

Wessex Gardens Primary & Nursery School



SPECIAL EDUCATIONAL NEEDS POLICY March 2019

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was ratified by the Governing Body on 26th March 2019.

Signed:

Headteacher

Date: 26th March 2019

Chairman of Governors

Date: 26th March 2019

This policy is due for review in March 2020

Wessex Gardens Primary and Nursery School is committed to inclusion and the removal of potential barriers to learning and achievement. Every teacher is a teacher for every child including those with special educational needs and disabilities (SEND).

Wessex Gardens has a special educational needs co-ordinator (SENCO) who is responsible for the management of provision for children with SEND across the school. This post is held by **Helen Ruthven** who is also the assistant headteacher and inclusion leader and is part of the senior leadership team.

Wessex Gardens also has an assistant SENCO who is part of the inclusion team. This post is held by **Antonia Alexandrou**.

Helen Ruthven and Antonia Alexandrou can be contacted on the main school telephone number **0208 455 9572**

This policy complies with the statutory requirements laid out in the **SEND Code of Practice 0 – 25 (July 2014)** and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- *The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

AIMS

- That the needs of all our pupils - whatever their ethnic, linguistic or cultural background, ability or social circumstances – who may have special educational needs either throughout, or at any time during, their school career should be effectively addressed so they can achieve their best.
- That all children with special educational needs should have the fullest possible access to a broad and balanced curriculum.
- That, unless it is deemed inappropriate by all concerned parties, children with special educational needs should be welcomed into our school and integrated into the mainstream.
- That children with special educational needs should become confident individuals who make a successful transition to adulthood.
- That there should be the greatest possible degree of partnership between the children, parents and carers, the school and other relevant agencies.
- That all children should be helped to foster an awareness of the needs of others and that the staff should promote positive attitudes towards caring for others in the school community and society as a whole.

OBJECTIVES

- To provide an inclusive environment wherein all children can access the curriculum.
- To have high expectations of pupils regardless of prior attainment.
- To provide high quality teaching which is differentiated to meet individual needs.
- To identify children's special educational needs early and correctly.
- To adopt a relevant, graduated response to pupils' needs in line with the Special Educational Needs and Disability Code of Practice 2014

- To make the most effective provision for all children with special educational needs in partnership with the child, their parents or carers and involving outside agencies when appropriate.
- For the child and their parents or carers to be provided with the information and support necessary to enable them to participate as fully as possible in decision making
- To use effective systems of assessment and monitoring to ensure children are making progress and to inform planning.
- To keep accurate records of children's special educational needs, the action taken and the outcomes.
- To monitor and evaluate the effectiveness of special educational needs provision within the school.
- To further develop staff expertise through in-service training.
- To challenge prejudice, stereotyping and bullying.
- To provide disability awareness training, including intellectual impairment, to both staff and pupils.

ROLES AND RESPONSIBILITIES

Meeting the needs of children with special educational needs and disabilities is a collective responsibility.

Inclusion leader

The inclusion leader works collaboratively with the teaching and support staff giving advice and help. She also works directly with children as a support teacher, and is available to assist classroom teachers in differentiating the curriculum for individual children.

The inclusion leader is responsible for:

- Leading the inclusion team
- The day-to-day operation of this policy
- Co-ordinating and monitoring provision for children with SEND
- Overseeing the records on all pupils with SEND
- Co-ordinating assessment of children with SEND
- Liaising with parents along with class teachers and support staff
- Liaising with external agencies including the educational psychologist and other support agencies, social services and voluntary bodies.
- Collecting and presenting evidence for statutory assessments
- Co-ordinating provision and annual reviews for pupils with Education, Health and Care plans
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing training for staff as appropriate

Class teachers

Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff.

