

012PRIESTLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Reviewed Spring 2024



Introduction

At Priestley Primary School we are fully committed to providing a curriculum in which every child can participate and achieve their full potential.

Definition of Special Educational Needs

Definition of Special Educational Needs A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age; or • has 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 or mainstream post 16 institutions. [Code of Practice (2015)]

Special education Provision

This provision is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools. (*Code of Practice 2015*)

We acknowledge current legislation and recognise that a percentage of our children may have SEN at some stage of their school career. Some children may have an Education Health Care Plan (EHCP) which sets out statutory requirements for their support,(more information can be found at <https://www.wiltshirelocaloffer.org.uk>), whilst others will be supported under school support.

We are aware that children may have special needs on a short or long term basis and strive to provide the most effective education possible for the individual child. Needs and provision are reviewed at least three times a year.

The Wiltshire Graduated Response to SEND Support (WGRSS) is used to identify children whose difficulties may mean they should be placed on the SEND register.

The types of difficulty identified on the code of practice are:

- **Communication and interaction;** this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech and language difficulties. Children who has ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties in social interaction.
- **Cognition and Learning;** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties;** these difficulties manifest themselves in many ways including withdrawal or isolation as well as displaying challenging, disruptive or disturbing behaviours.
- **Sensory and/or Physical Difficulties;** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. These difficulties may require specialist support and/or equipment to access their learning.

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. For some the precise nature of their need may not be clear at the outset. Therefore, timely individual assessments are vital in identifying a young person's needs (SEND COP 2015).

A young person will remain on the SEND register unless something changes for them individually which means that they no longer need Special Educational Provision.

Disability

Disability The Equality Act 2010 defines a person having a disability if they have: "a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN but are covered under the 2015 SEN Code of Practice.

Purpose

Every child matters at Priestley and we believe in providing every possible opportunity to develop the full potential of all children. All children will have a right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued, and their self-esteem promoted.

Children with special educational needs and disabilities have a right to be educated in a safe, healthy environment where they can enjoy their learning and make positive contributions to the school community.

Parents and carers play an active and valuable role in their child's education and we work in close partnership with them.

Our aims

- To identify and provide for those pupils who have Special Educational Needs and Disabilities.
- To ensure that every child feels valued, is respected as an individual and can recognise they have skills and strengths to offer.
- To provide access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs, and which enables all children to reach their potential
- To foster an awareness and provide support and advice for all staff working with young people with Special Educational Needs and Disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To develop and maintain effective engagement with outside agencies.
- To work with the guidance provided in the SEND Code of Practice 2015.
- To ensure that all children with special educational needs and disabilities participate in activities in line with other pupil across the school wherever possible.

Objectives

The objectives of our policy are to continue to:

- Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made, and their progress accelerated, and attainment raised.
- To ensure steps are taken to apply for additional support, for examples in the form of an Education Health and Care Plan (EHCP) should it become apparent from the monitoring cycle that the child's needs require support additional to that which can be provided under school support.
- To plan an effective curriculum to meet the needs to children with special educational needs and disabilities and ensure that the targets set for them on any intervention are specific, measurable, realistic and time related (SMART).
- Work in close partnership with and involve parents/carers of children who have special educational needs and disabilities.
- Involve children and parents in the identification and review of their personalised targets.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Raise the self-esteem of children having SEND, acknowledging the progress they have made.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs and disabilities.
- To identify ongoing targets and priorities for SEND within the School Development Plan.
- To develop staff understanding of the additional safeguarding risks for children with Special Educational Needs and ensure that they are confident in recognising and acting on concerns.

Roles and Responsibilities

Governors' Role

The governing body will:

- Ensure that the SENCo **must** be a qualified teacher and hold the National Award in Special Educational Needs Coordination. A newly appointed SENCo must hold or achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.

- Do its best to ensure that the necessary provision is made for any child who has special education needs/ disabilities.
- Ensure that where the head teacher or the appropriate governor, has been informed by the LA that a child has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary, or desirable, in the interests of co-ordinated special educational provision.
- Ensure that a child with SEND join in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Inform parents on the implementation of the school's policy for children with SEND within the school's prospectus.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all children with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Include the name of the SENDCo on the schools website.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND Policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.
- An annual report of their child's progress is provided to parents.

The Headteacher must:

- Ensure that where the school has been informed by the LA that a child has SEND, their needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Ensure that any relevant SEN training is undertaken by staff
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Keep the Governing Body fully informed and works closely with the SEN Coordinators

SENDCo Role

Currently the SENCo's are Mrs K Staniforth and Miss M Boniface, who have both achieved the National Award in Special Educational Needs Coordination. Mrs Staniforth has 3 days a week and Miss Boniface has 2 days a week assigned to the post.

