

## Willington Primary School Special Educational Needs Policy

The overriding aim at Willington Primary School is that all children are given the opportunity to achieve their potential within a happy, supportive environment. All children are given the greatest possible access to a broad, balanced and relevant education, both in academic and life skills. This includes children with special educational needs.

### **Definition of special educational needs**

We use the following guidance from 'The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)':

'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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## **General Information**

The school's SEN Policy provides a whole-school system to ensure that all children with special educational needs are identified and that appropriate provision, evaluation and review are provided. The Policy will be reviewed annually to include any necessary amendments or additions to further develop and improve our systems.

The school ensures that no child is discriminated against (see also Disability Equality Scheme) and that all reasonable adjustments are made to meet children's needs. The school will not refuse admission for a child solely because he or she has special educational needs. The Admission Policy criteria apply to all children. Obviously, if we believe that our existing building structure or staffing levels are not adequate to meet the special educational needs of a child, we would duly inform the child's parents. We would then liaise with external agencies to help overcome the problem by either enhancing our provision or by helping to place the child in a more appropriate establishment.

The school is a single-storey building and is on a level site so there is a degree of access for pupils and visitors who are physically disabled. An accessible toilet facility is available. The school, however, is not currently easily accessible to children in wheelchairs because there are insufficient door ramps

The school has no special units or particular areas of specialism (e.g. for pupils with Severe Learning Difficulties). We liaise with various outside agencies, using their personnel and recommendations as appropriate for the needs of individual children.

Special educational needs income gained by the school through the Local Education Authority will be used to help maintain current staffing levels and to assist in the provision of appropriate materials

throughout the curriculum for those children with special educational needs.

The special educational needs co-ordinator (SENDCO) who is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school is Mrs Maxine Ursell.

### **School Responsibilities**

The SENDCO's duties include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents
- contributing to the in-service training of staff
- liaising with external agencies, including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SENDCO will have sufficient time made available to carry out these duties.

The Headteacher is responsible for the day-to-day management of SEN provision which includes keeping the Governing Body informed.

The Headteacher and SENDCO meet regularly to discuss individual children's progress and provision. They also, in conjunction with the Governing Body, regularly monitor the overall effectiveness of the SEN Policy and procedures.

The Governing Body are aware of their duties to implement the SEND Code of Practice. They will ensure that:

- The school is implementing the requirements of the SEND Code of Practice
- The school's SEN Information Report is published on the school's website
- The SENDCO is a qualified teacher
- The school co-operates with the local authority, including in developing the local offer and when the school is being named in an EHC Plan

All members of staff are aware of the procedures to follow when a concern is raised about a child having special educational needs and their role in providing appropriate provision.

The staff and Governing Body recognise the importance of in-service training for special educational needs. The School Improvement Plan and the annual review of the SEN Policy will identify areas where additional training may be needed by the SENDCO, teaching and support staff, and governors.

### **Pupil Entitlement and Participation**

All children are entitled to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum. This includes pupils with special educational needs for whom teachers will provide access to the full curriculum at an appropriate level by using such strategies as matching tasks to individual needs, providing small group or individual tuition, using a range of teaching and learning styles. All school policies work towards the specific implementation of meeting special educational needs

The school has a bank of resource materials to cater for a wide range of special educational needs. This is regularly reviewed and supplemented, to ensure provision remains adequate and relevant.

To help a child take a full part in a mainstream classroom, a child's EHC Plan may specify the need for a teaching assistant who will liaise and work under the direction of the class teacher, SENDCO, Headteacher and involved outside agencies.

When a child's EHC Plan specifies the provision of experienced support personnel to teach specific skills, these sessions are timetabled to ensure that the child still has access to a full curriculum.

All pupils at Willington Primary School are taught in mixed-ability classes, which allows inclusion in all areas of academic and social school life for children with special educational needs. It is recognised,

however, that full inclusion cannot always be achieved in the case of children with severe learning difficulties as they require an individual learning programme, which cannot always be linked to the class's main learning objectives in particular lessons. In addition, full integration is not always a natural outcome and staff sometimes have to intervene directly to promote this.

Children with special educational needs will be encouraged to participate in the decision-making process about their education, including the setting and reviewing of learning targets. Obviously, the age and maturity of the child will determine the level of involvement.

