

WEETON PRIMARY SCHOOL

SEND Policy

SEPTEMBER 2024

Roles and responsibilities

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SENCO: Mrs A Holding (NASCO)

SEN HLTA/FLM: Mrs R Pridmore (SEN HLTA/Family learning mentor)

SEN Governor:

DSL/ and PPG/LAC/Medical Needs manager: Mr A Goth (Headteacher)

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Head is the school's 'responsible person' and manages the school's special educational work. The Head will keep the governing body informed about the special educational needs provision made by the school.

Role of SENCO

Working alongside the Headteacher and Governing Body, the SENCO determines the strategic development of SEND policy and practice in school. The SENCO and the Head will work closely with staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for all pupils.

The SENCO is a member of the Senior Leadership Team in school and is responsible for:

- operational responsibility for day-to-day management of SEND policy
- co-ordinates provision made to support pupils in the school
- provides guidance to colleagues about SEND matters
- acts as point-of-contact between the local authority and external services where a child has SEND
- liaises with feeder nurseries and schools to ensure smooth transition
- works with the Headteacher, other staff and governing body to ensure that school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments, including access arrangements
- works within the senior leadership team to analyse data in order to inform development of SEND strategy

- advises on the deployment of budget and other resources to meet the needs of SEND children effectively
- ensures that SEND records are up-to-date
- reports regularly to the governing body
- ensures that school meets the medical needs of pupils
- line-manages and deploys TAs within the SEN Team Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services; health and social services; and voluntary bodies.

Role of SEN Governor

It is the role of the SEN Governor to:

- ensure that a suitably qualified and capable teacher is employed as the school's SENCO
- act as the governing body's champion and spokesperson on matters of SEND
- develop good relationships within the school, especially with the Headteacher and SENCO
- work with the SENCO to ensure that SEND policy is being followed
- work with the Headteacher to ensure that SEND funding is allocated appropriately
- ensure that information is published on the school website about the implementation of SEND policy, in line with requirements

Role of teachers within SEN provision

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff" (SEN Code of Practice 2014).

This includes:

- Quality first teaching for all pupils
- Monitoring and assessment of all pupils
- Identifying any children who may need additional support or assessment
- The provision of any additional support delivered by teaching assistants
- Reviewing and planning next steps in the pupils learning that may include regularly revisiting the appropriateness of the differentiated programme
- Gathering relevant information and maintaining appropriate records in keeping with the school's SEND policy.
- Consultation and liaison with parents to ensure that pupils' targets are regularly reviewed and new targets set.

Role of TAs within SEN provision

A team of TAs, lined managed by the SENCO and supported by the SEN HLTA, provide support to pupils with SEND. They are responsible for delivering such support as timetabled and planned by class teachers/SEN HLTA/SENCO. Where sessions require preparation by TAs, time will be made available.

Aims

Weeton is a community primary school based on an army barracks. This unique setting means that we have a transient pupil population which results in a greater than normal turnover of pupils. Children may enter the school at any year within the primary phase depending on parental postings in the army. They may also arrive or leave the school at times other than the normal commencement of terms.

At Weeton, we aim to ensure that all pupils achieve their potential, no matter how long they are with us, by providing access to a broad and balanced curriculum through a variety of teaching strategies.

We recognise that all children have different educational and behavioural needs; require different strategies for learning; understand and communicate information at different rates; need a range of different teaching approaches and learning experiences. All pupils' individual needs are considered and the full range of approaches are available so that we can include all children.

In line with our mission statement, we aim for all pupils to learn, laugh and thrive together; to impart the knowledge and skills relevant to the individual needs of all our pupils; to develop positive attitudes towards learning so that they may grow in confidence and achieve their full potential.

Objectives

In order to achieve our aims and ensure that children with special educational needs achieve their full potential and make progress we will:

- i. Ensure that the learning needs of pupils with SEND and additional needs are identified and assessed as early as possible, and their progress is closely monitored.
- ii. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEN pupils.
- iii. Ensure that pupils participate in their learning and increase responsibility for their own learning and behaviour as they move through school.
- iv. Ensure good working relationships with parents, carers and the community.

