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Willow Tree Primary School



SEND Policy

Author: Headteacher

Owner: School Committee/CEO

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 24: Every child has the right to the best possible health.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

For more information on the convention and the rights of each child visit:

<http://www.unicef.org.uk/>

SEND Policy

Special Education Needs and Disability Policy and Local Offer

(Taking regard of the Children and Families Act 2014)

It forms the basis of our “Local Offer” consisting of information for parents/carers of children who have Special Educational Needs or a disability (SEND), and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

Consideration is also taken of the Single Equality Act 2010 and of the SEND Code of Practice 2014

Policy Statement

Willow Tree Primary School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment.

The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs or disabilities.

Context

All teachers within our school are teachers of pupils with Special Educational Needs. At Willow Tree Primary School, we have high expectations and aspirations for all of our pupils regardless of Special Educational Needs or Disability.

We believe that Quality First Teaching is best practice for all children in our school including those with Special Educational Needs.

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs or disability if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

(Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Objectives

- To create an inclusive environment that meets the additional needs of each child;
- To ensure that the additional needs of children are identified, addressed and provided for;

- To make clear the expectations of all partners in the process (including parents and children);
- To identify the roles and responsibilities of staff in providing for all children's educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To actively involve pupils in a sensitive and non-stigmatising way in the learning plan process to promote positive confidence and self-image.

Roles and Responsibilities

- **The role of the School Committee** (ref: Children and Families Bill)
 - to cooperate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
 - to cooperate with the head teacher to determine the school's general policy and approach to provision for children with special educational needs and/or disability;
 - to establish appropriate staffing and funding arrangements;
 - to maintain a general oversight of the schools work with SEND pupils;
 - to report to parents annually on the school's policy on Special Educational Needs and Disability
- **The Role of the Head Teacher**
- ○ to be responsible for the day-to-day management of provision for children with Special Educational Needs and/or Disability;
 - to keep the School Committee informed of issues related to pupils with Special Educational Needs and/or Disability;
 - to work closely with the school's SENDCO

- **The role of the SENCO**

At St Michael with St Thomas the key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND. policy;
- To report back to the Executive Head teacher and School Committee on a regular basis, giving updates of progress and development
- Coordinating provision for children with Special Educational Needs and Disability; Liaising with the head of safeguarding and extended services; Liaising with and advising staff (teachers and teaching assistants); Managing Teaching Assistants; Overseeing the records of all children with Special Educational Needs; Liaising with parents of children with Special Educational Needs; Identifying needs and facilitating or contributing to the in-service training of staff.

- Liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; Health and Social Services, and Voluntary Bodies.

- **The Role of Teaching and Non-Teaching Staff**

- to be involved in the development of the school's SEND policy;
 - to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs, including writing IEP/IBP's and reviewing and reporting progress to parents/carers.
 - to provide appropriate and challenging activities for pupils with additional needs.

Admission Arrangements

Willow Tree Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils. We recognise the intrinsic value of every child, and we aim to meet all children's needs. (Schedule 1 paragraph 4)

Access to the Curriculum, including The National Curriculum

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils, including those with an Education and Health Care Plan (EHCP), spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it, are withdrawn for short periods for individual programmes based upon their learning plans and bespoke targets. Care is taken not to disadvantage pupils by this withdrawal as this would be to enhance their development. Staff consider children with Special Educational Needs within their short-term planning, providing access strategies and differentiating work so that it is accessible to all children. This can be evidenced from planning and work produced by the children.

Inclusion Arrangements for Pupils with SEND

All pupils play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

Facilities

- **Educational access:**
 - The school employs a number of Teaching Assistants whose roles include the support of individuals or groups of children who need extra help in order to access the curriculum through Academic Interventions.
 - The Teaching Assistants work closely with the class teachers and use recommendations of the children's individual learning plans, in order to support learning and assist the children in reaching their targets.
 - The school also provides Therapeutic Interventions.
 - The Learning Assistants with responsibility for academic and therapeutic interventions work closely with the SENCO and head of safeguarding and extended services, as well as

class teachers, in identifying and supporting children who will benefit from a range of small group and/or 1:1 interventions.

- **Allocation of resources:**

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans and 1:1 enhanced provision
- The Head Teacher informs the School Committee of how the funding allocated to support special educational needs has been employed.
- The Head Teacher and the SENCO meet on a regular basis to agree on how to use funds directly related to SEND.
- The SENCO prepares an audit and action plan for the School Improvement Plan, which is monitored by the School Committee and Head Teacher.

