

PRIESTLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Reviewed Spring 2023



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

Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

- Any child who has a learning difficulty or disability which is sustained (I.e. last, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.

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 (June 2014)*

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.

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 all 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 operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs and Disabilities.
- To 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 ensure access to the curriculum for all pupils.
- To work with the guidance provided in the SEND Code of Practice 2014.
- 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 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.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Involve children and parents in the identification and review of their personalised targets.
- 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.

What is SEND Support?

The new SEND Code of Practice (2014) refers to a single group of children or young people who have SEND as receiving 'SEND Support'.

What are Education, Health and Care Plans?

Statements of Special Educational Need have been replaced by Education, Health and Care Plans (**EHCP**) through the Local Authority. Wiltshire council call these Education Health and Care Plans 'My Plans'. More information can be found at <https://www.wiltshirelocaloffer.org.uk>

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 2014).

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.

Roles and Responsibilities

Governors' Role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special education needs/disabilities.
- 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 joins 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 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 parents are notified of a decision by the school that SEND provision is being made for their child.

SENDCo Role

The SENDCo is 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.
- Ensuring that children with SEND have full access to the curriculum, assessment procedures and all school activities where appropriate.
- Supporting teachers with provision for SEND pupils within normal class situation, on an individual basis, in groups and whole class situations.
- Providing advice to all staff, liaising with them and overseeing the completion of one-page profiles and targets, My support Plans and My plans (Education Health and Care Plans).
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Promoting, throughout the school community, an understanding of the implications of inclusion.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with Area Health Authority's representatives, the Educational Psychologist and any other external body who might need access to Children with SEND.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND.
- Co-ordinating the range of support available to children with special educational needs and disabilities.
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs and disabilities to promote good home and school partnership.
- Monitoring and analysing the progress of children at SEND support or those with an Education Health Care plan.
- Monitoring the implementation of interventions on a termly basis.
- Liaising with the governor responsible for SEND and reporting regularly to the school's governing body on current SEND issues.
- Ensure SEND Pupil Register is up to date.
- Inform Head Teacher and Senior Leadership Team of any issues arising.

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. 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 three 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 access lifts in school to enable wheelchair users to access split level areas, which allows 8 of the school's 12 classrooms to be accessible. There are three disabled toilets and a shower room. The school does not have a hoist. 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. Any particular requests for additional resources are made to the SENDCo. An amount from the total school budget is allocated to special educational needs. The money is spent on additional resources, staffing costs and time allocated to the SENDCo to manage the support for inclusion and meet the objectives of this policy.

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 (2014) 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.

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. No extra recording will be done for this category, apart from the differentiation element on our planning.

Wave 2 - Through careful identification and assessment, and consultation between the class teacher, parents and SENDCo, 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.

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. This will be recorded on a My Support Plan. All interventions run on an **assess-plan-do-review cycle**. Progress will be recorded on an Intervention Tracker and a My Support Plan written if required and monitored closely.

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 carry out an annual review which parents, 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 their views are sought usually through an interview conducted by the SENDCo with the support of their Teaching Assistant.

In-service training

This involves the SENDCo, 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 SENDCo. 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 SENDCo.

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 SENDCo 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, parents/carers can make an appointment with the SENDCo 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. Pre-school children are invited to visit us for induction visits in the term before they start

school. A home visit undertaken by the FS2 teachers in the autumn term as the child starts school is also offered so the parents can raise any issues they may have. If necessary, the SENDCo liaises with pre-schools and other agencies at this stage.

Parents are informed about all Inclusion issues at an open meeting in the summer term prior to the children starting school and the SENDCo is available for consultation.

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 SENDCo. The Year 6 teacher completes transfer documents for all children. Additional information for children with SEND is provided by the SENDCo 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 on page one and measured by:

- Teachers' planning reflecting the learning objectives for children with SEND.
- Parents/carers made aware of individual targets set for children.
- Children are involved in discussing, constructing, reviewing their own targets, where appropriate.
- Child attainment or progress (as measured by objective testing and teachers professional judgement) being enhanced.
- Monitoring of procedures and practice by the SEND governor.
- The School Development Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our SEND funding.
- Any external evaluation or inspection.

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 SENDCo 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 2014 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 SENDCo is Mrs K Staniforth: senco@priestley.wilts.sch.uk

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