Class teachers are responsible for;

- identifying pupils with SEND
- implementing agreed strategies with individual children
- ensuring that planning is clearly differentiated according to children's needs
- setting realistic, attainable but suitably challenging targets
- devising intervention plans for pupils with support from the inclusion team
- contributing to records kept in SEND files

- meeting parents to report on progress, review targets and to seek their views
- eliciting pupils' views
- preparing documentation for meetings eg annual reviews and statutory assessments
- attending relevant meetings to discuss individual children's progress eg: annual reviews

Specialist teachers

There are three members of the inclusion team who are teachers. The Inclusion Leader has specialist training in assessing and supporting children with SEND. The Assistant Senco also carries out assessments and supports children across the school. A third inclusion teacher specialises in supporting pupils with English as an additional language (EAL). She also provides language and literacy intervention for pupils who may have EAL and SEND.

Learning Mentors

There are two learning mentors who as part of their work support children with SEND who may have social, emotional and behaviour difficulties. They also work with parents and the wider family.

Governing Body

The governing body is involved in developing and monitoring the policy and provision for SEND. It appoints a governor with responsibility for SEND who liaises with the inclusion leader and visits the school regularly to discuss SEND issues and observe the provision being made.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Early identification is of the most importance if effective intervention is to be provided. The SEND code of practice describes four broad areas of special educational need;

Communication and Interaction (CI)

These are difficulties with speech, language and social communication and may include difficulties understanding and using language, understanding and remembering vocabulary and pronouncing speech sounds. Most of our pupils have English as an additional language, and will be at various stages of understanding and using English. This is not SEND. If a child has speech and language difficulties, these difficulties are usually present in both their home language and English. Social communication is the ability to talk and interact appropriately with other people.

Cognition and Learning (CL)

This may be a general learning difficulty which affects most areas of learning. Children may take longer to learn and master skills and to understand new concepts even with appropriate differentiation of the curriculum.

A specific learning difficulty (SpLD) affects one or more specific areas of learning and includes conditions such as dyslexia, dyspraxia and dyscalculia.

Social, emotional and mental health (SEMH)

Children may experience a wide range of social and emotional difficulties which may result in them becoming withdrawn and isolated or displaying challenging behaviour. These behaviours may reflect underlying mental health conditions such as depression or anxiety, or conditions such as attention deficit disorder (ADD) or attention deficit and hyperactivity disorder (ADHD).

All children make mistakes and sometimes behave inappropriately. This is a normal part of growing up and is not a special educational need.

Sensory and/or physical needs (SP)

This includes visual and hearing impairments or physical disabilities which prevent or hinder a child from learning and making use of educational facilities.

Children with SEND may be identified through parental information, the teacher's observations and records and assessments, information from other teachers and adults in the class or through referrals from outside agencies. Children making insufficient progress may also be identified by the senior leadership team who review and monitor assessment data on all children on a regular basis.

PROVISION - THE GRADUATED RESPONSE

This is described in the SEND code of practice as 'assess, plan, do and review' and is a continuous cycle for all children.

Meeting the needs of children with special educational needs and disabilities is a collective responsibility.

Quality first teaching with appropriate differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. Additional intervention and support is only provided if despite good quality teaching children are not making adequate progress.

Assessment

Ongoing observation and assessments are used to monitor children's achievements and experiences and provide feedback to parents and carers. The outcomes of assessment are used to plan the next steps of the child's learning.

In the Early Years, assessment is generally based on teachers' professional judgement of a child's progress within the context of peer group 'norms'. Judgments are based on continuous observations of a child's development.

In Key Stage 1 and Key Stage 2 children are assessed continuously by class teachers using National Curriculum statements of expectations, learning objectives for each topic or lesson and personal targets for each child. More formal tests or tasks are carried out occasionally to support teachers' judgments. Statutory assessments are carried out at the end of Year 1 in phonics and at the end of Year 2 and Year 6.

The inclusion leader and inclusion teachers carry out further diagnostic tests on children causing concern to identify specific areas of difficulty. At this point parent /carer meetings will have already discussed concerns and they will have given their agreement for additional assessment to take place.

Some children may be referred to external agencies for more detailed assessments with full agreement from parents and carers.

When making assessments in school, great care is taken to consider the child within the context of their home, language, culture, community and length of time in school. Where staff from other agencies use formal assessments these are sometimes carried out in the child's home language as well as English if appropriate.