- v Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- vi Ensure that the school liaises with pre-school/high schools/outside agencies effectively to meet the needs of staff and pupils.
- vii Assess and keep records of the progress of children with SEND and use this information to provide intervention at a suitable level.
- viii Work within the guidance provided in the SEND Code of Practice, 2014.

Definition of SEN

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which makes it difficult for them to make use of facilities generally provided for others of the same age in mainstream schools

Special educational provision is any educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age. This is a wide definition, and could cover a wide range of things, for example:

- having materials provided in a larger font
- needing one-to-one support
- communicating through sign language
- needing small class sizes

Cause for concern

- Early identification of SEN is a priority. Where there is evidence that Quality First teaching (QFT) is not meeting the needs of a child, the class teacher may wish to request further advice and gather evidence by completing a cause for concern referral for the SENCO (see appendices).
- Children will not be identified as having SEN without sufficient evidence. Slow progress and/or have low attainment do not necessarily mean that a child has SEN and they will not automatically lead to a pupil being recorded as having SEN (Code of practice 6.23). In this case, school will follow the procedure outlined above and class teachers will complete a cause for concern for the SENCO.
- The class teacher will discuss concerns with the SENCO detailing the provision and strategies, and the nature of the concern.

At Weeton Primary School, we endeavour to cater for all the types of SEN. There is a wide spectrum of SEND (Special Educational Need or Disability) which are frequently inter-related. The four main areas as identified in the 2014 SEN Code of Practice are;

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and /or physical Disability

Identification of SEN

As set out in Code of Practice:

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances (6.17 SEN Code of Practice)

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs (6.18 SEN Code of Practice)

Non-SEN factors influencing progress

Sometimes, children are affected by other factors which are not, in themselves, SEN, but which may affect development, progress and attainment:

- Disability – The Code of Practice 2014 outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation – children with a disability do not have a SEN except where this prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a looked-after child
- Being a child of a parent in the armed forces
- Poor behaviour – except where this is a presentation of an underlying SEN, for example a mental health difficulty

School are alert to other events that can lead to wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. School will make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. (Ref 6.22 SEND Code of Practice).

We also recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

“Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage” (6.21 SEN Code of Practice)

In these cases, we would address the behaviour following our school behaviour policy and assess whether there are any underlying causal factors such as an undiagnosed need, or whether it is domestic circumstances that are having an impact.

A Graduated Approach to SEN support **3**

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

We follow the cycle of Assess-Plan-Do-Review as set out in the SEN Code of Practice. This is a continuous cycle of reviewing and planning in order to meet the needs of individual pupils.

Parents and children are involved in the process at every stage alongside other professionals from external agencies as necessary. Throughout this cycle discussions focus on; the desired outcomes for the child, their strengths and needs, progress, and the views and wishes of the child and their parents.

The table below highlights how Weeton Primary School adopt this approach (see appendix 1 for our SEND pathway)

The Graduated Approach (Assess-Plan-Do-Review):

<p>WAVE 1</p> <p>Quality First Teaching</p> <p>Adaptive teaching</p>	<ul style="list-style-type: none"> • Class teachers are responsible for the progress and development of all pupils in their class. • Quality first teaching is the first step in our response to pupils who have SEN. • This is adaptive teaching where teachers will make adjustments within lessons and/or in planning to adapt the curriculum to your child’s needs e.g. vocabulary mats, additional time, chunking tasks. • The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. The teacher adapts their teaching methods as appropriate to the child’s needs. • If a child is working below age related expectations and/or is not making progress (including progress in areas other than academic attainment) then they will be monitored closely by the class teacher
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	and teachers may raise a cause for concern (see appendices).
WAVE 1 Cause for concern	<ul style="list-style-type: none"> • If teachers are concerned about attainment, academic progress or progress in other areas, then they will raise a cause for concern. • Teachers will then collect information about a child's progress and try different strategies in class to support the child, for up to half a term, depending on the complexity of their needs. • This time period is decided on each individual case and where a child presents with highly complex needs we will not delay in trying to put appropriate support in place. • Following the period of monitoring, the class teacher and SEND team will discuss what has been tried and the impact of strategies on the child's progress. • If the child has not made progress then they may be moved onto the additional support level.
WAVE 2 Additional Support	<ul style="list-style-type: none"> • This is the additional support level. This is more than that which is typically available within quality first and adaptive teaching but is not SEN provision. • The class teacher and SEND team will review all the assessments and any other information about the child in order to decide on the next steps. • The class teacher will then discuss this with the child and parents and the child may then receive additional support in class. • The child will have a provision map which will detail additional support (see appendices) • Support at this level often takes place within class in small groups or in short one to one sessions and may be more individualised than support at Wave 1. • If a child has not made progress after 3 cycles of assess-plan-do-review then they may be considered for assessments of any possible underlying needs at Wave 3.
WAVE 3 SEN support	<ul style="list-style-type: none"> • This is the SEND support level. • If a child hasn't made progress at the additional support level, the class teacher and SEND team would review all the assessments and any other information about the child. • Outside agencies may be consulted for specialist advice and/or to carry out assessments to provide support to the school in allocating resources effectively. • If SEN is identified, a SEN provision tracker (see appendices) will be written to outline support needed. This will include individualised targets.
Education, Health and Care plan.	<ul style="list-style-type: none"> • If a child hasn't made progress at the SEN support level, the class teacher and SEND team would review all the assessments and any

