



## Wragby Primary School SEND Policy.

**“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.**

NASEN Mission statement

### Section 1

#### Introduction

- This policy outlines the nature and management of SEND at Wragby Primary School.
- It reflects the consensus of opinion of the whole teaching staff and the Governing Body.
- The implementation of this policy is the responsibility of the Head Teacher and all teaching and classroom support staff.
- The Special Needs and Disabilities Coordinator (SENDCo) is Mrs A Jones. She can be contacted directly in school during term time on a Tuesday. She is supported by Mrs A Scott (SENDCo Assistant) who works every day. One afternoon a week is allocated for the SENDCO and SENDCO assistant to hold review meetings, monitor and liaise on provision.
- Mrs Jones has the NASENCo Award.

#### **The School Context – What sort of school are we?**

Wragby Primary School has 183 pupils on roll and the average class size is 25. Pupils come from the village of Wragby and other local villages. The logo and mission statement ‘Growing Together’ is evident across the school and is central to the ethos of the school.

We aim to provide a curriculum which is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of all pupils at the school and to offer pupils opportunities to develop a variety of interests and skills which will prepare them for the responsibilities and experiences of adult life. We strive to create an environment in which a respect for people and property is an essential feature built on good relationships, where every member of the school is valued. Children develop a sense of belonging to, and an appreciation of the whole school family. Children are encouraged to develop positive attitudes and a sense of self-discipline and self-respect and to play a positive part in the school and local community.

#### **Beliefs**

At Wragby Primary School we believe that each child is an individual and strive to ensure that **all** children receive challenge and support to achieve to the best of their ability and be happy in their learning. Quality first teaching is vital; every teacher is a teacher of every child in their class, including those with SEND. We acknowledge and value the role that parents/cares have in their child’s learning and aim to work in partnership with them.

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all students.

- Responding to student’s diverse learning needs.
- Overcoming potential barriers to learning & assessment for individuals and groups of students.

The school strives to ensure that everyone feels equally valued within the school community.

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010:advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- School’s Local Offer/SEND Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- The SENDCo in liaison with the SEND Governor, Head Teacher, SLT and all Staff wrote this Policy. Parents and Pupils were consulted during the writing of the Local Offer, which forms a key part of this Policy.

## **Section 2**

### **Aims**

The aim of the SEND Policy is to improve the learning and raise the achievement and outcomes for all children with Special Educational Needs and/or Disabilities.

We strive to allow ensure all children receive challenge and support to achieve to the best of their ability and be happy in their learning.

### **Objectives**

- 1- To identify and provide for all pupils who have SEND.
- 2- To work within the guidance provided in the SEND Code of Practice (2014)
- 3- To operate a ‘whole child, whole school’ approach to the management and provision of support for SEND children.
- 4- To provide support and advice for all staff working with children who have SEND.

## **Section 3: Identifying Special Educational Needs**

- School-aged children are defined as having SEND if they have a significantly greater difficulty in learning than the majority of children of their age, which calls for additional to or different from, the educational provision that is provided for all children of the same year group.
- This is beyond the differentiated and learning arrangements that are normally provided as part of high quality personalised teaching.
- If the above criteria has been met and despite having extra interventions provided by the class teacher, the child is still not making expected progress, then in consultation with parents a decision to place them on the SEND register may be taken.

- The purpose of identification is to determine what action we as a school need to take to meet the child's needs.
- Identification, as set out in the Code of Practice (2014) involves considering the needs of the whole child, which will include not just special educational needs of the child.
- As a school we acknowledge that many pupils during their time at primary school may experience difficulties, long or short term and we will endeavour to support these children.

Parents/carer's views and the child's view form a key part in identification. We value and celebrate each child being able to express their views on all aspects of school life and welcome their contribution at every stage.

In the SEND Code of Practice (2014) there are 4 main categories of need.

- Communication and interaction,
- Cognition and Learning,
- Social, mental and emotional Health,
- Sensory and/or physical

The Code of Practice gives a more detailed definition of SEN.