Planning and delivering intervention

Having identified a child's needs through observation and assessment the inclusion leader is responsible for deciding if a child has SEND and the type of support and intervention they need. This will depend on the nature and severity of the need. Parents and carers will be informed if we believe their child has additional needs and a meeting will be held to discuss this further. A list of the interventions we currently provide is published in our SEND Information Report which is available on the school website. They include programmes for reading, writing, numeracy, motor, language and social skills. The inclusion team supports class teachers in the planning of a chosen intervention if needed. Outside professionals also give guidance on individual work programmes.

Interventions used at Wessex Gardens are all evidence based and are reviewed frequently in line with current educational research. They may be delivered within a small group or on an

individual basis. They vary in how often they take place and for how long, although most are time limited. When intervention takes place outside the classroom, care is taken to ensure that children do not miss significant amounts of learning; for example, reading interventions may take place during some of the class guided reading sessions and form part of the class teacher's overall planning for reading.

Interventions are delivered by class teachers, teaching assistants (TAs), a member of the inclusion team or trained volunteers. Parents and carers are consulted if we feel their child should take part in an intervention, usually during a personal consultation or occasionally by letter. We may invite parents and carers to observe an intervention in practice and give guidance on how to support this work at home.

Occasionally specialist equipment or modifications to the classroom environment are the only additional provision needed; for example, window blinds to reduce the glare in classrooms for a child with a visual impairment. Where reasonable, these costs will be met by the school within its designated SEND budget. Occasionally we will apply for assistance from the Local Authority.

Children with an Care and Health Plan may be allocated additional funding to provide support or resources although the school is expected to meet some of those costs from its existing SEND budget

Reviewing progress

This is an ongoing process. Individual targets and the planning of work are reviewed on a daily basis to meet children's changing needs and progress. Children are encouraged to take part in this process through self monitoring and recording evidence of their own progress. A more formal review takes place at the end of a time-limited intervention or at a termly review meeting. This may include informal or formal assessment which informs the next steps required and the 'assess, plan, do, review' cycle begins again.

PLANNING AND MONITORING OF CHILDREN'S INDIVIDUAL NEEDS

The School has an SEND register which divides children into three stages of need. The monitoring stage includes pupils who are causing concern but where a SEN has not been fully identified yet, children who have had SEN in the past but are still being monitored to ensure progress is maintained and pupils who have a disability, medical or sensory needs which do not affect their learning but require additional staff training and welfare support. SEN support (SENS) involves the majority of children with SEN who receive support that is different from or additional to quality first teaching in the classroom. The third stage is for pupils with complex, lifelong difficulties who require a high level of individual support throughout their education. These pupils have an Education, Health and Care Plan (EHCP). Only 2% of pupils nationally will have an EHCP.

Children at the monitoring stage will be reviewed each term at pupil progress meetings. Children with medical needs receive an annual review of their care plans with parents and medical professionals if required. Annual staff training takes place for all staff on asthma, anaphylaxis and epilepsy. Children with physical and sensory impairments receive support and advice from LA advisory teachers as and when needed.

Children at SEN Support (SENS) will have any intervention provided detailed on an **individual provision map**. Each intervention has its own assessment, planning and monitoring system which is kept by the adult delivering the intervention. Children are actively involved in the setting and review of their own targets wherever possible. Interventions are overseen by the class teacher and a member of the inclusion team. Parent and carer meetings are held at least once a term to discuss the child's needs and progress and to take account of the whole child not just the special educational need or disability. The class teacher is responsible for collecting evidence of progress.

Children who receive a higher level of individual support will also have an **Individual Education Plan (IEP)**, which is devised and reviewed termly by the class teacher, TA, inclusion leader or member of the inclusion team in consultation with the child and the parents or carers. Outside professionals may also be involved in the process. Long term desired outcomes are agreed and short-term, achievable targets are set with teaching strategies listed to help meet those targets and outcomes. These are used as the basis of an individual work programme and progress over the term is monitored against these targets.

