



Weetwood Primary School

Special Educational Needs and Disability Policy

**Reviewed: January 2022
Next Review: January 2024**

**Respecting each other
Expecting our best
Learning in a happy school**

Rationale

Weetwood Primary School is committed to providing an appropriate and high quality education to all children that attend our school. We believe that all children, regardless of gender, race, ability, culture and disability and including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad, balanced and relevant curriculum and are fully included in all aspects of the school life.

We believe that all children should be valued equally and respond to all learners in ways that take account of their varied life experiences and need. We actively promote inclusion in school to eliminate prejudice and discrimination and develop an environment where all children can achieve their full potential, raise their self-esteem, promote a positive self-image, celebrate their achievements and feel safe at all times.

Definitions

Special Educational Needs – Code of Practice 2015

‘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 young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children 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.’

(Code of Practice – 2015)

Special Educational Needs can be classified into 4 broad areas of need:-

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Disability – Disability Discrimination Act 1995

A person has a disability for the purpose of the Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Objectives

- To meet the needs of all learners who experience barriers to their learning, relating to sensory or physical impairments, learning difficulties, emotional or social development or factors in their environment;
- To ensure all children who experience barriers to their learning receive full access to a broad, balanced and relevant curriculum supported by all staff;
- To identify individual learners and their barriers to learning as early as possible and differentiate and plan the curriculum to meet their individual needs;
- To continually monitor the progress of all learners and identify needs as they arise;

- To promote equality of opportunity for all, ensuring all learners are respected and perceived positively by all members of the school and inclusive provision is positively valued and accessed by pupils, staff and parents;
- To create a safe and secure environment for all learners to learn at their own pace and achieve their full potential;
- To involve parents as partners in every stage of the learning process and any additional educational provision;
- To involve children themselves in planning and their own learning.

Responsibility for Co-ordination of Special Educational Needs and Disabilities

The provision for children identified as having SEND is the responsibility of the whole school.

The Governing Body, in co-operation with the Head Teacher and SENCO, is responsible for the overall management of the SEND policy and provision for pupils identified as having SEND and reports annually to parents.

The day-to-day provision of education for pupils identified as having SEND is the responsibility of the class teacher who knows the children best and who spends most time with them. All teachers are teachers of children with Special Educational Needs. Class teachers will differentiate the curriculum accordingly, using available support staff to assist with the delivery of the curriculum and promote equality and inclusion throughout.

The Special Education Needs Co-ordinator (SENCO) has responsibility for the day-to-day operation of the policy and works closely with both the Head Teacher and Class Teachers to co-ordinate the provision for all pupils.

The current SENCO is Amy Pickin.

Arrangements for Co-ordination of Special Educational Needs and Disabilities

Although day-to-day support and provision is delivered by class teachers and their support staff, the SENCO co-ordinates additional support, further resources and advice through liaisons with outside agencies.

In addition to regular communication with Class Teachers and support staff, the SENCO is also responsible for:-

- Monitoring the effectiveness and quality of the provision;
- Ensuring Annual Reviews of children with EHCP's (Education Health Care Plans) take place within the allotted time scale;
- Liaising regularly with parents and carers, arranging reviews for all children on the SEND Register.
- Maintaining accurate and up-to-date records and registers of all children identified as having SEND and additional needs and transferring all records to new schools;
- Working in partnership with staff, parents/carers, children and outside agencies to set, monitor and review short-term objectives/targets on termly basis on personal plans;
- Providing professional guidance and continuing professional development opportunities for all staff to secure high-quality teaching and effective use of resources for all children;
- Monitoring the progress made by all children identified as having SEND and using this information to inform future planning, assessment and targets;
- Liaising regularly with outside agencies;
- Liaising with the SEND Governor on a regular basis;
- Updating and purchasing resources as needed and ensuring these are kept organised and accessible to all staff;
- Working with the Head Teacher/SLT to review the support timetable and allocate support staff to classes/intervention groups in line with the pupils needs, educational initiatives and the school budget;
- Ensuring evidence for 'Funding for Inclusion' is collected and submitted as needed and 'Initial Pupil Lists' are completed as required.

