



SEND Policy (Reviewed May 2019)

Updated January 2021

Contents

Introduction	Page 1
Aims and Objectives	Page 1
Definition	Pages 1, 2
Roles and Responsibilities	Page 3
SEN procedures	Page 4
Identifying Special Educational Needs	Page 4, 5
Supporting Pupils with SEND and managing Pupils' Needs	Pages 5, 6, 7
Outside Agencies	Page 7
Education Health Care Plan	Page 8
Working in Partnership with Parents	Page 8
Transitions	Page 9
Supporting Pupils with Medical Needs	Page 9
Disability Access	Page 9
Training and Resources	Page 10
Compliance	Page 10
Complaints Procedure	Page 10
Policy Review	Page 10
Links to other Documents	Pages 10, 11
Contact Details	Page 11
Glossary	Page 12

Introduction:

At William Davis Primary School, we believe that every pupil has the entitlement to develop their full potential. As a staff team we pride ourselves in being ambitious for all our children. We model the skills and values needed to be successful learners in a learning community. Our pupils work hard to meet the high standards we set for them. They strive to become creative, thoughtful individuals, ready to take on the challenges of secondary school, and life. We are an inclusive school and strive to work flexibly and collaboratively in order to meet the needs of all our children. Our pupils at William Davis Primary School are at the centre of everything we say and do. Our school community motto is "To be the best you can be". We are fully committed to providing an inclusive environment and the best learning conditions for each pupil and are aiming to maximise progress and achievement for pupils with SEND.

Aims and Objectives:

This policy is designed to ensure that our school meets its statutory responsibilities to pupils and their parents in accordance with the (Children and Families Act 2014) and the Special Educational Needs and Disability Code of Practice (2014), which sets out the roles and responsibilities of schools, school governing bodies and the Local Education Authority. It gives guidance to schools, the Local Education Authority and other agencies in making provision for children with special educational needs and disabilities.

Definition:

The Special Educational Needs and Disability Code of Practice (June 2014) defines a child as having special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her.

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

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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act).

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational Provision means:

- a) For a child of two and over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of the child's age by mainstream schools.

b) For a child under two years of age, educational provision of any kind.

Some children who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term effect and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes ‘sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.’

A child may fall into one or more of the definitions.

To achieve these aims the school will:

- Ensure the school’s SEND policy is implemented by all staff
- Identify and assess the needs of children with SEND at the earliest opportunity
- Ensure that children with SEND make progress and experience success across the curriculum by differentiating their work using varied teaching methods and providing additional support as appropriate to their needs
- Monitor and review children’s progress through accurate assessment and record keeping
- Take into account the view of the child and involve them in the process of identification, assessment and provision
- Work with parents/carers in supporting their child’s education, involving them at an early stage to develop a good working partnership
- Work closely with all outside agencies, which are involved in supporting the child
- Make all staff aware of their responsibilities in supporting children with SEND who are in their care and provide them with clear and manageable procedures for doing so
- Have a designated member of staff who is special needs coordinator (SENCo) with responsibility for pupils with SEND needs and have a governor with a particular responsibility for SEND provision within the School
- Provide and arrange appropriate training and de-briefing to support staff in meeting the needs of children with SEND

Roles and Responsibilities

Role of the SENCo

The SENCo is responsible for day-to-day operation of the SEND policy. At William Davis we fully believe in supporting children with a wide range of needs, including those with social, emotional and mental health needs and children with disabilities in a holistic way.

Other people working as part of or jointly with the SEND Team:

- Teaching Assistants (with responsibility to support pupils with special educational needs and or disabilities):

Deliver programmes planned by the class teacher and provide effective support for children with a high level of need. These children will most likely have a Statement of Special Educational Needs or an Education Health Care Plan. They also deliver specific, short-term intervention, which target the area of need. Programmes can include 1 to 1 reading, additional writing or maths support.

- Learning Mentors

Implement targeted strategies to remove barriers to learning for pupils with identified SEMH needs and implements individual behaviour plans for children set out by the SENCo (SEMH). They also deliver small group intervention to help children develop successful friendships and social skills.