There are a number of circumstances that are not considered SEN but may impact on progress and attainment.

- Some children may be disabled as defined by the Disability and Discrimination Act 1995 & 2005 & Equality Act 2013, this alone does not constitute SEN.
- Attendance and Punctuality
- Health and welfare
- EAL
- Being a Looked After Child
- Being in receipt of Pupil Premium.

#### **Section 4: A Graduated Approach to SEN Support**

**All** teachers are responsible and accountable for the progress and development of **all** the children in their class, including where pupils access support from Teaching Assistants or Specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to children who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Head Teacher and the Senior Leadership Team regularly review the quality of teaching for all pupils.

Criteria for entering a child on to our SEN Register as set out in section 3, has been shared with all staff, if Teachers and Parents are still concerned about progress a "SEND Concern" form will be completed stating

concerns, what strategies have been tried so far and the outcomes, parental, child and class teacher views and attainment.

This will then be shared with the SENDCo and Head Teacher who in discussion with class teacher, Parents and the child may make the decision to place the child on the SEND Register at SEN Support,(SS).

Once the decision has been made to place a child on the SEN Register the school will follow the **Assess, Plan, Do and Review cycle** (The Graduated Approach). (See Appendix 2).

As part of the Graduated Approach Provision Plans will be written following termly Pupil Progress Meetings and individual Education Plans (IEPs) will be written and reviewed at least termly with pupils and discussed with their parents/carers.

Further information on this process and the support that school offers, can be found in our SEND Information Report (Appendix 3).

To enable our school to plan for and monitor the provision provided to meet the needs of the children **SEND Support** has been divided into:

- Quality First teaching
- The Child is on the SEND Register, (School Support, SS) and receives quality first teaching and additional specifically planned interventions as detailed on their IEP and or class/ year group Provision Map.
- School Support Plus (SS+) and following discussions with Parents and their consent, additional advice/assessments will be sought from specific specialist agencies that will work with school advising on strategies and monitoring progress and outcomes. See Appendix 4 for a list of agencies currently offering support to school.

At any stage, following discussions with Parents and their consent, an Early Help Assessment (EHA) may be initiated to provide support for the child out of school as well as within school.

If school identifies that we are unable to fully meet the needs of a child through our own provision arrangements and by following the advice of specialist agencies. We then may in consultation with parents decide to apply for an Education, Health and Care Plan (EHC Plan).

If a child is recommended for further assessment as a result of a SS+ review meeting and meets the LEA criteria for EHC Plan referral, the SENDCO completes the relevant paperwork and submits it to SEND services at Lincolnshire county council. If a decision is made to instigate statutory assessment, the above support in school continues, and the LEA follow the EHC plan guidelines.

## **Section 5: Criteria for exiting the SEN Register**

If following the additional support, the child makes 'good' or 'accelerated' progress and is on track to reach age expectations or end of year expectations, this will be discussed at the review meeting. If Parents, School, Specialist Agencies and the Child agree, the child may be removed from the SEN Register but will be closely monitored within the class.

## **Section 6: Supporting Pupils and Families**

- Further information on how we at Wragby Support our Children and their Families can be found on our website.

[www.Wragby.lincs.sch.uk](http://www.Wragby.lincs.sch.uk)

SEND Information Report

The Local Authority Local Offer will provide further information as to what is available to Families in the area via their Family Services Directory.

### **Admission arrangements**

- Our aim is for Wragby School to be fully inclusive. All pupils are welcome, including those with special educational needs and disabilities. Children who meet the admission criteria will be admitted to school providing the appropriate level of facilities is available to meet their individual needs.
- School's Admission Policy can be found on our website (link in Appendix 3)
- All pupils including those with SEND will be expected to follow the School Behaviour policy.
- All policies are available on our school website or by request from the school office. (Appendix 3 for a link to the school website)

### **Accessing Assessments and SATS**

- If necessary, special arrangements are made for pupils with SEND taking statutory tests. These could include a reader, extra time and help with recording, in line with government guidelines.
- Mrs R Osgodby, Head Teacher, is responsible for applying for specific access arrangements.