Working in Partnership with Parents (ref: Code of Practice: Chapter 2); (Schedule 1 paragraph 15)

Willow Tree actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision-making processes about special needs provision.

To enable this:

- The SEND policy and SIR (SEN information Report) are available on the school website for parents to access. This forms the school's Local Offer.
- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to visit school and discuss any concerns or problems they may have about their child with the class teacher, head teacher or SENCO
- Parents are encouraged to be involved in SEND provision, and to take an active role in developing individual learning plans; Education Health Care Plans (E.H.C.P.) and in some cases, Pastoral Support Programmes (P.S.P.)
- Parents are encouraged to take an active role in monitoring their child's progress through regular review meetings.
- Problems and concerns are discussed and resolved through meetings with parent, pupil, class teacher, head teacher, SENCO, outside agencies and the L.A. The views and wishes of parents play an important part in these discussions and decisions.
- The school will inform parents of any Parent Partnership Services available within the Local authority.
- School is aware that some parents will be anxious about their children needing SEND provision and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and convenient to all concerned.
- Parents have the opportunity to record their views in a section of the IEP/IBP review form.

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child are given due weight according to the age, maturity and capability of the child

(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their learning plan at an appropriate level.
- We aim to ensure that children are aware of their targets, if they have achieved them, or of the progress that they have made. Children, in KS2, sign their learning plan with their parents.
- Children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, thus raising self-esteem and their motivation to succeed.
- Children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward.
- The purpose of any assessment is explained to the child, to avoid any anxiety or confusion.
- The purpose of any visiting professional is explained to the child.
- School acknowledges the importance of providing therapeutic interventions for children.

Broad Areas of Need

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Speech, language and communication needs (SLCN)	Moderate Learning Difficulties (MLD)	Children who may be withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health disorders i.e. depression, anxiety, self-harm, substance misuse, eating disorders	Hearing Impairment (HI)
Autism Spectrum Disorder (ASD)	Severe Learning Difficulties (SLD)		Visual Impairment (VI)
	Profound and Multiple Learning Difficulties (PMLD)		Multi-sensory Impairment (MSI)
	Specific Learning Difficulties (SpLD) – such as dyslexia.		Developmental Coordination Disorder (DCD)
		ADHD ADD	
		Attachment Disorder	

Foundation Stage: Assessment and Identification

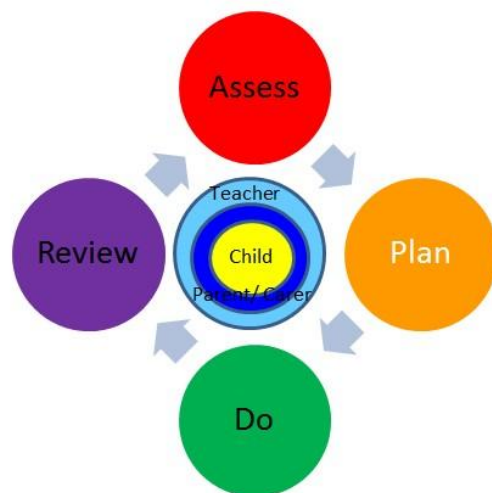
- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, as well as taking into account some children may not have received any Nursery Education when they enter Reception that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.
- Meetings with pre-schools will determine any existing identified needs.
- On entry to Reception, children are Baseline Assessed using a recognised and accredited process. They are also assessed using the WellComm screening tool, to identify any speech and communication needs at an early stage.

Primary Phase: Assessment and Identification

- During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND.
- School uses the Read Write Inc programme for all children in EYFS – Year 2, with those in Year 3-6 accessing 1:1 phonics using this programme.

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- Those requiring specific literacy support from Years 3 to 6 utilise the 'Multi-Sensory approach to teaching learners with Dyslexia Programme' in conjunction with IDL. These evidence-based programmes use a placement test and diagnostic tests, to determine the specific route for each child. The programme is regularly reviewed, and the progress of the children assessed.
- Assessment at Key Stage Two is undertaken using standardised tests (E.g. Past SAT papers or NFER tests) in reading, writing, spelling and mathematics.
- Staff use KPIs (key performance indicators) to assess children's progress throughout the year. Each KPI is broken down into smaller steps. Each year group has a set of KPIs for reading, writing and mathematics. This allows staff to use KPIs from previous year groups to determine which exact step a child is working at. This also allows staff to track progress for each child, regardless of their starting point.
- The SENCO uses the EYFS framework, pre-key stage standards and engagement model alongside the school's assessment framework where appropriate or to assess children when applying for additional enhanced funding.