(In addition to working closely with class teachers, these staff members maintain close links with parents and carers and provide daily or regular feedback.)

- SEND Governor:

Provides up-to-date information to the Governing Body on the quality and effectiveness of SEND and disability provision within the school and ensures that the school's national SEND budget is appropriately allocated to support pupils with SEND. The SEND Governor also reviews policies and assures the Governing Body that the website publishes the school's offer in accordance with the new Code of Practice.

- Child Protection – and Safeguarding Officer

Takes lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the Local Authority and working with other agencies.

Please refer to the School Offer for a more comprehensive list of roles and responsibilities.

SEND Procedures at William Davis Primary School

At William Davis, we aim to identify pupil's special/additional needs at the earliest opportunity. The school follows the guidance in the SEND Code of Practice 2014 and consequently uses a graduated approach to the identification, assessment and provision of pupils with SEND.

Identification of Special Educational Needs

The school makes full use of information passed on by previous settings and information provided by parents/carers to ensure that from the moment the child starts they have access to a broad and balanced curriculum. Induction assessment is also carried out once a child has settled to obtain a baseline on entry. Furthermore, the school has a system in place whereby a teacher or staff member records any initial concerns they have about a child in their class on a 'cause for concern' sheet which is shared with the SENCo. The SENCo will then arrange a meeting and/or an observation and, together with the class teacher, put appropriate strategies in place and monitor the child, should the child be identified as having special educational needs.

All children's progress – academically, socially and emotionally, is continuously monitored.

The school has termly pupil progress meetings with the class teacher, teaching assistant/s, SENCo, phase lead and headteacher. For pupils who have made less than expected progress follow up actions/ individualised support plans are put in place.

The school carefully looks at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether a lack of progress is due to limitations of their command of English or if it arises from SEND or disability. Difficulties related solely to limitations in English as an additional language are not SEND. Should a child be identified as having SEND, a support plan is put in place.

Special educational provision is matched to the child's identified SEND. Children's SENDs are generally thought of in the following four broad areas of need and support (SEND Code of Practice 2014):

- Communication & Interaction (C&I)
- Cognition & Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (S/Phys.), including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD)

At William Davis all children are provided with 'Quality First Teaching'. We regard this as an essential tool to improve outcomes for all learners. This can be in the form of coaching from curriculum leaders or having additional teachers in targeted year groups. Teachers plan lessons according to the specific needs of all children in their class. Lessons offer the challenge and support for each child to learn and progress to the best of their ability. Strategies, resources, as well as outcomes are adapted to meet each child's learning needs. Grouping arrangements are organised flexibly with opportunities for both small group ability setting and mixed setting to maximise learning opportunities for all. If

progress continues to be less than expected, the class teacher, phase leader and SENCo will assess whether the child has a specific educational need and arrange for relevant additional support/interventions to be put in place.

Part of the school's budget is to provide support for pupils with SEND. This money is used carefully and all the ways in which we support children with additional needs are costed. Decisions about which programme is best for a child are made by the SENCo in consultation with the child's teacher, teaching assistants and parents/carers.

Supporting Pupils with SEND and Managing Needs – a Graduated Response

Where it is determined that a pupil does have special educational needs, parents will be informed and their child will be added to the special educational needs register. The aim of formally identifying a pupil with special educational needs is to help the school to ensure that effective provision is put in place and barriers to learning are thereby removed. The support consists of a four-part process:

➤ Assess

This involves analysing the pupil's need: teacher assessment, information from parents/carers, advice from external agencies, comparison with peers and national data. This analysis is reviewed regularly. Formal assessments are carried out termly, and in some cases half-termly by class teachers. All SEND data is tracked and analysed termly by the SENCo in order to prioritise relevant support for pupils or staff.

➤ Plan

This involves consultation between the teacher, SENCo, parents/carers and the pupil. Pupils and parents/carers play an important part and are fully involved in this process. All class teachers are provided with a class provision map, which is regularly updated, informing them of any known difficulties (learning, as well as emotional, social difficulties), medical conditions, interventions and details of outside professionals involved with each child.