The SENCO is given administrative and management time to enable effective co-ordination, tracking, recording and communication of high quality pupil information.

Admission Arrangements

All children are admitted to school following the guidelines of the School's Admission Policy and procedures. Weetwood welcomes all children into school, including all those with already identified SEND and makes every effort to accommodate the needs of all children. When a child identified as having SEND is admitted to Weetwood, it is the SENCO's responsibility to use information from the child's previous setting to ensure that appropriate provision is in place and appropriate 'starting points' are provided.

Specialist Provision

Although at Weetwood there are no Special Educational Needs classes, intervention groups such as Friendship Groups, EAL conversational groups, Lego Therapy, Literacy and Numeracy support groups and Reading volunteers are planned and delivered as needed. The SENCO works closely with the teachers to identify children that would benefit from these groups and the staff that would deliver them.

Many of the staff at Weetwood have significant expertise in supporting children with different needs, including Deaf and Hearing Impairments, Autistic Spectrum Disorders, Speech and Language difficulties and English as an Additional Language.

Allocation of Resources

Resources are allocated to individual children as needed. Resources can be accessed by all staff at any time and additional resources may be provided by outside agencies. The SENCO is responsible for purchasing resources that will meet the needs of all learners.

Support staff are deployed in school, taking into account the differing needs of children and the funding available in the school budget. In some cases, children with EHCPs are allocated specific support from one to one supports. The provision for children identified as having SEND is funded from a SEND Notional Pot. This is topped up by 'High Level Top Up' funding that some children receive due to their high levels of needs. A child with an EHCP does not automatically receive funding and funding needs to be applied for in the normal way. High Level Top Up funding is obtained using the 'Funding for Inclusion' process which lays out strict criteria for different year groups, evidence is collected and reviewed bi-annually in Years 1, 3 and 5. In a very small number of exceptions, i.e children new to Leeds or whose medical needs have changed significantly, High Level Top Up funding can be applied for through 'In Year exception' panels. There is also funding available for the children in the foundation stage through the Early Years Funding for Inclusion and this is applied for termly.

Children with an EHCP can apply for a Personal Budget. A Personal Budget enables parents to have greater control over how the High Level Top-Up funding is used and is allocated by the Local Authority. Personal Budgets and how they are used will be monitored and reviewed regularly.

Identification and Review of Pupils Needs

Weetwood aims to ensure early identification of children who are making less than expected progress, given their age and individual circumstances. The Code of Practice (2015) defines this as progress that:-

- 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

Information to help identify children will come from many different sources:-

- Early Years Foundation Stage Profile/End of Key Stage descriptors levels/P-Scale descriptors
- Teacher Assessments/National Curriculum test/SAT results
- Observations of behavioral, emotional and social development
- Records of inappropriate behaviour/emotional/social issues
- Assessments by a specialised service such as Educational Psychologist/Speech and Language Therapist
- Standardised screening and assessment tools

The Class Teacher is primarily responsible for identifying children with SEND or any other barriers to learning and should inform the SENCO of any concerns they may have.

Children identified as having SEND are supported in school using a Graduated Response approach. At Weetwood, this is divided into 5 tiers:-

Tier 1 – *Concerns regarding progress are raised and support is given in the classroom.*

At this point, the Class Teacher should identify the areas the child needs additional help, write a personal plan or a group plan if there is more than one child with the need and talk to the parents and child about the plan. The child's name is placed on the 'Inclusion register' and monitored. In many cases, a child/children at this level of concern will have their needs met in the classroom by the Class Teacher through Quality First Teaching staff and additional intervention groups will be planned.

Tier 2 – *Additional support that is different to standard classroom differentiation.*

If, after classroom differentiation and monitoring no improvement has occurred, the Class Teacher, SENCO, parents/carers and child, where appropriate, will meet to discuss moving to Tier 2. An 'Assess, Plan, Do, Review' structure will be completed to show the actions and support that will be put in place to help the child. Following this, the personal plan is written with SMART targets. If a child no longer receives or needs additional and different interventions at 'Tier 2', they may be removed from the SEND Register. In some cases, these children may move to Tier 1 as a way of ensuring they are constantly monitored.

