



Policy title: SEND policy

Date created: October 2020

Date ratified:

Next Review Date: October 2021

Signed:

## 1. Introduction

### 1.1. Definition

Great Wilbraham C of E Primary School (GWPS) is committed to inclusion. We believe in providing an appropriate, high quality education for all children in our school, especially those identified as having special educational needs (SEN). There is a commitment to offering a broad and balanced curriculum that enables children to reach their potential.

### 1.2. Rationale

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

An ongoing part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging and to offer new opportunities and services to children.

### 1.3. Code of Practice

The new 0-25 Code of Practice (2014) is based on the reforms of SEND in the *Children and Families Act 2014*. It recognises that children with 'the right support and high aspirations' can achieve well and that schools are 'vital to the success' of young people. It states the following principles:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for Adulthood.

## 2. Leadership and management

### 2.1. Roles and responsibilities

#### Headteacher and Leadership

The SENDCo is Rachel Holt and can be contacted on 01223 880408 or through the office at [admin@greatwilbraham.cambs.sch.uk](mailto:admin@greatwilbraham.cambs.sch.uk)

#### Staff

Staff will ensure that SEND is catered for in their class and Quality First Teaching and additional interventions are in place but should further advice be needed, staff will go to the SENDCo.

#### Parents

Staff and parents work together to support children with SEN, in the identification process and application of new provision. We believe that parents should be involved at all stages of the education planning process and that home-school communication is vital in ensuring a child's needs are met. Short term targets will be set for children with SEN that will be shared with parents on a regular basis. Working in partnership helps to reinforce the concept therefore helping your child to develop their skills more quickly.

#### Children

The child is the most important person in the process of identification and supporting in SEN. In order to gain their views, children are asked to participate in pupil perception interviews, individualised questionnaires and invited to attend key meetings. Targets are created with the child to provide ownership of them.





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## External Agencies

There are a number of external agencies who can support children with additional needs. The SENDCo will liaise frequently with these professionals to ensure that the child with SEN gets the best possible outcomes.

Some of the agencies that GWPS work with are:

- Children's Services
- School Nurse
- Community Paediatrician
- Speech and Language Therapy
- Specialist Teachers Team
- Occupational Therapy
- Physiotherapy
- Voluntary organisations such as Blue Smile / NSPCC

## 2.2. Continuing professional development

The SENCo attends regular SEN update briefings led by the Local Authority.

All members of staff are given regular updates based on the latest educational research by a range of professionals and offered opportunities to extend their professional development with external providers.

In-service training is offered throughout the year and is based on the needs of the current cohorts of children.

## **3. Teaching, learning and assessment**

### 3.1. Identification

The Code of Practice states that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

When reviewing and managing special educational provision there are four broad areas of need outlined in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and / or physical needs

In order to accurately identify needs, we use the following information to gain a better picture of a child's abilities:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum (2014)
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN or EHC Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Previous identification of SEN prior to joining the school

We regularly observe and assess all children with formal assessments made each term. During our data analysis (also termly) children who are not progressing satisfactorily are identified and offered appropriate interventions and support to help them reach their targets. This does not automatically mean that a child





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has SEN but that our school is committed to offering support to raise the achievements of all children. Parents and teachers (with the involvement of the SENDCo as necessary) have regular meetings so that any additional needs are identified promptly.

Additionally, during the academic year, a multi-agency planning meeting is held between the SEN Coordinator (SENDCo) and a local authority specialist teacher (STT) to discuss any children that display learning, social or physical behaviours that are additional or different to their peer group. This enables specialist advice to be offered from the outset so that teaching can also cater for the needs of all individuals. Please note that our school will always ask permission of the parents to talk about a child with another agency.

Upon identification, the child and their parent will be offered the opportunity to meet with the class teacher and SENCo who will outline the provision to be implemented. A review date will be arranged so that support is regularly adapted to meet the changing needs of any individual.

Children identified with SEN are placed on an internal list / register which is reviewed termly. Although there is no longer the 'graduated response' approach, our school believes that children should be offered the appropriate level of support. Therefore, more specialist provision may well be offered, prompting school and parents to request an Education, Health and Care needs assessment.

### 3.2. Provision

At GWPS, we believe that Quality First Teaching is paramount in helping all children achieve their potential. When needs are first identified, specialist interventions may be organised to fill gaps in learning or establish new patterns to learning behaviour. We have a vast array of different strategies and interventions to support learners. A provision map is written each year that outlines the support a child with SEN is receiving. The pupil progress grids are updated termly by teachers, identifying any new interventions or strategies being used to support a child.

Our provision falls into the following categories:

- Language and communication (including thinking skills)
- Literacy
- Mathematics
- Motor Skills
- Nurture / Attendance / Welfare
- External support

Children may have access to provision across a number of the aforementioned categories or merely have their needs met by thorough, differentiated planning by the class teacher.

### 3.3. Education, Health and Care Plans

At GWPS, SEN support is adapted to meet the individual. Sometimes, despite additional interventions and high quality teaching, expected outcomes are not achieved. At this point, the school or parents can request an Education, Health and Care (EHC) needs assessment which can lead to an EHC plan. The Local Authority gather a range of information on the child and their needs before deciding whether an EHC plan would help a child to achieve the desired outcomes. Section F of the EHC plan specifies the provision required to meet the child's needs. The Local Authority must make sure that this support is provided and determine whether additional funding or external expertise is required. Annual reviews of EHC plans will be





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required, offering another opportunity for parents, teachers, the child and other agencies to share good practice and amend provision as necessary.

### 3.4. Assessment

All information relating to a child's SEN is kept securely but accessible to those who need the information most. We follow the requirements set out in the *Data Protection Act 1998* and pass information on to external professionals only after permission has been sought. Permission has to be gained every year to discuss the children before a SEND planning meeting.

## 4. **Personal development, behaviour and welfare**

### 4.1. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. Every child's individual needs are catered for and risk reduction plans may be put into place where necessary.

## 5. **Outcomes for pupils**

### 5.1. Inclusion and equal opportunities

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children; we regularly monitor attainment and progress to ensure that these groups of children are on track to reach their aspirational targets.

### 5.2. Academic outcomes

It is our aspiration for all children to progress as well as possible and that if some children are unable to reach age expected outcomes then they should at least make good progress. This is tracked throughout the year by the leadership team and the classteacher.

## 6. **Complaints procedures**

We hope that our open door policy means that issues are resolved quickly in the best interest of the child. Should you feel that an issue is ongoing and that the Headteacher has not dealt with it sufficiently, please contact the Chair of Governors at [chair@greatwilbraham.cambs.sch.uk](mailto:chair@greatwilbraham.cambs.sch.uk) making reference to our complaints policy and its procedures. Chapter 11 of the new Code of Practice offers further advice for parents and schools in dealing with SEN-related disagreements.

## 7. **Links to other policies**

### 7.1. Equality

## 8. **Appendices**

### 8.2 Referral documents

### 8.3 Criteria for accessing support

### 8.4 Procedures for identification of SEND

### 8.5 Speech and language descriptors

### 8.6 Autism descriptors