	<p>other information about the child.</p> <ul style="list-style-type: none"> • A decision may be made to make a request for an Education, Health and Care Needs assessment (EHCNA). • This decision is made in consultation with the child, parents, SENCO, class teacher and outside agencies. • The local authority will decide whether a child needs an Education, Health and Care Plan based on the evidence submitted. • If your child has an EHCP, school will put provision in place as set out in the plan in order to support the child in achieving their outcomes.
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If your child makes good progress then school may feel they no longer need support that is additional to/or different from the support available through quality first teaching.

At Weeton Primary School, progress can be defined as that which:

- Closes the attainment gap between the child and the child's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline
- Matches or betters the child's previous rate of progress.
- Demonstrates an improvement in communication, self-help, social and emotional, physical and sensory and/or independent skills.

If we feel that your child no longer needs support that is additional to/or different from the support that is available to all pupils through quality first teaching then the class teacher and SENCO will discuss this with the child, parents and any other stakeholders as necessary (see SEND pathway in the appendices).

Managing pupils needs on the SEND register **4**

What is the process for engaging additional support/specialist services?

- Referrals to specialist services are made by the SEND team and parents are consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.
- In some cases a single agency referral can be completed by the SENCO or FLM. However, in other cases an Early Help Assessment (EHA) may be needed.
- Your child does not need to have SEN in order for a request for external support to be made. It is sometimes sought at the early stages of monitoring, particularly if your child is presenting with highly complex needs and/or if the need is not SEN.
- External support may also be sought at the later stages of the graduated approach where staff may have concerns that a child has SEN or need advice on strategies for how best to support the child.
- If an EHA is needed, it will be written in discussion with the family. Once outcomes and a timescale have been agreed a TAF (team around the family) meeting would be called by the lead professional. This is a meeting where parents and all of the professionals working with the child, and/or the family, meet and collaborate together.

Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.

- School buy in support from Lyndon Day Educational Consultancy. Lyndon is a specialist SEND teacher who comes to school regularly and provides support for pupils with SEND, carries out assessments, attends review meetings and/or provides advice or training for staff.
- For more information see our Local Offer and SEND information report on our website (www.weeton.lancs.sch.uk)

Supporting pupils and families

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See our **Local Offer** and **SEND information report** on the school website (www.weeton.lancs.sch.uk) for details on how we can support you and your family.

Admissions

The nature of Weeton Primary School means that we have a higher than average turnover of pupils. Children may enter the school at any year within the primary phase depending on parental postings in the army. They may also arrive or leave the school at times other than the normal commencement of terms.

Pupils with special educational needs are admitted in line with the school's Admission Policy. The school is aware of the statutory requirements of the SEND Code of Practice. The school will use their induction meetings to work closely with parents and the previous school to ascertain whether a child has been identified as having special educational needs or was in receipt of any other type of support. Records will be passed on or received and read carefully to ensure that staff are well prepared.

Transition

The induction process for our Reception children starts in the summer term with a parents meeting, nursery visits and sessions with the children in school. In September the children start school full time. If your child has identified SEN then you will have an additional transition meeting with the nursery setting, SENCO and class teacher, appropriate.