Assess, Plan, Do, Review Cycle



Assess

Clear analysis of the child's difficulties is crucial to planning effective strategies, provision and influencing adjustments to teaching that will lead to progress and improved outcomes. In order to achieve this:

- Draw on teacher assessment and experience of the child.
- Previous achievement- progress and attainment.
- Information from the school's core approach to pupil progress, attainment and behaviour.
- Teacher assessment and the child's development in relation to their peers.
- Any advice given by external professionals.
- Parental concerns: these must be recorded.
- Comparing parental concerns to school's own assessment information on how the pupil is progressing.

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- Use of standardised assessment information.
- Checklists and observation.
- Profiling tools, for example for speech, language and communication needs.
- Observation schedules and prompt sheets.
- Questionnaires for parents and pupils.
- Screening assessments.

Plan

Quality First Teaching

- Our mastery to all subjects allows all children to access learning at a level which is appropriate to their needs, through access strategies.
- Following the assessments completed, teachers must consider the adjustments to teaching and any access strategies they need to provide.
- Discussion with the SENCO about the adjustments to teaching that is required to meet the child's needs.
- Suggested strategies and advice around QFT can be sought from the SENCO and the local offer.

Learning Support Plans

- Once the specific area has been identified, additional or different provision targeted at the identified area can be planned.
- What is additional and different in terms of targeted provision has a clear outcome that is shared and understood by all.
- All staff who work with the child need to be aware of the outcomes, strategies and approaches required.
- Any support or intervention should be selected to meet the outcomes identified for the pupil.
- Skills learnt during targeted provision are practised back in class, making it purposeful instead of isolated.
- Communication is therefore essential between the staff delivering the provision and the class teacher.
- Parents understand and agree on the support offered in school.

Do

- Class teacher remains responsible for working with the child on a daily basis.
- Where interventions take place away from the classroom, the class teacher retains responsibility for the pupil.
- Opportunities to plan together with the teaching assistant/ professional delivering the intervention are important.
- Class teachers and teaching assistants are both responsible for the delivery of interventions.
- SENCO should support the class teacher in further assessment of the child's strengths and weaknesses- problem solving and advising on effective implementation of support.
- Class teachers should be continually, informally reviewing the child's progress and reflecting on their own practice. When marking and planning afterwards, class teachers should reflect

- on what is going well and what could be improved in order to ensure that children meet their outcomes.

Review

- Teachers should be reviewing the progress of the children continually.
- Teachers should not delay or wait for the termly review meetings to adapt teaching and learning approaches and provision in order to meet the needs of the child.
- Reviewing procedures fit within school's assessment policy and procedures.
- Consider the following:
 - Is the child on track to meet their end of year target?
 - Is there an improvement in the previous rate of progress?
 - Is the gap narrowing between pupils with SEN and all pupils?

Reviews take place formally on at least a termly basis in order to evaluate the success of teaching and learning in class and the impact of the targeted provision on pupil progress data. The teacher is the driver of this process.

- Have they achieved their targets/ outcomes?
- What is the evidence from day to day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have the pupil and parents responded to the targeted provision?
- What are the views of the support staff, child and parents?
- How does this feed into the analysis of the child's needs?
- What are the necessary changes to support, provision and targets for next term?
- Parents should be clear about the impact of support and interventions provided, enabling them to be involved in next steps.

Graduated Response

The school's response is broken down into five major stages:

- Monitoring through pupil progress meetings
- Targeted Support
(Interventions within and by school and learning plans)
- Targeted Plus
(Assessments and/or Interventions by other supporting agencies)
- Specialist
(EHCP support. If a child has complex needs which may require an alternative specialist educational environment. If additional funding is needed to support a child's needs within mainstream education)

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory and may reduce if needs become less.

When a teacher is concerned about a child's progress they will arrange to speak to parents, and the SENCO or Head Teacher if appropriate.

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Targeted Support:

- When a class teacher or other educational practitioner, who works day to day with the child, or the SENCO, identifies a child with special educational needs and has already concerned that child, they should devise interventions that are **additional to** or **different from** those provided as part of the settings usual curriculum offer and strategies. (Targeted support)
- Teachers, parents and where appropriate, the child, will develop a learning plan. The SENCO is available for help and advice on strategies and resources. This plan will focus on approximately 2 - 4 targets, specific to that children's area of need. This plan will show how the targets will be achieved and the criteria for success.
- After an agreed period of time, the learning plan will be reviewed by staff involved and parents. The child's progress will be discussed, and new targets agreed.
- Learning plans will be reviewed at least 3 times a year, and, if it is deemed appropriate, more often, if the needs of the child indicated this.

