

Richard Whittington Primary School

SEND Policy



Richard Whittington Primary School TEAM Together Everyone Achieves More	<h1>SEND POLICY</h1>	Policy Number 43 Version 1
		Issue date May 2016

Richard Whittington Primary School is a fully inclusive school that welcomes children of all ability.

Introduction

This policy is based on the SEND Code of Practice (2014). Children may have special educational needs or disabilities either throughout, or at any time during their school career. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical impairment

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs. Some children have particular educational needs or barriers to their learning which require the school to take particular actions. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in the school curriculum.

Aims and objectives

The aims and objectives of Richard Whittington Primary School's SEND policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of all children are identified, assessed and provided for;
- To ensure that all children make the best possible progress;
- To make clear the expectations of all partners in the process: staff, parents, outside agencies and the children;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To ensure that children have a voice in this process.

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Roles & Responsibilities

All adults at Richard Whittington Primary School accept that provision for children with SEND is a matter for everyone.

The Role of the Governing Body

The Governing Body, in consultation with the Headteacher and SENDCO, determine the school's general policy and approach to provision for children with SEND. They establish the appropriate staffing and funding arrangements and maintain a general over view of the school's work. They appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND.

The Role of the Headteacher

The Headteacher has responsibility for overseeing the day-to-day management and provision for children with SEND. The Headteacher keeps the Governing Body informed and works closely with the school's SENDCO.

The Role of the Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO, with the support of the head teacher and Governing Body, is responsible for:

- implementing and monitoring the day to day operation of the school's SEND policy;
- coordinating provision and allocating resources for children with SEND;
- monitoring and evaluating the effectiveness of programmes and interventions;
- liaising and giving professional guidance to colleagues;
- chairing annual review meetings for pupils with Education and Health Care Plan (EHCP) or Statements;
- overseeing records for children with SEND and maintaining the SEND register;
- monitoring provision maps for SEND;
- applying for Exceptional Needs Funding;
- applying for Statutory Assessment for EHCPs;
- referring children to Specialists;
- Completing Common Assessment Framework forms (CAFs) and holding Team Around the Family (TAF) meetings;
- liaising with parents/carers of children with SEND;
- contributing to in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- reporting to the SEND Governor termly;
- Ensuring Individual Education Plans (IEPs) are up to date.

The Role of the Class Teacher

The class teacher is responsible for:

- initial identification of children with SEND;
- informing the SENDCO of any concerns about a child;
- initially informing and advising parents/carers about any concerns;
- ensuring that the curriculum is appropriately differentiated for children with SEND;

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- when necessary, writing IEPs with the support of the SENDCO;
- monitoring and assessing progress and maintaining appropriate records for children with SEND, including class provision map;
- monitoring effectiveness of additional support alongside the SENDCO;
- implementing specific advice from external agencies with the support of the SENDCO.

Educational Inclusion

In our school we have high expectations of all our children. We want all children to feel valued as part of our school community.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, learn and communicate information at different speeds.
- Require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children.
- Effective communication with parents.
- Differentiated tasks set according to need and skill level.
- Appropriate feedback and target setting for individual children.
- Regular monitoring of progress.
- Planning to develop their understanding through the use of different teaching and learning styles and varied experiences;
- Helping children to manage their behaviour and emotions to take part in learning.

Access to the Curriculum

All children are entitled to a broad and balanced curriculum, that is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately; and assessment is used to inform and plan next steps learning. We aim to meet every child's needs through careful planning and consideration of teaching and learning styles.

Support for children identified as having SEND is organised by a graduated response, which recognises that there is a continuum of need.

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Identification and Assessment

Early assessment is vital. The class teacher will speak to parents at the earliest opportunity to inform them of any concerns and to enable everyone to work together to help the child. The assessment of the children reflects as much as possible their participation in the whole school curriculum.

Class teachers, SENDCO and members of the Senior Leadership Team (SLT) assess and monitor the children's progress in line with existing school practice. This is an ongoing process. The class teacher and the SENDCO break down the assessment into smaller steps in order to help progress and to provide detailed and accurate indicators. The SENDCO works closely with parents and teachers to support them in planning an appropriate programme of intervention and support.

Class and subject teachers, supported by the SLT, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

(Code of practice, 2014)

In accordance with the 2014 Code of Practice, the school has adopted a graduated response to SEND, which is listed below.

Wave 1/Observation – Pre SEND Register stage. High-quality teaching that takes account of all learners' needs and prior learning. This teaching is clearly planned and matched to the learning of all children to help them make progress. If a teacher has concerns over a child, an initial concern will be raised by the class teacher and discussed with the SENDCO. At this stage a child may receive in-class support planned by the class teacher.

Wave 2/Monitor – Teachers will identify children who continue to need further support and would also benefit from additional interventions and programmes. These children will be identified using assessment data and professional judgement. Teachers may consult with the SENDCO. Information relevant to the child is gathered. Parents may be contacted and the child may be observed by the SENDCO. The interventions that take place may take the form of individual support or small group programmes. The interventions are carefully targeted according to an analysis of need and the progress of learners is closely tracked for impact. This support can occur outside lessons or may be built into the structure of a lesson.