The SENDCo's will be responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Ensuring the day-to-day operation of the school's SEND policy is adhered to in practise.
- Coordinating provision for children with SEND
- Ensuring that children with SEND have full access to the curriculum, assessment procedures and all school activities where appropriate.
- Liaising and supporting teachers with provision for SEND pupils within normal class situation, on an individual basis, in groups and whole class situations.
- Working alongside all staff advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of children with SEND
- Liaising with Area Health and Social Care professionals, Early years providers, other schools, Educational Psychologist and any other external body who might need access to Children with SEND.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Overseeing and maintaining specific resources for special educational needs.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

- Monitoring, evaluating and reporting on the provision for children with SEND.
- Monitoring and analysing the progress of children at SEND support and those with an Education Health Care plan.
- Work with the head teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up to date

[Code of Practice (2015)]

Special Educational Needs Provision

Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children are met in the classroom through Quality first Teaching. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it is necessary for them to spend time in small group work or being withdrawn from the classroom for specific targeted activities and interventions. This may be delivered by the teacher, Higher Level Teaching Assistant or teaching assistant and complements either classroom work so that the skills, knowledge and understanding is transferred to the classroom or target specific identified needs.

The SENDCo monitors this provision to ensure it meets the objectives of this policy. A detailed list of children with SEND is maintained. It is cross-referenced to the PPP, EAL, CAF, FSM and forces lists.

Arrangements for children unable to attend school

Where children are unable to attend school for any reason, e.g. sickness or exclusion, the school endeavours to maintain close links between teachers and the LA or hospital and home tuition services. Where appropriate programmes of work are available to pupils, social contacts are maintained, and the school is able to assist successful reintegration.

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met, taking into account that Priestley is a school on two floors. If a child is transferring into the school with a statement or EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Specialist Facilities

There are some specialist facilities and equipment available in school to meet the needs of pupils with physical impairment. Access to the ground floor classrooms can be accessed via ramps. There are two lifts in school to enable wheelchair users to access split level areas on the ground floor. There is no lift access to the second floor. There are two disabled toilets and a shower room, but no hoist on the ground floor. There is no special unit in the school. The nearest is a Specialist Learning Centre (SLC) at Marden Vale Academy in Calne.

Resources

Most of the resources used by children with special educational needs are available within the classroom. An amount from the total school budget is allocated to special educational needs. The money is spent on additional resources, specific interventions schemes or training, staffing costs and time allocated to the SENCo's to manage the support for inclusion and meet the objectives of this policy. Any particular requests for additional resources are made to the SENCo.

Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENDCo. An Education, Health and Care Plan may involve extra funding to the school from the LA. Outside agencies usually offer advice on the support to be given to these children and the school acts on this advice.

Identification, Assessment, Monitoring and Review Procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2015) and the

Wiltshire Graduated Response to SEND Support (WGRSS). This recommends a graduated approach. The code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within, or across, 4 broad areas as previously mentioned.

Where possible, we will try to meet every child's needs within the classroom through ensuring that our planning teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/ or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents/carers will review the strategies and approaches that are currently being used to guide the way these might be developed.

Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN support.

Stages of Intervention:

Wave 1 - At Priestley, we ensure that our Quality first planning, teaching and approaches meet the needs of the majority of the children in our school. However, at times some children may need extra support within the classroom, for example, extra reading, differentiated resources, fewer spellings, writing frames, etc. These children are 'Wave One' and their progress will be carefully monitored. If progress is limited, a WGRSS (Wiltshire Graduated Response to SEND Support) will be completed and the child may move to Wave 2 support.

Wave 2 - Through careful identification and assessment, and consultation between the class teacher, parents and SENCo, we and/or the parents may determine that a child is not making satisfactory progress.

It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the routine behaviour and discipline approaches used in school.
- Has physical or Sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

A WGRSS form is completed and we seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we consider with the parents and the child the next strategy for action. Where this review leads to the conclusion that the child needs help above and beyond which is normally available within the class or school we will help the child through a programme of interventions, designed to help the child on a short-term basis, possibly one or two terms. The interventions run on a termly basis, on an assess- plan-do -review cycle. Progress will be recorded and monitored as needed.

Wave 3 - This is similar to Wave Two, but in this case the child will have been identified as having longer term barriers to learning and the interventions which have been planned may need to be continuous or longer term. It may also involve us in contacting external support services provided by the Local Authority (LA) and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We ensure parental consent is sought before any external agencies are involved. All interventions run on an assess-plan-do-review cycle. Progress will be recorded on an Intervention Tracker and a My Support Plan written and monitored closely three times a year.