Targeted Plus:

- If it is considered that the child is continuing to not make satisfactory progress, and more support is needed, the school liaise with Local Authority services and other external agencies to provide expert support.

Specialist:

- If, after several cycles of APDR (assess, plan, do review), the child has not made satisfactory progress, the school, after discussions with parents, and taking into account outside agencies advice and reports, will consider asking the Local Authority for a statutory assessment of the child.
- All reports from outside agencies, learning plans, reviews and any relevant information are then sent to the Local Authority along with completed forms.
- If the Local Authority decide to proceed with statutory assessment, Educational advices are sent to the school and completed by the SENCO and class teacher and returned as soon as possible.
- Children and young people receive Specialist support through an EHCP in mainstream or special setting, if they require provision set out in one of the new nationally defined Specialist Provision Packages.

Annual Reviews (ALL funded pupils are reviewed every twelve months)

- The SENCO and/or the Lead for Assessment & Provision from the Local Authority will arrange the Annual Review, inviting all the relevant outside agencies and parents.
- At the review meeting the child's progress is discussed in relation to the objectives listed in the Provision Agreement or EHCP.
- The current learning plan and where necessary, One Page Profile, is available, and targets and progress discussed.
- The school provision is discussed, such as equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.
- It is decided whether or not, the Provision Agreement or EHCP is still appropriate.
- If the Provision Agreement or EHCP remains in place, new targets may be set for the coming year.

Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the assessment, and if necessary additional advice from outside agencies.

This may include:

- Access strategies to allow children to access learning with their peers. This may be through; different learning materials, special equipment, pre-teaching and different ways of recording learning.
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness (by Teacher/ Teaching Assistant);
- Staff development and training to develop knowledge of problems and to introduce and deliver more effective strategies;

- Access to Local Authority support services for one-off or occasional advice on strategies or equipment.

Individual Learning Plans (including behavioural support) (Learning plans)

Strategies employed to enable a child to progress will be recorded within a learning plan. Each of these plans will include information about:

- The needs of the pupil;
- Their attendance throughout the year;
- The short-term targets or goals (SMART targets) set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- QFT strategies used and any interventions the child has/had accessed;
- Assessment data throughout school;
- Outcomes (to be recorded when the plan is reviewed, or as they are achieved);
- Opportunities for parent and, if appropriate, pupil voice to be recorded;
- Evidence that the parent and, if appropriate, the child have read and understood it.

The Individual plans will only record that which is additional to; or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's area/s of need and have been discussed with the child and parents. The plans will be reviewed at least 3 times a year, and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in the setting of new targets.

Transition of Pupils

- Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of learning plans are transferred to the new teacher, along with any relevant materials.
- The class SEND file is also passed on to the new class teacher.
- For children transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate SENCO of the school they are transferring to, to pass information.
- In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties.
- Children who are funded, have a transition review, to which all involved parties are invited. (Parents, Local Authority officers, Health staff, Educational Psychologists High school SENCO etc.)
- If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.

Links with Other Services

The school has links with the following organisations on a regular basis:

- Local Authority SEN service (TESSA)
- Educational Psychology Services (Local Authority Consultation service)
- The Bridge Centre (EYFS)
- Speech Therapy Services (St Helens SLT)
- Health Services (School Nurse)
- Social Services
- Language and Social Communication Service
- Learning Support Service
- TESSA Behaviour Team
- Child and Adolescent Mental Health Services
- Kooth
- Children's Disability Services
- Occupational Therapy
- Ophthalmic Services
- Audiology Service
- Mersey Care NHS

We seek advice and examples of good practice from:

- SLE support from St Helen's Teaching Alliance
- Outreach support from other specialist schools/ bases
- Voluntary agencies linked to specific disorders.

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

Monitoring

- The SENCO liaises with outside agencies.
- SENCO meets regularly with the Inclusion Officer, Educational Psychologist and other professionals through the Cluster Group Consultation meetings.
- SENCO meets regularly with the executive head teacher and reports to School Committee.
- SENCO meets regularly with head of safeguarding and extended services.
- SENCO meets regularly with each member of staff and monitors their S.E.N. file.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all learning plans and reviews are passed and added to the SENCO's central record.
- SENCO attends reviews whenever possible, and always attends reviews of funded children.
- SENCO e-file contains information on every child at the different levels of need.
- SENCO attends Local Authority SENDCO Workshops and Update meetings.

Response to Complaints

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance, to the Executive mHead teacher.

- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the School Committee.
- Further appeal can be made to the L.A.