Tier 3 – *Outside Agencies provide a more specialised and individualized programme of support.*

As part of the review process, the SENCO, Class Teacher, parents/carers and child, may conclude that despite receiving interventions and other differentiated and additional support, there are still significant needs which are not being met. Children at Tier 3 always have input from a specialist service who contribute to the planning, monitoring and reviewing of the child's progress. This is not always direct work with the child; it may take the form of consultations with parents and staff or providing a programme to be delivered by staff. As with children on Tier 2, personal plans are written and reviewed at least termly. Children can be moved from Tier 3 to Tier 2 when progress is significant enough to demonstrate this or when outside/specialist support agencies feel their input is no longer required. If an outside/specialist support agency, no longer visits school but the child is still working on resources /programmes / advice etc from them, they will remain at Tier 3.

Tier 4 – *An Education, Health Care Plan (EHCP) request is submitted.*

For a child who is not making adequate progress, despite support at Tier 3, a request for an EHCP can be submitted to the LA. A request can be made via school, in consultation with the parents/carers or by the parents/carers themselves. When a request for an EHCP is submitted, the SENCO is required to submit evidence outlining the learning difficulties, the specialised provision (in school and specialist support) required and the child's general ability to access school life. During this time any arrangements made at Tier 3 should continue.

Tier 5 – *An Education Health Care Plan (EHCP) is in place.*

An EHCP is a legal document which is a description of all the child's needs and what is to be put in place to meet those needs by Education, Health and Social Care and can stay with an individual until they are 25 years old. A number of long term and short term outcomes are made to help prepare children for further education and eventually adulthood. The child or young person's views play a huge part in the EHCP and their views are actively sought. A child with an EHCP continues to receive support at Tier 3, with additional support and provision as outlined in the EHCP. An Annual Review, chaired by the SENCO, evaluates the provision in place, the progress made towards outcomes and identifies any changes that need to be made to the EHCP.

Children identified as having SEND may move between tiers of the Graduated Response throughout their time at Weetwood depending on the support they are receiving. Appendix 1 shows the Graduated Response at Weetwood and how children move between the different tiers. The decision to remove or move children onto the SEND Register must be in consultation with the SENCO, the Class Teacher, the parents / carers and in some cases outside / specialised support agencies.

Personal Plans

All children on Tier 1 and above will have a Personal Plan. These are written in consultation with the children and parents / carers and have 3 main sections:-

- Information about the child
- Targets and desired outcomes
- Review of the targets

All personal plans are continually monitored by the Class Teacher and formally reviewed at least termly with parents and where appropriate, the child. A copy of a reviewed, signed and amended personal plans will be given to the SENCO.

We track children's progress in reading, writing and maths using the end of year group expectations. In some cases, where the child is working outside their current year group, the use of Bsquared can be used to assess the child's needs and track their progress. Class teacher's judgments and observations are important tools for assessing progress in behaviour, self-help, social and personal skills and are valuable for monitoring children on the SEND Register.

A Common Assessment Framework (CAF)/ Early Help Plans

In some cases, a child may be experiencing a barrier to learning where Tier 2 and 3 strategies/interventions have been unsuccessful, a request for an Education, Health Care Plan is not appropriate or the cause for this barrier to learning cannot be identified. In these cases, an Early Help Plan is a possible solution. The EHP aims to bring all practitioners working with a child together, including the child and their parents / carers to identify the barriers to learning and come up with solutions to overcome the barriers. If suggested solutions and agreed actions are not being put in place the case can be referred to an Intervention Panel. Further information about an EHP and Intervention Panels can be obtained from the SENCO or the Head Teacher.

Access to the Curriculum

All children are entitled to access the full curriculum. Children with SEND are integrated with their peers and work in the classroom is planned and differentiated to meet the children's individual needs. The physical environment of the school is an important consideration for access to the curriculum, especially for those members of the school that have a physical disability. More information detailing the provision in place for an effective physical environment can be found in the Disability Equality Scheme and Action Plan. All staff work together support effective access.