### **Transition**

- Transitions are carefully planned whether they are from class-class or school to school.
- When Children move classes the SENDCo and SENDCo Assistant ensure that the receiving class teacher has the relevant information and the child is given opportunities to visit the new class and a social story will be written if necessary.
- When Year 6 children move on to Secondary school, the receiving school SENDCo is invited to a review meeting to ensure they are aware of any needs, and to meet the child and Parents. Arrangements can be made for extra adult supported visits to the new school if required.
- Identified Children are invited to join a Transition Group in the summer term.
- When any of our children leave school, all SEND records are sent on to the new school with the child's official record card. The SENDCO may contact the receiving school's SENDCO to implement a transition programme and ensure continuity of support if required.

### **Section 7: Managing Medical Conditions of children.**

- The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and PE activities. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have Special Educational Needs (SEN) and may have an EHC Plan which brings together health and social needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- All children who have a **specific medical need** have a Health Care Plan written by the Parents and school. This is reviewed at least once a year.
- Further information can be found in the Policy on Supporting Children with Medical Conditions (2014)

- **Section 8: Monitoring and Evaluation of SEND**

- The Head Teacher monitors and evaluates the quality of the provision available to all children. This is done by observations, data analysis, planning scrutinies and work scrutinies, pupil and parent views. These arrangements promote an active continual review and improvement provision for all pupils.
- The SENDCo reports termly to the Governing Body on SEND issues.

### **Section 9: Training and Resources**

- SEND is funded as part of the whole school budget.
- The LEA set the SEND allocation using data from the September census.
- This budget allocation is reviewed and discussed annually with the Governors and Head Teacher. The actual allocations are agreed in light of SEND information about school needs and levels..
- An audit of staff strengths and training needs is carried out (annually -to be removed) and from this any inset is planned.
- As part of the induction process for all new teachers and support staff they will have time to meet with the SENDCo to explain SEND systems and structures and to discuss the needs of individual children.
- The SENDCo attends termly SENDCo network meetings in order to keep up to date with Local and National updates.
- Our school is part of a collaboration and has close links with four other local primary schools. We also have good links with our secondary schools where training and expertise can be shared if required.

### **Section 10: Roles and Responsibilities**

- The Governing Body will ensure that:
  - The SEND policy is implemented fully
  - The governors with responsibility for SEND are appointed through the curriculum and SEND committee.
  - Progress on SEND provision is reported to the Governing Body termly
  - The success of the SEND Policy is reported annually.
- The SENDCO is responsible for:
  - Writing & reviewing the SEND policy
  - Overseeing the day-to-day implementation of the SEND policy and resources.
  - Identifying, monitoring & reviewing students' needs with teachers, parents and support staff and with the children themselves.
  - Maintaining the SEND list.
  - Ensuring the maintenance of all SEND records.
  - Co-ordinating provision for pupils SEND alongside the SENDCO assistant and Head teacher.
  - Setting up and monitoring in-class support and/or withdrawal programmes lead by the Sendco Assistant.
  - Liaising with colleagues in writing Individual Education Plans (IEPs) and Positive Handling Plans (PHPs)
  - Monitoring and reviewing IEPs, PHPs and EHC outcomes and targets.
  - Organising and attending school support plus meetings and annual reviews of EHC Plans.
  - Liaising with parents, outside agencies and other schools.
  - Contributing to professional development of colleagues in areas of SEND support.
  - Advising on all aspects of differentiation, teaching and learning styles and resourcing.