### **Parental Involvement**

Parents play a vital role in the development of their children and the school always actively encourages parental involvement. This is especially true with children with special educational needs and/or disabilities, both in alerting the school to any difficulties and also in helping the school to set, carry out and review learning targets.

We always inform parents of our concerns and respond to their views. Their permission is always requested before we contact outside agencies.

If there are complaints from parents of pupils with special educational needs concerning the provision made at school, they will be responded to in accordance with the Complaints Procedure referred to in the School prospectus. For parents whose children are involved in the Statement of special educational needs process, the Local Education Authority are required to inform them of their rights and procedures, including complaints.

The school's SEN Information Report on the website provides advice to parents about what to do if they have concerns or if their child has special educational or disability needs.

Identification, Assessment, Provision, Monitoring and Reviewing of children with special educational needs

Willington Primary School has adopted the recommended graduated response for SEN as recommended by the Code of Practice issued by the DfE in 2014.

Concerns about children's progress will trigger a consideration of whether their needs can be met within general classroom educational provision or whether they have a learning difficulty which calls for special educational provision. Concerns can be expressed at any time by the child or anyone who is involved with the child, e.g. parent, teacher, SENDCO, Headteacher, outside agencies.

The SENDCO will be informed of these concerns and will then use the agreed school procedures to work with the teacher, parents, child and other appropriate parties to decide on future actions. It is anticipated that many children's needs will be met within normal classroom provision by providing more-closely matched differentiated activities or by targeting them for learning support. If it is considered that a child has special educational needs, it will be decided whether their needs can be met within SEN Support or whether an Education, Health and Care Plan (EHC Plan) is required. (See Appendix for details of the school procedures and these levels of intervention.)

### **Outside Agencies**

Willington Primary School makes regular use of personnel and facilities from outside the school, based on individual children's special educational needs.

There is a wide range of expert services available, mainly provided by the Local Education Authority or Health Service.

We currently have links with the following services on behalf of individual children and for staff training purposes:

- Derbyshire's SEN Section
- Educational Psychology
- Support Service for Students with SEN Inclusion Officer
- Service for Physically impaired Children Service for Hearing impaired children Service for Visually impaired children Education Social Worker
- School Health
- Specialist Nurses (diabetes, dietician) Speech and Language Therapy Autism Outreach
- Physiotherapy and Occupational Therapy Services
- Social Care
- Behaviour Support Service

All agencies involved with children at SEN Support or with EHC Plans are invited to attend or contribute to their termly reviews. This involvement is regarded as particularly important at the annual Statutory Review of those children with an EHC Plan.

The headteacher has responsibility for the liaison with child health services, social services and educational welfare services. The relevant information is then relayed to the appropriate members of staff, and to the SENDCO for recording. For children with EHC Plans or at SEN Support, the SENDCO may have more direct involvement with these agencies. Information given directly to teachers and Teaching Assistants is reported to the SENDCO and will be recorded and relayed to all relevant staff.

## **Links with other schools**

Great care is taken when a child with special educational needs transfers from, or to, Willington Primary School.

In preparation for a new Early Years Foundation Stage group entering the school, information is requested from parents and any connected pre-schools. It is expected, under the SEND Code, that Health and Care professionals will contact school about children with SEND. Children with special educational needs are discussed in detail which provides valuable information to ensure that appropriate provision is in place before they start at school.

Similar liaison is carried out with receiving Secondary schools to discuss the needs of our children in advance of transfer and to provide all written records.

When a child transfers mid-year to Willington, we use the information from the previous school to help us continue appropriate provision. Similarly, we forward children's records to their next school to enable continuity. If necessary, further discussions may be held between the schools.

## **Monitoring and Review of the Special Educational Needs Policy**

The Governing Body will regularly monitor and evaluate the success of the SEND provision at the school. This evaluation will include a consideration of such issues as:

- (a) Effective systems for identifying and assessing pupils
- (b) Accurate record-keeping
- (c) Academic progress of pupils with SEND (d) adequate resourcing
- (e) Appropriate individual education plans
- (f) Parental involvement

(g) Respect and acceptance for all children by the whole school population.

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