Evaluating Provision for Children with SEND and Additional Educational Needs

The Governing Body, the SLT and SENCO report on the success of the provision for children on the SEND register by:-

- Monitoring and evaluating the success of short and medium term targets;
- Evaluating the impact of tailored provision and programmes of study;
- Analysing assessment data;
- Analysing attendance and exclusion data;
- Monitoring progress against priorities in the School Improvement Plan/Action Plans/Self Evaluation Form;
- Analysing views/questionnaires from parents and pupils;
- Analysing the outcomes of the Annual Review Report from parents and children.

The SEN policy is reviewed and evaluated every three years with regard to the following aspects:-

- Pupil learning and achievements
- Communication with children and parent / carer participation
- SEN Code of Practice requirements
- Requirements of staff training

- National initiatives and strategies introduced
- The vulnerable groups that are in school.

Complaints procedures

Weetwood follows the Education Leeds guidance: 'Dealing with complaints about school'. Parents who feel they have a complaint regarding any aspect of SEND or Inclusion should approach the Class Teacher in the first instance, followed by the SENCO and then the Head Teacher. If the issue fails to be resolved in this way, the complaint should be taken, in writing, to the Governors.

Training and Continuing Professional Development

The school has a commitment to staff development in the area of SEND and Inclusion to ensure all staff can effectively meet the needs of the children they work with. When staff work with individuals with particular difficulties or barriers, they will be offered training in order to support the child to the full potential. Staff are encouraged to disclose their strengths and areas for development in relation to SEND and Inclusion. Training is arranged and organised when available to help support these areas. A training record of all courses attended and school based CPD for all staff is regularly updated.

The SENCO regularly attends CPD courses, in-service training and cluster meetings/forums to keep up-to-date with new initiatives and current thinking. This is then fed back to all staff as necessary.

Links to Support Services, Other Agencies and Voluntary Organisations

Weetwood has very effective links with a wide number of outside agencies. As well as working with identified children and offering specialised, direct teaching and assessments, many of the agencies we work with provide training for staff, consultations with parents and staff and offer general advice to maintain a high standard of provision.

The SENCO liaises with relevant personal from a number of outside agencies including:-

- The Complex Needs Services (including Educational Psychologist and School Support Team)
- The Special Educational Needs and Inclusion Team (SENIT)
- The Speech and Language Therapist
- Deaf and Hearing Impaired Team (DAHIT)
- The STARS (Specialist Training in Autism and Raising Standards)
- The Pupil Development Centre
- Child and Adolescent Mental Health Services (CAMHS)
- Extended Services (Guidance and Support Panel)
- School Nurses, Community Pediatricians and General Practitioners

Working in partnership with Parents

Good relationships and communication with parents and carers is essential in ensuring children reach their full potential and have a positive self-image. We welcome and encourage all parents / carers to participate in their child's education and strive to keep them fully informed, value their views and contributions and welcome them into school. Weetwood has an open door policy where parents can talk to their Class Teacher or the SENCO at any time and be able to arrange meetings to discuss issues as they arise. Parents/Carers are invited to attend review meetings at least twice a year with the Class Teacher and the SENCO to discuss their child's progress and review their short-term targets.

Links with Other Schools / Transfer Arrangements

Starting in Foundation Stage

Foundation Stage staff will meet with staff from previous settings prior to pupils starting at Weetwood. Any concerns about particular needs will be brought to the attention of the SENCO and where necessary, further meetings will be arranged.

Transferring to Weetwood from other schools

Class teachers of children joining from other schools will receive information from the previous school. The SENCO will contact the school to discuss the child's needs and in some cases visit the school.

Transferring to High School (Yr6) or to another school

All information about the child will be transferred to the new school. We strive to ensure a smooth transition for pupils with SEND and Additional Educational Needs as they move to new school by involving the children in planning their own transition and identifying what they feel they need. This can include, inviting staff from the new setting into school and visiting the new setting more, regular liaison with the SENCO and/or Class Teacher, Head of Year, Support Assistant etc.

This policy outlines SEND at Weetwood, it must be read alongside other policies which give greater detail of the other areas of Inclusion:-

- Equality Policy
- Care and Control Policy
- Behaviour Policy
- Gifted and Talented Policy
- Induction Policy for EAL and Bilingual children
- Race Equality



Graduated Response for children with Special Educational Needs and Disabilities