If your child is joining Weeton Primary School part way through their school career, we will arrange for you to meet with the SENCO and the Headteacher (if necessary) to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that has been effective in the past.

We have good links with the secondary schools in the area. Transition programmes are put in place by the class teacher and the SENCO. These may include additional visits to a new school and meetings are held with parents and children to discuss any concerns prior to a transition. Some children may like to create a transition book with information about their new school / class and teachers.

Special consideration will be given for children who are taking national tests or examinations on an individual basis.

For children with EHCPs, the SENCO from the receiving secondary school will be invited to a transition review. Where necessary, additional support arrangements such as extra visits can be put in place to ensure a successful transition to secondary school.

Supporting pupils with medical conditions **6**

The school provides pupils with medical conditions support so that they have full access to education, including school trips and physical education. 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.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Please ensure that you have made the school aware of your child's medical needs by completing all of the relevant medical information on the enrolment form so that we can support your child during their time at our school.

For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place. Please also let your child's class teacher and the SENCO know if your child develops medical needs during their time in school.

The school has a separate medical policy that it strictly adheres to and under certain circumstances medicines can be administered after consent forms have been completed. You can request paper copies of this policy in school. First Aid training and specific medical training for supporting children with medical needs is co-ordinated by the Headteacher and reviewed regularly.

Monitoring and evaluation of SEND **7**

- It is the class teacher's responsibility to monitor the progress of all children in their class on a daily, weekly and termly basis.
- Formal tracking of pupil progress is carried out on a termly basis by class teachers with the Senior Leadership team. This information is used alongside the provision map to audit and plan how best to make the provisions that will be required to meet these identified needs.
- A provision map is used in school as a tool to audit all children's needs and to plan systematically how best to make the provisions that will be required to meet these identified needs.
- Governors receive an annual SEN report which provides up to date information about the progress and provision for SEN pupils in school.

The governors will ensure that the needs of pupils are met by employing a SENCO who has achieved the NASCO award. The SENCO will use the child's EHCP to identify the areas of need and make appropriate provision.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The SENCO will identify areas for development according to the needs to staff and pupils. Support staff and teachers are able to access support and advice from the SEND team.

The school also receives training, advice and support from specialist services such as:

- The local inclusion hub
- Stepping stones short stay school
- Inclusion Education Support Team (IEST)
- Specialist support teacher (Lyndon Day Educational Consultancy)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists – case specific and support clinics
- School Nursing team
- Children and Adult Mental Health Service (CAHMS)
- Social Workers
- Children and Family Wellbeing Service
- Primary mental health workers
- Health and Wellbeing practitioners (Child Action North West)
- Lancashire SENDIAS

The governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO and/or SEN HLTA to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at specialist training discussions with outside specialists, reading, and through subscriptions to professional bodies. Teaching staff will be kept up-to-date through courses, staff INSET and the sharing of resources for best practice by the SENCO.

Support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attendance at relevant courses and regular meetings with the SENCO and/or SEN HLTA.

Storing and managing information **9**

Information about pupils is stored in line with the schools Information Management policy and confidentiality policy. If you require information about this please contact the Headteacher.

Accessibility **10**

See the **local offer** and **SEND information report** on the school website for details on the school is made accessible. The school also has an **Accessibility plan**. If you wish to see a copy of this then please contact the Headteacher.

Complaints **11**

The complaints procedure for SEN mirrors the school's other complaints procedures which is available on the school website.

Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO will be involved in the discussion. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the concerns should be put in writing to the SEN Governor, Mr Young. The Chair of Governors, Mrs C Little will be involved after other avenues to resolve the situation have been exhausted.

Reviewing the policy **12**

This policy is written by the SENCO in discussion with the FLM and the senior leadership team, it is shared with staff and approved by the governing body. It is reviewed annually and is available on our school website or in paper format by request.

Appendices **13**

- Appendix 1: SEND Pathway
- Appendix 2: Pastoral Pathway
- Appendix 2: Cause for concern sheet
- Appendix 3: Wave 2 Provision map
- Appendix 3: SEN Provision tracker (SEN support plan)

All available on request as paper copies from school