Children with an Education, Care and Health Plan also have an annual review carried out according to LA guidelines. Written advice is requested from the parents or carers and all other relevant agencies and these are distributed before the meeting. A report of the review meeting is distributed to everyone involved and a copy is submitted to the LA for information and amendments.

Provision is reviewed at pupil progress meetings which are usually held once a term. These meetings are attended by the class teacher, TA, member of the inclusion team and member of the senior leadership team. Children who are making good progress may continue to receive intervention in some form to ensure progress continues until they are meeting age-related expectations. Others may not need continued additional support but will continue to be monitored for up to a year before exiting the SEND register. If a child is not making sufficient progress a decision may be made to refer them to an outside professional such as an educational psychologist. A meeting will then be held with the parents or carers to discuss this with them and seek their views.

Some children will require additional support throughout their education at Wessex Gardens to ensure that they are able to make the maximum progress. The cost for this provision is normally met by the school through our SEND delegated budget.

For a small minority of children, adequate progress may not be made or intervention will not be successful. After further consultation with the parents or carers and educational psychologist it may be decided to apply for an Education, Care and Health Needs Assessment. The inclusion leader collects evidence and submits an application to the LA SEND Panel. If the application is successful, the LA undertake a full assessment of the child's needs from a range of professionals as well as the child, parents or carers and the school. At the end of the process the LA will decide whether or not to issue an Education, Health and Care Plan (EHCP). This is a legally binding document which sets out the needs of the child and the provision required in order for them to meet agreed outcomes by the end of each key stage. The LA will usually provide additional funding to help the school meet the child's needs.

An attainment review of the school is carried out once a year in the autumn term. As part of this review the inclusion leader collects and analyses data relating to SEND and pupil progress. This analysis helps to identify areas of strength and areas for development in the provision for pupils with SEND. This information is used to plan strategically for the whole school and may involve a focus on additional training for staff, a change in the types of intervention we offer or the targeting of specific groups of pupils. This forms part of the school development plan which is used to raise attainment and accelerate progress for all children.

SUPPORTING PUPILS AND FAMILIES

Admission arrangements

At Wessex Gardens Primary and Nursery School we welcome all children, including those with special educational needs and disabilities. They are integrated into our mainstream classes whenever a place is available (i.e. the standard number of 30 children in each class is not exceeded.) In a very small minority of cases and following full assessment and consultation, some children with an Education, Care and Health Plan may be recommended

for placement at one of Barnet's special schools or units attached to other mainstream schools.

Special facilities

Wessex Gardens Primary and Nursery School is built on a slope and is therefore on several levels linked by steps. There is full disabled access to the main part of the school, swimming pool and playgrounds with ramps, lifts and disabled toilets. There is currently no access to the first floor which houses resource areas and group rooms. We make reasonable adjustments to the environment to meet individual needs. For example, some classrooms have been carpeted to assist pupils with hearing impairments.

Medical conditions

Most children at some time have a medical condition, which could affect their participation in school activities. This may be a short term situation or a long term medical condition which, if not properly managed, could limit their access to education. At Wessex Gardens we believe that every child has a right to participate fully in the curriculum and life of the school; including all outdoor activities and residential trips and that they should not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support. We work with the family to ensure that children receive the care and support they need so they can attend school regularly and achieve their full potential. More information on how we support children with medical conditions is available in our Medical Needs Policy.

Partnership with parents

At Wessex Gardens we have an open ethos that enables us to have close and positive relationships with parents and carers in all walks of school life. Consequently it will be a natural extension of our normal practice to work in partnership with parents and carers regarding their children's special educational needs. We actively encourage them to share in decision making as their knowledge and skills make a valuable contribution to our understanding of how best to help their child.

Parents and carers may feel an element of failure if their child is identified as having a special educational need or disability. They may also experience difficulty in giving children help at home. It is our policy to give them personal as well as professional support to the best of our ability.

We also endeavour to meet the special needs of parents and carers. For example we will enlarge print on letters and reports and provide interpreters for the deaf.

If required, the school makes use of bilingual staff and interpreters during parent or carers' meetings to make verbal communication as comprehensive as possible.