Wave 3/SEN Support – In consultation with parents/carers, children are placed on the register as requiring SEN Support and children's views considered. In addition, external agencies may

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become involved, and this may lead to Statutory assessment for an EHCP, a CAF is completed, Family Service plan in place (FSP), Individual Education Plans (IEP), Pastoral Support Plans (PSP) and Behaviour Support Plans (BSP) may be used. EHCP – Children who have met the criterion then have targets embedded in the plan.

These processes are described in detail below. They follow the format of an Asses, Plan, Do, Review cycle as outlined in the SEND Code of Practice 2014.

Wave 1/Observation

The progress of all children is regularly observed and monitored by class teachers. Where a class teacher feels a child is not making adequate progress, despite high quality teaching and differentiated work, they will complete a Record of Concern, indicating the reasons for referral and providing their comments. This will be done in consultation with the SENDCO. Adequate rates of progress are defined as progress that:

- closes the attainment gap;
- prevents the attainment gap growing wider;
- is similar to peers starting from the same attainment baseline;
- matches or betters previous rate of progress;
- assures access to the full curriculum;
- demonstrates an improvement in self-help, social and personal skills;
- demonstrates improvements in behaviour.

Over an agreed period of time, no longer than half a term, the class teacher and SENDCO will review the progress made, the strategies in place and current assessment information. Parents/carers may be consulted, and observations and more detailed records kept.

Wave 2/Monitoring

Some specific low-key support may be arranged, such as small group support from a Learning Support Assistant (LSA) or daily phonics/spelling strategies for literacy etc. These will be to specifically address learning barriers that have been identified. The child may be placed on our pre-register at this stage under the ‘monitoring’ heading. This is to ensure that any future concerns can be tracked back if they were highlighted early in their school career. Progress will be reviewed at least once a term. When the review takes place the class teacher and SENDCO will decide if the progress now being made is adequate. A decision will then be made whether or not to put a child on the SEND register at SEN Support based on the criteria above in line with the Code of Practice 2014.

Wave 3/SEN Support

The triggers for intervention to SEN Support are the teacher’s responsibility, underpinned by evidence from a period of observation, about a pupil who, despite receiving differentiated learning opportunities:

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- makes little or no progress in his/her identified area of need;
- is working at assessment levels significantly below those designated for his/her chronological age, especially in Literacy and Mathematics;
- has persistent emotional and/or behavioural difficulties despite a range of positive behaviour management strategies as outlined in the school behaviour policy;
- has sensory and/or physical problems and continues to make little or no progress despite provision of specialist equipment and resources;
- needs a higher level of intervention than that provided by the Wave 1/observation stage or Wave 2/monitoring stage.

Nature of Intervention

The SENDCO and class teacher will discuss the child's SEND with the child's parents/carers, and will decide on the action needed to help the pupil to progress in the light of earlier assessments. At this stage external agencies may not be involved directly, except for occasional support for general training. This might also include more regular support from health professionals, depending on the need of the child.

School based interventions may be a combination of:

- Individual Education Plan (IEP) – reviewed termly in consultation with parents/carers and the child (used primarily for children who it is felt may need some involvement from outside agencies in the future);
- different learning materials;
- special equipment;
- use of ICT;
- group or individual support;
- support for curriculum planning/differentiation;
- additional planning and monitoring time;
- a range of management strategies and/or alternative arrangements based on specialist advice
- a range of teaching approaches;
- staff development and training.

When an IEP is not used, targets will be set and assessments will take place against these. These are shown on the class Provision Map.

When the IEP is reviewed, current targets will be assessed and new ones will be set. If, at this review, it is felt that, despite receiving an individualised programme, the child continues to make

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little or no progress, the decision could be made to seek specialist advice from external agencies. Where external advice is sought, the SENDCO with parent/carer consent, will arrange consultations/ assessments with the appropriate external specialist(s). Advice will be shared with parents/carers, teachers and support assistants as appropriate and will be incorporated into the child's IEP. The IEP will be reviewed termly by the teacher in consultation with LSAs, parents/carers and the child.

Where more than one external specialist is involved with a child the school will put into place the Common Assessment Framework (CAF) and inform relevant agencies. A meeting will be arranged so all outside agencies and school can work together to discuss provision for the child and agree an appropriate action plan.

Exceptional Needs Funding

Where a child's needs are deemed to be exceptional across the county, the school are able to apply for extra funding called 'Exceptional Needs Funding'. The school has to be able to provide evidence to show how a child has been supported in the past through a range of interventions and how extra funding would be used to support a child's needs. A local, then district panel meet to decide whether the child's needs are indeed exceptional and agree an amount of funding and how long this should be allocated for.

