

Walter Halls Primary School

Special Educational Needs Policy



Reviewed July 2023

Next review: July 2025

SENDco: Mrs Joanne Glover

Assistant SENDco: Mr Lee Neal

Link Governor: Katrina Benjamin

Introduction

Walter Halls is a mainstream primary school and proud of its diverse culture and inclusive ethos- our school motto 'Be Your Best' is a motto to serve all of our children and the adults who work here. We strive to support all of our children to be their best through celebrating differences and offering support when needed.

This policy takes in to account our 6 school values:

Respect

Kindness and Empathy

Aspiration

Curiosity

Collaboration

Perseverance

Equality and Inclusion

In accordance with the Equality Act 2010 and our Equal Opportunities Policy, we believe that all pupils benefit from mixing with a wide variety of pupils and adults. We actively seek to include pupils from all cultures and background, including disabled pupils and those with special educational needs. We make all reasonable adjustments for disabled children, in a timely manner, to prevent them from being put at a substantial disadvantage.

This Policy has been written with regard to The Children's and Families Act 2014 and the Special educational needs and disability code of practice 2015.

As a school we will endeavour to make sure that a child with Special Educational Needs or Disability (SEND) gets the support they need so they can engage in all activities so that every pupil in our school receives a broad and balanced curriculum. Our school's SENDco – Jo Glover has regular contact with parents, prepares SEND information reports and shares information with the named member of the governing body who oversees the school's arrangements for SEND.

Arrangements for Co-ordinating Educational Provision for Pupils with Special Educational Needs and or Disabilities.

The school SENDco and Inclusion Leader, Jo Glover is responsible for the strategic overview of the policy supported by Lee Neal in the role of Assistant SENDco.

The responsibilities include:

- ✓ The day to day operation of the school's SEND policy
- ✓ Monitoring the provision of SEND
- ✓ Liaising with and advising teachers and teaching assistants
- ✓ To facilitate early identification of children with SEND and early intervention with resources to support them.
- ✓ Co-ordinating provision for children with SEND
- ✓ Ensuring that children with SEND are offered full access to a broad and balanced curriculum

- ✓ Liaising with and advising external providers of the needs of children with SEND in conjunction with the class teacher
- ✓ Liaising with parents of pupils with SEND
- ✓ Liaising with external agencies
- ✓ Providing reports to governors as required
- ✓ Co-ordinating SEND CPD for staff
- ✓ Signposting parents to support groups

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Special Educational provision should be matched to the child's identified area of need which is generally thought of in the following four broad areas:

- Communication and Interaction e.g language difficulties and autism.
- Cognition and learning e.g learning difficulties and specific learning difficulties e.g dyslexia
- Social, emotional and mental health e.g ADHD, Attachment disorder
- Sensory and or physical needs e.g visual or hearing impairment

Admission Arrangements for pupils with SEND

The arrangements for these children do not differ from other children unless there is a medical condition requiring special facilities. In this case, consultation between parents and relevant agencies takes place prior to admission. If and when a parent or pre-school setting alerts school to there being a presenting SEN need- the school SENDco will offer a face to face meeting or in the case of a pre-school setting a visit to gain as much information as possible to ensure a smooth transition in to Walter Halls.

Identification, Assessment and Provision for all Pupils with SEND

Identification

Early identification of pupils with SEND is essential in order that assessment of need can take place and to ensure that effective provision is put in place in accordance with the Code of Practice, 2014 (updated Jan 2015).

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Walter Halls we are always alert to emerging difficulties and respond early. In particular, parents know their children best, so we always listen and understand when parents express concerns about their child's development. We also listen to concerns raised by children themselves.

The progress of children is monitored through trust in a teacher's own knowledge as well as observations and ongoing assessments and professional dialogue. Progress review meetings are held with a member of SLT following each termly data input and analysis.

If the progress of a child is causing concern, it is expected at this stage that the class teacher will address the concern through quality first teaching strategies. This could include looking carefully into such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

Teachers and parents may also identify other areas (not just attainment) where children are not making progress, for example in relation to social and or emotional needs.

We would then use the Routes to Inclusion (R2i) local authority toolkit which includes identification and assessment materials to support with the provision for children with additional needs.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

Following the expected quality first inclusive teaching strategies being implemented and reviewed, if a child's progress is still a cause for concern, then we would seek to provide special educational provision. This would take the form of a four-part cycle called the Graduated Approach.



The Graduated Approach

Assess

The class teacher will draw on their knowledge of the child, teacher assessment, past and present dialogue with the previous teacher and parents to ensure that support and intervention are matched to the child's needs. Advice from external agencies may be sought at this point to underpin assessments. Parents will be kept informed.

Plan

If it is decided that a child requires a plan of support, the interventions and targets will be recorded on a provision map and the SENDco will collaborate with the class teacher to formulate a list of appropriate teaching strategies to support the needs identified. The plan will be shared with the parents and they will be asked to contribute towards it. Information from home is valued and any support requested by a parent for support at home is responded to.

