



Special Educational Needs and Disability (SEND) policy

September 2017

Our Values

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community.
- We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

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Introduction

At Wanborough we promote excellent practice for teaching and learning in a Dyslexia Friendly learning environment which benefits all children, aiming for them to reach their full potential. As a Dyslexia-Friendly School we aim to abide by the principle that, 'If a pupil can't learn by the way we teach, then we must teach them in the way they learn best.'

Aims of this SEND policy

The aims of the special educational need and disability policy and practice at Wanborough are:

- To meet the requirements as set out in the SEND Code of Practice, the Equality Act 2010 and Part 3 of the Children and Families Act 2014;
- 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 all children with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To have high expectations of all our children and reduce barriers to progress;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To work in cooperative partnership with the Local Authority and other outside agencies and to make clear the expectations of all partners in the process of meeting the needs of all vulnerable learners;
- To identify the roles and responsibilities of staff in providing for children's special educational needs, in acknowledgement that all teachers are teachers of special educational needs. It is the class teachers' responsibility to ensure that class teaching has taken into consideration the needs of all pupils;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

Educational inclusion

At Wanborough we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children: have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of multi-sensory strategies and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Admissions

The Governing Body's Admission Policy is such that all children within the defined criteria are admitted to the school without reference to ability or aptitude. Pupils who have Education Health Care Plans (EHC), whose needs can be met at Wanborough, have the same rights of access as their peers.

Special Educational Needs

At Wanborough 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.

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.

The Code of Practice (2014) describes four broad categories of need:

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

The following are not SEND but may also impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child
- Being a child of serviceman/woman

Assessment

Early identification is vital. Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide a base line and for the development of an appropriate curriculum for all our children. All pupils will be provided with high quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Monitoring SEND

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- classroom observation by the senior leadership team, the SENDCo and external verifiers
 - ongoing assessment of progress made by pupils with SEND
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need
 - Teacher and TA meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
 - pupil and parent feedback on the quality and effectiveness of interventions provided
 - Attendance and behaviour records.
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- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the termly report card system and also at events such as Parents' Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

SEN Support Cycle

Action relating to SEN support will follow an Assess, Plan, Do and Review model:

- **Assess:** Assessment data and classroom observations will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Parents will always be invited to an early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of targets and expected outcomes. The new strategies in the plan will, wherever possible, be implemented within the pupil's normal classroom setting however at times due to the nature of the intervention and to maximise learning, we ask the children to work in small groups, or in a one-to-one situation in another location within the school. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes, these actions are recorded in the 'child friendly' section of the plan.
- **Review:** Progress towards these outcomes will be tracked and reviewed accordingly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil; this will be in line with the school's graduated approach.

External Agency Advice

- A referral will only be undertaken after parental permission has been obtained. It is at this point that an Early Help Record (EHR) might be started so as to record the learning journey of the pupil. (Full details of Swindon Borough Council's Local Offer and support for pupils with SEND including the process of the EHR can be found at www.mycaremysupport.co.uk)
- The range of agencies available include: Educational Psychologist, Advisory Teachers for assistive technology, dyslexia, autistic spectrum condition, visual, hearing and physical difficulties, Speech and Language Therapy, Occupational Therapists and Physiotherapists, Nyland Outreach Team to support emotional and social issues.

Education Health Care Plan Assessment

- If the child continues to demonstrate significant cause for concern, the rate of progress and impact of interventions will continue to be recorded and reviewed via the EHRP.
- After two reviews of the EHRP, a request for statutory assessment *may* need to be made to the Local Authority. Statements of special educational needs have been replaced by an Education, Health and Care Plan (EHC) for children and young people with complex needs.
- The EHC plan places much more emphasis on personal goals and will describe the support the child will receive while they are in education and training.
- The school will internally review these goals termly and report the progress towards achieving goals annually to the Local Authority.

Roles and responsibilities:

Pupils

- At Wanborough, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.
- The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting individual targets and in the termly review meeting.
- Children are encouraged to make judgements about their own performance against their targets.
- We recognise success here as we do in any other aspect of school life.
- Children also have ownership of their goals and are encouraged to reflect on their achievements towards attaining their goals and beyond. This is implemented using the 'One Page Profile'.
- They are encouraged recognise adjustments may need to made in order to succeed and thus build on their resilience towards their outlook on the journey towards success.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENDCO. The Headteacher is also responsible for the deployment of the school's SEND funds.

Teachers

It is the class teachers' responsibility to ensure that class teaching has taken into consideration the needs of all pupils by providing an appropriately differentiated curriculum.

- Teachers are aware of the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND.
- They liaise with the SENDCo to set targets and discuss the use of appropriate resources and interventions for pupils with SEND.
- The class teacher will liaise with the teaching assistant regarding individual targets and interventions.
- They respond to children's needs by involving pupils with SEND in decisions about their learning.
- They respond to parent concerns and liaise closely with them to offer advice on reinforcement activities to maximise progress.

Teaching Assistants

Teaching assistants are aware of the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND. Their role includes:

- supporting pupils in their learning
- helping to implement interventions, recording observations of the sessions to monitor impact
- contributing to SEND review meetings.

Special Educational Needs Co-ordinator

The responsibilities of the Special Educational Needs and Disabilities Co-ordinator include:

- managing the day-to-day operation of the SEND policy;
- coordinating the provision for and managing the responses to children's special needs;
- liaising and advising colleagues regarding the school's graduated approach;
- overseeing the records of all children with special educational needs;
- liaising with parents and carers of children with special educational needs;
- acting as a link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision, and reporting to the governing body;
- managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of all staff;

- liaising with pre-school settings and with secondary SENDCos to ensure pupils and their parents are informed about options and a smooth transition is planned;
- keeping up to date on the developments in SEND both nationally and locally by attending conferences, training and the local SENDCo cluster meetings to share good practice.

Governing body

The governing body has due regard to the Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs.

- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governors ensure that all teachers are aware of the importance of providing for these children.
- They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHRP and EHC plan.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to EHC plans. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

Staff development and training

- Individual training needs are identified through the '*Performance Management*' process for all staff and the lesson observation programme for all teachers.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s graduated approach for children with SEND is carried out during staff meetings and Inset days.

Monitoring and Review

The success of the school’s SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators;
- analysis of pupil tracking data and test results with the Senior Leadership Team;
- value added data for pupils on the SEND register;
- the school’s annual SEND review which evaluates the success of our policy and sets new targets for development;
- the school self–evaluation and Improvement Plan, which is used for monitoring provision in the school;
- the SENCO and the named governor with responsibility for special needs hold termly meetings;
- frequent meetings of parents and staff, both formal and informal, to plan and review targets and celebrate success;
- The SEND policy is reviewed annually.

Complaint procedures regarding SEND provision within the school.

If a pupil, parent or carer is unhappy with any matter regarding SEND they should in the first instance raise their concern with the class teacher. If the problem is not resolved, reference should then be made to the SENDCO before discussion with the Headteacher. If satisfaction is not achieved through discussion with the Headteacher, the complaint is referred to the SEN Governor.

In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) This is a free statutory service funded by SBC to provide information, advice and support to parents / carers and children / young people and those with SEN and Disabilities

Initial enquiries 01793 466515 or email: parentpartnership@Swindon.gov.uk

Date of reviewed policy: September 2017

Date when next review is due: September 2018

Signed Headteacher

Signed Chair of Governors