Education, Health and Care Plan (EHCP – called a 'My Plan' in Wiltshire) - Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we discuss with the parents and child the need for us to approach the LA to request an assessment for an Education, Health and Care Plan (EHCP or 'My Plan'). This may or may not result in the LA issuing a My Plan. Where a child has a My Plan we identify the short term targets to focus support and monitor these termly, as well as the long term targets. We carry out an annual review which parents, Lead SEND worker, outside agencies, SENDCo, class teacher and teaching assistant are invited to attend. Where appropriate, the child is invited to attend the meeting. In any event pupils voices are sought, usually through an open discussion with a familiar Teaching Assistant, Teacher or SENCo

In-service training

This involves the SENCo, teachers, support staff and SEND Governors in order to help them work effectively with children having special educational needs and is linked where appropriate to the School Development Plan. Continuing Professional Development (CPD), priorities are identified by the Head, Senior staff and the SENCo. Courses are recommended as part of the professional development of staff. INSET training is also provided on TD days and during TA meetings. Staff who attend courses feedback to colleagues at staff meetings. The effectiveness

of such training is monitored and evaluated by the SENCo.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCo makes the necessary arrangements and informs parents accordingly. These agencies normally include the Specialist SEND Service (SSENDs), Behaviour Support Service (BSS), Physical Impairment Support Service, Speech Therapy, Social Services, Health and other LA personnel.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are encouraged and given the opportunity to be fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their education is valued highly by all staff. Parents/carers are encouraged to involve their child in the decision-making processes. Parents/carers are updated regularly with their child's progress through reports and parents' consultation meetings and SEN support reviews. Parents/carers can make an appointment with the SENCo through the school office.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups by FS2 teachers. The SENCo also liaises with pre-schools and other agencies at this stage. Where possible the SENCo will participate in SEN pupil reviews at pre-school/ nurseries in the summer term. Pre-school children are invited to visit us for induction visits in the term before they start school. Parents are informed about all Inclusion issues at an open meeting in the summer term prior to the children starting school and the SENCo is available for consultation at this time. A home visit, undertaken by the FS2 teachers in the autumn term the child starts school, is also offered so the parents can raise any issues they may have.

Close links are maintained with local Secondary Schools to ensure smooth transition between Years 6 and 7. Year 6 pupils make visits to the Secondary School of their choice during the summer term prior to transferring, and extra visits can be arranged by the SENCo. The Year 6 teacher completes transfer documents for all children. Additional information for children with SEND is provided by the SENCo who co-ordinates transfers with the special needs department at the chosen schools and meets with secondary colleagues to discuss transition and support for individual pupils.

Criteria for Evaluating the Success of our Policy

The policy is evaluated against the objectives stated and measured by:

- Teachers' planning reflects targets and previously identified need
- Parents/carers made aware of individual targets set for children
- The majority of those children identified make progress against their targets as judged through assessment or teacher's professional judgement and can move on to the next step in their personal development/ or no longer require additional support
- SEN additional support includes written/ recorded comments from parents / carers and children, and where necessary outside agency involvement
- Monitoring of procedures and practice by the SEND governor.
- The School Development Plan includes the provision for SEND.
- Undertaking a value for money review of our SEND funding.

Arrangements for Monitoring and Evaluation

The school utilises a wide range of processes to monitor and evaluate the effectiveness of the SEND Policy and provision for SEND children. The following outlines some of the processes, but is not intended to provide an exhaustive list:

- Reports to the Board of Governors
- Annual review of SEND Policy
- Ofsted

- Governor visits to school
- Pupil/Parent questionnaires
- School Council
- Complaints Procedure

Complaints Procedure

If parents or carers have a complaint concerning provision for their child they should, initially, attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCo before being heard by the Headteacher. Should the matter still be unresolved, the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and, finally, the complaint should be taken to the LA and/or Secretary of State.

Monitoring

The Governing Body's Leadership and Management Committee will monitor and review this policy annually as part of its terms of reference.

This policy should be read alongside government guidelines 'Keeping Children Safe in Education' (July 2015). The SEND Code of Practice 2015 and other school policies including:

- The School SEN Information Report
- Equality and Diversity Policy
- Subject policies
- Child Protection Policy
- This policy should be read in conjunction with the School's Assessment Policy.

Priestley Primary School SENCo's are Mrs K Staniforth & Miss M Boniface Senco@priestley.wilts.sch.uk

Priestley SEND governor is Mr A Poole contactable via the school office: admin@priestley.wilts.sch.uk

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