SEN information report

Wessex Gardens produces an SEND Information Report which is reviewed at least annually. It is published on our website and it is designed to give families clear information on how we provide for children with SEND.

Local offer

The Local Authority publishes its Local Offer on its website. This is a directory of services that are available for children and young people with SEND.

Dealing with complaints

Most concerns can be dealt with through discussion with the class teacher or member of the inclusion team or senior leadership team. The school's complaints policy gives details of the complaints process.

LINKS WITH OTHER AGENCIES AND USE OF SUPPORT SERVICES

At Wessex Gardens we currently work with the following support services on a regular basis:

Educational psychologist (EP)

The school has an allocated educational psychologist who attends annual planning meetings at which the needs of individuals and the school are discussed and planned for. The EP is available for advice and guidance and staff training at other times. She also carries out assessments on children and gives follow up input into their support programmes through the IEP.

SEND advisory teachers

There is a team of advisory teachers within the LA who are able to offer guidance, assessment and training in sensory or physical impairment, autistic spectrum conditions, language difficulties and behaviour.

Speech and language

The school has an allocated speech and language therapist (SaLT) who works in school for one day a week for half of each term. Most of that time is spent giving direct therapy to individual children with EHCPs. The SaLT also carries out detailed assessments, gives input into target setting on IEPs, devises programmes of work and trains staff to carry these out in her absence.

We also commission a speech and language therapy service for one afternoon a week during the spring term. This provides individual and group support for children without EHCPs but who have identified speech and language difficulties. It also provides whole school training so teaching and learning staff can provide the best possible support for all children in and out of the classroom.

School nurse

Learning or behavioural difficulties may have an underlying medical cause and it is important to investigate this. The school nurse plays a very important role as she is regularly in school, and will follow up any concerns the teachers may have about a child. She carries out routine medical checks and is able to refer children on for more specialist medical advice from a range of services within the NHS. She also carries out annual staff training for the management and treatment of various medical conditions.

Barnet Schools Project

We have access to a team of health professionals who give short blocks of one to one support to children experiencing emotional, social or behavioural difficulties. They are able to refer children for further assessment or therapy.

We also work with many other professionals but less frequently. These include

- Family Support Practitioners
- Pre-School Education Team
- Health Visitors
- Physiotherapists
- Occupational Therapists
- Educational Welfare Officers
- Child and Adolescent Mental Health Service (CAMHS)

LINKS WITH SOCIAL SERVICES

The school cooperates with social services departments if a child is deemed to be 'in need' (section 2 of the Children Act) or is at risk of significant harm. This may involve the school referring a child. Either the headteacher or inclusion leader would usually carry this out.

There is close liaison between the school and social services regarding children in care. The designated teacher responsible for children in care is Helen Ruthven.

Children 'in need' and children in care will not necessarily have special educational needs but are often more vulnerable than their peers. We therefore offer them additional support if necessary and monitor their progress carefully.

TRAINING AND RESOURCES

All staff have open access to LA courses and individual teachers are encouraged to attend courses relevant to the needs of the children in their class, and there is an induction programme for new staff.

There is school based SEND training annually for all staff. In addition to this SEND is discussed each term during pupil progress meetings that class teachers have with the senior leadership team.

Support staff receive in-house training throughout the year. They are encouraged to develop their skills and qualifications and are released to attend appropriate courses. The inclusion leader is able to show evidence of courses attended.

STORING AND MANAGING INFORMATION

The school has a duty to ensure the rights of children to confidentiality. Records of a sensitive nature are stored securely, either electronically on an encrypted password protected system or as soft copies in a locked cabinet or room.

SEND records are kept until the child reaches 25 years of age. For pupils with EHCPs, records are kept until the child reaches the age of 30. After this time records are deleted from the system or are destroyed by shredding.

Information relating to individual children and their families will be shared with staff on a strictly 'need to know' basis.

REVIEWING THE POLICY

The headteacher and inclusion leader are responsible for monitoring the policy throughout the school. The governing body has the ultimate responsibility for monitoring the policy, through the standards sub-committee. The governor responsible for special educational needs is an important link in this process.