- Advising the Head teacher and staff on pertinent SEND issues.
  - Liaising with the Governing Body, through the Curriculum and SEND Committee.
- The SENDCO Assistant is responsible for
    - Setting up and maintaining a lunchtime club to support social interaction and cooperation. (Lunch Bunch)
    - Liaising with outside agencies and other schools.
    - Liaising with colleagues in writing Individual Education Plans (IEPs) and Positive Handling Plans (PHPs)
    - Contributing to monitoring and reviewing of the IEPs, PHPs and EHCP outcomes and targets.
    - Co-ordinating provision for SEND pupils alongside the SENDCO and Head teacher.
    - Setting up and monitoring in-class support and withdrawal programmes.
    - Teaching individuals and small groups of children through targeted support as identified on the IEPs.
  - The Designated staff members in school with specific Safeguarding Responsibility are Mrs R Osgodby (Head Teacher), Mrs L Kenyon (Deputy Head teacher) and Mr C Hempstead (...)
  - Mrs R Osgodby is the member of staff responsible for managing LAC funding.
  - Mrs R Osgodby and Mrs A Jones are the members of staff responsible for managing the schools responsibility for meeting the medical needs of pupils.

### **Section 11: Storing and Managing Information**

SEND documents are kept in individual folders in a locked cupboard in 'The Pupil Work Room'.

All documents are passed on to a child's new school or kept safely for a period of time following LEA guidelines.

### **Section 12: Reviewing and evaluating success of the Policy**

- The Policy will be reviewed annually.
- The success of the school's SEND Policy and Provision is evaluated through:
  - Monitoring of classroom practice by SENDCO, Head Teacher, SLT and Subject Leaders
  - Analysis of pupil tracking data and test results for groups and individual children
  - The School's self-evaluation
  - The School's Improvement Plan

### **Section 13: Accessibility**

- Following the Special Educational Needs and Disability Regulations 2014 we have written an Accessibility Plan (Appendix 5)
- At Wragby inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. We seek to develop an inclusive curriculum that promotes positive attitudes by:
  - Providing a physical environment that promotes and stimulates access to the curriculum, activities, trips and clubs
  - Providing pupils with appropriate support to access the curriculum, activities, trips and clubs and identifying and removing any barriers.

- Responding to pupil’s learning styles through groupings and flexible teaching approaches.
- Providing accessible curricular materials
- Involving pupils and their parents in decisions about their learning.
- We will do our best to anticipate what a child may need and make reasonable adjustments, including the provision of auxiliary aids, services and physical alterations to the environment to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. For example: We currently have, a disabled toilet, provision of ICT equipment to aid recording, and a ramped access.
- If requested, communications with parents who have a disability will be provided in their preferred format.
- For further information see Equality Policy (Appendix 3 for link to school website)

#### **Section 14: Dealing with complaints**

- Any complaints regarding the Special Educational Needs and Disability Policy or the provision being made for pupils with Identified needs should be addressed in the first instance with the class teacher. If parents need further advice they are welcome to make an appointment with the SENDCo. If Parents still feel that their child’s needs are not been met they should then request an appointment with the Head Teacher.
- If Parents are still not satisfied with the outcome they can write to the Governing body following the school’s complaints policy. (Appendix 3 for link to school website)
- Parents can also seek advice from, SEND Information, Advice and Support in Lincolnshire (LIAISE)

#### **Section 15: Bullying**

- Wragby Primary School takes the issue of bullying seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects.

Bullying is defined as ‘a wilful, conscious desire to hurt, threaten or frighten someone, whether physically, verbally or both, over a period of time.’ the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online

- Children are encouraged to inform a teacher if any incident occurs in school. This is a key issue in overcoming any problem of this nature.
- See Behaviour and Anti-Bullying Policy for further information. (Appendix 3 for link to school website)



## Section 16: Appendices

Appendix 1: Initial SEND Concern Form

Appendix 2: The Graduated Approach

Appendix 3: Link to school website for Wragby's SEND Information Offer and Policies

Appendix 4: Specialist agencies offering support to school

Appendix 5: Accessibility Plan

The implementation of this policy is the responsibility of the Head Teacher and all Teaching and Classroom Support Staff.

Acceptance of this policy includes a commitment to implementing it in full.

This policy was adopted on:	<b>November 2014</b>
Review Cycle:	<b>Annual</b>
This policy was subsequently reviewed on:	January 2016
	January 2017