Do

The teacher remains responsible for ensuring that the plan is shared with all key adults who will support the child as well as monitoring the progress of a child towards the outcomes.

Review

The plan will be reviewed with the teacher, the child (age appropriate) and the parents. In some cases, a professional from an outside agency may attend a review or send an updated report of their involvement. At the review a decision will be made as to whether to set new targets, seek additional support or that the child no longer requires a plan.

SEND REGISTER

A child in receipt of provision that is different from or additional to the provision normally provided for a child of the same age will have their name recorded on the school's SEND register along with the area of need.

A child who is at the stage of early identification but without a specific plan will be recorded on a monitoring register.

Types of provision

Provision that is different from or additional to could include:

Small targeted group work in the classroom

A personalised curriculum with different learning resources

Small group work out of the classroom

Play therapy sessions with the school play therapist

Social interaction groups

Family support worker plan

Speech and language communication plans

Support from a health professional- e.g physiotherapy intervention

Specialist equipment

Active involvement with an external agency

EHCP- Education and Health Care Plan

An EHCP can be requested by a parent or recommended as a next step by the SENDco. In making its application the school will present documentary evidence to show the interventions and strategies that have been carried out.

Once an EHCP has been granted the school, through the SENDco will ensure that all the statutory elements are fulfilled.

Communication with Parents

Including parents in their child's education is paramount at all times, but it is even more important for class teachers and all adults working with children with SEND to be sensitive to the views of the parents, and also to acknowledge the additional challenges they may be facing by being a parent to a child with special educational needs. Any specific plans in place to support a child must be shared with a parent, this could be in a formalised provision map where appropriate or simply informing a parent that their child finds whole school events in the hall such as assembly quite overwhelming so is provided with a pair of ear defenders to wear. Difficulties and support should not come in the form of a surprise to a parent, we take a partnership approach in which we value the nuggets of information that a parent can tell us about their child in their home environment.

Inclusion Ambassadors

Every class has an elected Inclusion Ambassador and in collaboration with the Head and Deputy students this pupil voice group are involved in supporting the vital work of promoting an inclusive ethos across school.

Review Meetings

Parents of all pupils including those with SEND are offered meetings with their child's class teacher in the Autumn and Spring term and receive an end of year report in the summer term. Meetings with the SENDco take place in the Autumn and Summer term which may or may not involve an external agency depending on need and availability.

External agencies.

We are part of the NST (Nottingham Schools Trust) and through the NST have access to the termly Inclusion Network meetings. We also work with:

- Local Authority Behaviour Support Team
- Local Authority Autism Team
- Local Authority Early Years Autism Team
- Local Authority Learning and Cognition Team
- Local Authority Educational Psychology Service
- Oakwood Special School- OT support
- Local Authority Sensory Team

- School speech therapy services
- Specialist Speech therapy service
- NHS physiotherapists
- NHS Occupational Therapists
- MHST (Mental Health Support Team)- CAHMS
- BEHMS (Behaviour and Mental Health Service)

In school we have a strong pastoral team which includes a fully trained play therapist, a Family Support Worker and two learning/behaviour mentors. We are able to signpost parents to further support through the Local Offer which is linked on our school website.

Professional Development of Staff

At Walter Halls we value staff professional development and ensure that staff receive up to date training to support them to meet the needs of children with SEND. The SENDco and Headteacher monitor SEND training and provide training bespoke to need both internally and with outside agencies.

Transition

We carefully consider those children with SEND who may require additional support in preparation for the end of one school year and another and make sure that the next teacher is provided with key knowledge and information to help them get to know the child they are receiving.

The SENDco liaises with all of the secondary schools that our children transfer to at the end of Year 6. At the end of Year 5 any children with an Autism diagnosis are referred on to the Autism team's secondary transition support programme.

If a child has an EHC plan, the new school will need to be named in an amended EHC plan before the transfer takes place. Children with an EHC plan in Year 6 will have it reviewed in the Autumn term of Year 6.

Funding

Should a child's need for support surpass the notional funding of £6000 then the SENDco will submit a request for High Level Needs (HLN) funding at the dedicated times of submission in the school year. Any requests would be discussed with parents and obligatory moderated with a member of the local authority support services. The HLN panel then inform the SENDco if the request has been allocated or not.

The Role of the Governing Body

The governing body takes great care to ensure that the best possible provision is made for pupils with SEND.

SEND matters are included in the Headteacher's termly report to governors.

We have a nominated governor with responsibility for SEND- Katrina Benjamin who meets regularly with the SENDco to help champion SEND within the school and to provide support for the SENDco, questioning to understand policies, protocols and practices.

Complaints Procedure

Initially parents should talk to their class teacher. If the parent is not satisfied with the response the class teacher will suggest talking to the SENDco.

Parents who are dissatisfied with the school's work in respect to pupils with SEND are invited to follow the school's complaints policy which is on the school website.