Children with high individual levels of needs will have an individualised support plan. The level of provision is decided as outlined in the School and Local Offer.

➤ Do

The class teacher will remain responsible for working with the child on a day-to-day basis. They remain responsible even where the intervention may involve group or one-to-one teaching away from the main class teacher. The SENCo will work closely with professionals and plan and assess the impact of support and interventions. Support with further assessment and advice on the implementation of effective support will be provided by the SENCo.

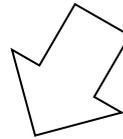
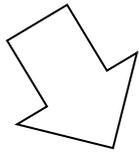
➤ Review

A child's progress will be reviewed regularly, depending on the nature of the intervention or specific programme. The impact of support given is carefully measured to ensure that the learning outcomes have been achieved and if not, that adaptations are made. It may be decided that a further period of support would be beneficial for the child. The school will ensure the child and their parents/carers are kept informed and are encouraged to be involved at all stages of this support

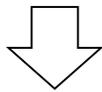
Plan, Do, Review Cycle

Termly Pupil Progress Meetings:
CT, TA, SENCO and HT to discuss
lack of progress, difficulty
accessing the curriculum and social
and emotional needs.

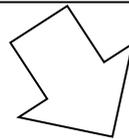
Teacher or parent raising concerns
e.g. consistently low assessment,
difficulties accessing the
curriculum, social and emotional
needs. Teachers complete a cause
for concern sheet or speak to the
SENCo who will observe the pupil
at the relevant time.



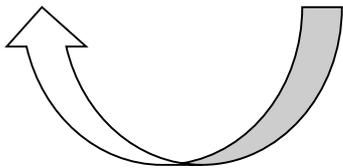
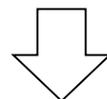
An adapted curriculum is put in place
by the SENCo and class teacher.
Progress is reviewed. If progress is
less than expected, a plan of action
for further support is drawn up and
put in place.



Pupils are placed on the SEN
register. SEN information shared
with parents/carers. Support plan
drawn up with child and family and
reviewed twice annually. Specific
intervention/s put in place. Outside
professionals contacted and
referrals made, where relevant.



SENCo in collaboration with
parent/carer to apply for Education
Health and Care Plan.



EHC Plan in place and reviewed after 8-weeks, then annually.

At William Davis, we have a three - tiered approach to a child's learning:

Universal – this is the quality first teaching pupils will receive from their class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to a child's learning. This takes the form of a graduated four part approach of a) **assessing** a child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on a child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents/carers will be kept informed of their child's progress towards learning outcomes.

For specific provision and interventions please refer to the school's '**Provision Map**'

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. This may include educational psychology, speech and language therapy, occupational therapy, specialist advisory teachers and the Child Development Team. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

Outside Agencies

The following agencies are currently with and/or accessible through school:

- Educational Psychology
- Speech and Language Therapy
- Child Development Team
- Child and Adolescent Mental Health Services
- Occupational Therapy
- Counsellor/Play Therapist
- Hearing and Visually Impaired Service
- Specific Learning Difficulties Team
- Language and Communication Team
- BASS (Behaviour Outreach Support)
- Phoenix Outreach Team (ASD)
- Stephen Hawking Outreach Team (Profound and Multiple Needs)
- Disability Advisory Teacher
- ICT and Inclusion Advisory Teacher

- Attendance and Welfare Advisor
- Social Care
- Parent Advice Centre (PAC)
- Early Years Advisory Team

Education, Health and Care Plan (EHC Plan)

The purpose of an EHC Plan is to make specialist provision to meet the special educational needs of a child, to secure improved outcomes across education, health and social care and, as she/he gets older, prepare for adulthood. An EHC plan will contain:

- The view and aspirations of the parents/carers and the child
- A full description of the child's needs, including any health – and social care needs
- Expected (desired) outcomes for the child's progress
- Specific provision required and how education, health and social care will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC Plans are issued to those children who fall into the lowest 1-2% national ability trends. Parents/carers and/or the school, usually the SENCo or Headteacher, can request that the local authority conducts an assessment of a child's needs. This may lead to an EHC Plan.

