship through an on-going dialogue with parents/carers. 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.

More information for parents can be found on the school website, the CWAC Live Well website and within the Schools SEN Information Report which is updated annually. Pupils' views are sought and they are a part of the target setting process where appropriate. 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.
- Providing additional support at key transition points such as moving to High School

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.

Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs.

Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

The school maintains close links with other schools within the Local Authority through the half termly SENCO network meetings.

Staff Training and Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Senior Leadership Team (SLT) will review the needs of the teaching and support staff and provide training and support where needed. The needs of pupils will also be taken into account when planning INSET and this will be linked to the objectives along with SEND Action Plan and the Strategic School Development Plan. The SENCO regularly attends SENCO Cluster groups through the local authority in order to keep informed with local and national trends in SEND.

Roles and Responsibilities

Role of the Class Teacher

Class teachers will:



- Adopt Quality First Teaching Strategies
- 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 and offer guidance to additional staff supporting children with SEN.
- Ensure paperwork is kept up to date (Educator, SEND profiles)
- Liaise with the SENCO when appropriate
- Develop strong, supportive relationships with parents/carers
- Set and review SMART targets termly, setting new ones if met early
- Gather the views of pupils with SEN

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 CPD
- 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

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

Appendix One – Areas of Need Definitions

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Specific learning difficulties include, for example, dyslexia and dyspraxia, moderate learning difficulties or global developmental delay.

Behaviour, Emotional and Social Development

Children may be displaying traits associated with attention, deficit and hyperactivity disorder (ADHD), attachment disorder, emotional difficulties or mental health difficulties.

Sensory and Physical

Children may have hearing or visual impairments. They may have physical impairments arising from physical and/or neurological causes and require access to specific facilities or equipment. Children may have sensory processing disorder.