Statutory Assessment and Annual Reviews

Where a child continues to demonstrate significant cause for concern, an application may be made to the Local Authority (LA) for an Education and Health Care Plan (EHCP). There will be written evidence and/or information about:

- the school's action through the SEN Register;
- the pupil's Individual Education Plans;
- regular reviews and their outcomes;
- assessment levels;
- attainments in literacy and mathematics;
- educational and other assessments, e.g., from specialist support teacher or an educational psychologist;
- views of the parents/carers and the pupils;
- involvement of other professionals;
- any involvement by the social services or education welfare services;
- the child's medical history (where relevant).

When a child receives an EHCP, the SENDCO will organise an annual review meeting involving all the professionals working with the child, and the child parents/carers. The views of the child will also be considered.

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Teaching and Learning

We have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory National Curriculum inclusion statement outlines how we make modifications to provide effective learning opportunities for all pupils.

We recognise three essential principals to developing an inclusive curriculum:

- Setting suitable learning challenges.
- When the attainment of a child falls significantly below or exceeds the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.
- Responding to pupils' diverse learning needs.
- We constantly monitor and evaluate the progress each pupil makes. We identify any pupil who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide. We plan for children to learn in a variety of ways, including visually, auditory and kinaesthetically.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Teachers modify their teaching and learning taking into account the individual requirements a child may have. Some children may have disabilities and consequently need additional resources, or need extra time to complete an activity.
- Teachers ensure that the work for these children:
 - Takes account of their pace of learning and the equipment they use;
 - Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
 - Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
 - Allows opportunities for them to take part in educational visits and other activities linked to their studies;
 - Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

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Evaluating Adequate Progress

We use a variety of assessments and indicators to ensure that all our children with SEND make adequate progress. These include:

- Target Tracker
- SATs;
- reading and spelling assessments;
- literacy and mathematics strategy targets;
- Performance Scales (P Scales) for children performing below Level 1 of the National Curriculum;
- Nursery and Reception learning journeys;
- National Foundation Stage Profile;
- specialist assessments;
- teacher assessments;
- IEP targets and group targets;
- views of parents/carers and pupils;
- Individual Behaviour Plans (IBPs).

Pupil Participation

Children with SEND have a right to be involved in making decisions and exercising choices. The degree of participation reflects a child's maturity but all children are given the opportunity to make choices and understand that their views matter.

We aim to ensure that pupils should:

- play an active part in assessment and developing agreed targets;
- understand the aims of an intervention and their contribution to it;
- be consulted about any individual support provided;
- have their views sought and recorded in all reviews;
- become gradually more involved in setting and evaluating IEP targets.

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Working in Partnership with Parents/Carers

We view all parents/carers of children with SEND as partners. This requires positive attitudes by all, and in some circumstances, additional support and encouragement for parents/carers. We welcome and encourage parents/carers to participate from the outset, as the relationship between the parents/carers and the school has a crucial bearing on the child's progress and the effectiveness of the school-based action. We actively seek the involvement of parents/carers in developing and implementing a joint learning approach at home and in school. Parents and carers views on the child's progress are sought and they are always consulted as part of the SEN Support review process.

Any issues arising, that cannot be dealt with in the school environment, may be dealt with under the Local Authority Complaints Procedure as appropriate. The school's published SEN Information Report is on the website in line with the Code of Practice 2014. In addition the LEA's Local Offer is available from the Grid.

Working in Partnership with Other Agencies

Support for children with SEND may require a concerted approach from healthcare professionals, social service departments, specialist LEA support services and other providers of support. Hertfordshire County Council 'Children Schools and Families' Department provide an integrated service for the child. They keep each other fully informed about the action taken in support of the child. Although our teachers have a great deal of expertise in identifying and meeting the needs of their pupils, external agencies can also play an important part in helping school assess and make provision for pupils with SEND. The school has close links with a wide range of external agencies and works closely with these agencies where necessary to ensure the best education for all pupils.

Allocation of Resources

The SENCO is responsible for the management of the agreed resources for the special needs provision within the school, including the provision for children with statements of educational need or an EHCP. The Headteacher informs the governing body of how the funding is allocated to support special educational needs and disabilities and how it has been used. The Headteacher and SENCO meet regularly to agree how to use funds directly related to the budget from the Local Authority. In Hertfordshire children with a statement of special educational needs or an EHCP do not automatically receive additional funding to meet the child's needs. Hertfordshire Local Authority expect that schools should meet the needs of the children through the general budget share allocation. If, however, the SENCO and Headteacher feel that a individual child requires additional funding in order to facilitate their access to the curriculum the SENCO can apply for exceptional needs funding (ENF). ENF panels meet once a term.

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Monitoring and Evaluation

The quality of our SEND provision is continually monitored and evaluated. The SENCO monitors the movement of children within the SEND system in the school. The success of the policy will be evaluated using the following success criteria:

- analysing pupils' progress using target tracker and intervention plans
- monitoring classroom practice
- school development plan
- children's increased confidence and self-esteem
- parents' views of progress.

Review

The Governing Body will review this policy in line with its schedule for policy review.

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Viewed by the

School Improvement Committee

Signed Chairman

Noted by the Governing Body

Signed Chairman of Governors