EHC Plans are initially reviewed after eight weeks and annually thereafter (or twice a year where the child is below the age of five). Children and their parents/carers are encouraged to participate fully in these reviews, which will celebrate progress and achievement and generate an action plan for the following year. These reviews are run on person/centred lines so that the young person, their classmates, their family and any other relevant professionals have the opportunity to think about what is working well for the child and where improvements can be made.

Working in Partnership with Parents/Carers

At William Davis, we believe in working in partnership with parents and carers. We believe that parents/carers know their children best and by working together, we can maximise the difference we make for them. We are always ready to speak to parents and carers about any concerns they might have about their children. Parents/carers are encouraged to see their class teacher or our SENCo if they have any concerns about their child. We make every effort to communicate concerns to parents/carers as soon as possible. We strive to fully support parents/carers in order to ensure:

- 1) Early and appropriate identification and assessment of SEND
- 2) Appropriate intervention and provision is provided
- 3) Pupils with SEND are making continuous progress, both academically and emotionally
- 4) Personal and academic targets are set and met effectively

In some cases, if an assessment or referral indicates that a pupil has additional learning needs, parents/carers and pupils will be consulted with regards to future provision and will be involved in

target setting. Parents will also be invited to meet outside agencies, should these be supporting their child.

The school regularly runs coffee mornings and parent workshops, to provide opportunities for parents to talk to each other, find out more about the way learning is facilitated and meet with outside professionals.

Transition - how we prepare for pupils joining and leaving our school

At William Davis, we understand that transitions can be difficult for children, particularly for children with SEND. We therefore liaise closely with the nursery, primary or secondary school the child is transferring from or to. We encourage prospective parents and children to visit the school and arrange home visits for each pupil joining our nursery, so we can see the child in a familiar environment and families can share the child's likes and inform us of any areas of concern.

When a child with special/additional needs moves on to secondary school, we share our knowledge about the child's needs with their new school. Before moving to secondary school, all children in Y6 participate in a variety of transition activities. For children with additional needs we will sometimes arrange to visit their new school a number of times with a familiar member of staff. Parents and carers are welcome at these transition meetings. They may also receive extra support, such as independent travel training to help them develop awareness of safety issues when in public places or transition programmes provided by external agencies in conjunction with secondary schools.

Children moving to new year groups within the school have the opportunity to meet and work with their future teacher at the end of the summer term. Furthermore, teachers have handover meetings, where all assessment and SEND information is passed on and discussed to ensure individual children's needs are being met as soon as they start in their new class.

Supporting Pupils with Medical Needs

William Davis Primary recognises that pupils with medical conditions should be supported appropriately so that they have full access to all areas of learning and extra curricular activities, such as clubs and trips. 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.

For further information, please refer to the school's policy for Pupils with Medical Conditions.

Disability Access

We are fully committed to enabling full access to all pupils, including those with disabilities to the curriculum and learning facilities. The school was built over 100 years ago and has many stairs. In order to accommodate a child's additional needs or disability, we can move our classes, but there will always be at least two flights of stairs to reach the classroom. We currently have no accessible toilets.

In school we currently have a range of equipment to support children with additional needs and disabled children. If a child needs a particular piece of equipment we will consider purchasing it from our SEN budget or acquiring it from specialist services.

The school ensures all pupils, including those with additional needs and disabilities, are given access to all the activities offered at school, outside the classroom and in the local area, including the residential trips in Year 4 and Year 6. Children with additional needs and disabled children are

supported by an appropriate adult to ensure their safety and ability to participate. A risk assessment prior to the trip ensures that preparations to remove any possible barriers to participation are removed in good time. Parents and carers are always consulted before arrangements are finalised, where children with complex needs are concerned.

The school has a Single Equality Scheme, as well as an Access Plan, which should be read in conjunction with this policy.

Training and Resources

The school regularly reviews its training schedule and professional development for all teaching and support staff to make sure we maintain the appropriate expertise to support children with special educational needs, disabilities and medical conditions. The SENCo regularly attends SENCo conferences and network meetings in order to keep up-to-date with local and national updates in SEND. School staff are offered opportunities to attend external training programmes from a range of organisations including the Specialist Team at the Professional Development Centre. Additional training by the SENCo, as well as other outside professionals, such as the speech and language therapist or the specialist teacher for pupils with autism are also arranged in-house. Furthermore, we involve these professionals to help teachers and support staff to understand the additional needs of specific pupils and to help them plan and teach lessons in a way that is appropriate and inclusive.

Compliance

This policy is designed to ensure that William Davis Primary meets its statutory responsibilities to pupils and their parents/carers in accordance with the following:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England KS1 and 2 Framework Document (September 2013)
- Keeping Children Safe in Education: advice for schools DfE (2015)
- Teachers' Standards

Complaint procedure

Parents who are concerned about their child's progress or provision should initially speak to the child's class teacher and/or the SENCo. Hopefully they will be able to address any concerns.

If parents or carers are still unhappy, they should contact the Headteacher, who may direct them to the school's Complaints Procedure.

Policy Review

This policy will be reviewed every three years. Next review May 2022

Links to other Documents

1. SEN Information Report
2. Single Equality Scheme
3. Access Plan
4. Supporting Pupils with Medical Conditions
4. Teaching and Learning Policy
5. Child Protection Policy
6. Behaviour Policy
7. Anti-Bullying Policy
8. PSHE Curriculum
9. Complaints Procedure
10. Admission Arrangements, including mid-term admission procedures

Contact Details

Claudia Wesse - SENCo

Annika Eadie - Headteacher, designated Child Protection and Safeguarding Lead

Chris Smith – Chair of Governors

Appendix 1 - Glossary

	Stands for	Means
COP	Code of Practice	The legal document which outlines how pupils with SEND from 0-25 should be supported in their journey through school and college.
CYP	Child or Young Person	Used in the Code of Practice to mean child or student.
SEN	Special Educational Needs	A child who has a need that requires support which is additional to or different from the rest of the peer group
SEND	Special Educational Needs and Disability	A child with the above, plus an additional physical or mental impairment which has a long-term effect and substantial adverse effect on their ability to carry out normal day-to-day activities.
C&L	Cognition and Learning	Ability to learn new concepts, to retain and transfer information. A child with C&L needs has difficulty with this.
C&I	Communication and Interaction	Ability to express him or herself verbally and/or understand verbal instructions. A child with C&I needs has difficulty with this.
ASD	Autistic Spectrum Disorder	Refers to a broad range of conditions characterised by challenges with either one or more of the following: social skills, repetitive behaviours, speech, (social) communication, or sensory integration.
SEMH	Social, Emotional and Mental Health Needs	A child who struggles with social and/or emotional situations and/or understanding of feelings and friendships.
PD	Physical Disability or Physical Difficulties	A child who has a physical disability that may hinder his or her mobility; Or a child who has difficulty with fine, or gross motor skills and/or coordination. It also includes children with hearing or vision impairments and children with sensory difficulties.
SpLD	Specific Learning Difficulty	This usually involves a diagnosis by a medical professional, such as Attention Deficit Disorder, Autism etc.
CDT	Child Development Team	A multi-disciplinary team of medical professionals, who carry out assessments in order to diagnose potential developmental difficulties. They also provide advice and support for children and their families and school.

CAHMS	Child and Adolescent Mental Health Services	Specialists who assess and advise to help pupils with their emotional and mental health.
SALT	Speech and Language Therapy	Specialists who assess and advise to help pupils to understand spoken language and instruction and to use spoken language to communicate.
OT	Occupational Therapist	Specialists who assess and advise to help pupils to adapt and manage everyday situations and environments.
SENCo	Special Educational Needs Coordinator	A person who manages both the overview and day-to-day running of special educational needs in a school.