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Windrush Valley School

Policy Documents Annual Review Record

Citation	<u>This document shall be cited as:</u> Special Educational Needs and Disability Policy (SEND) <u>and incorporating the following policies:</u>
Person responsible	Headteacher
Comments to	Headteacher
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Governor's Review	

Special Educational Needs and Disability (SEND) Policy

1. Introduction

Scope: This policy refers to children with Special Educational Needs and Disabilities (SEND.) The guiding principles informing this policy is ensuring that children with SEND at Windrush Valley School are given equal opportunities of demonstrating academic and personal potential, without being hampered by the skills that they find more difficult and are enabled and encouraged to feel worthy and fulfilled. This policy applies equally to all pupils including those in EYFS.

2. Aims of the Policy

This policy aims to:

- 2.1 Set out how our school supports and makes provision for pupils with SEND;
- 2.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- 2.3 Ensure Windrush Valley School complies with the requirements of, and with due regard to; Children and Families Act (2014), the Equality Act (2010), SEN and Disability Code of Practice (2014);
- 2.4 Ensure and acknowledge that every member of the teaching staff is an effective, pro-active teacher of pupils with SEND.

3. Legislation and Regulation

This policy has regard to:

- Part 3 of the Children and Families Act (2014)
- Equality Act (2010)
- SEN and Disability Code of Practice, 0-25 years (2014)
- The General Data Protection Regulation (2018) (GDPR)

4. Definition

- 4.1 'A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them ...' (*SEND CoP 2014, p. 15 xiii.*)
- 4.2 Special educational provision is educational or training provision that is additional to, or different from, that is made generally for other children of the same age by mainstream schools.

5. Roles and Responsibilities

5.1 Whole School

- Aims to focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of children;
- Make high quality provision to meet the needs of children and to ensure equality of opportunity;
- Consider the views of children and their families;
- Enable children and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with short or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

To ensure the needs of pupils with SEND are addressed, the school will:

- Identify and assess pupils with SEND, which may involve a referral for further assessment by external professionals;
- Develop and monitor support measure where a need is identified;
- Ensure the SEND Register is circulated amongst all staff;
- Ensure confidential communication on learning needs and progress of pupils is circulated as appropriate;
- Ensure that pupils are taught with due regard to their strengths, learning needs and academic potential;
- Communicate effectively with parents of pupils with SEND.

5.2 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision;
- Ensure they follow this SEND policy;
- Contributing to IEPs for pupil's with SEND in their class.

Pupils with SEND are the shared responsibility of all staff.

5.3 Headteacher

The Headteacher will:

- Work with the SENCo and Governor/s to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Overall responsibility for the strategic planning.

5.4 Governor/s

The Governor/s will:

- Help to raise awareness of SEN issues at proprietor meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the proprietors on this;
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

5.5 SENCo

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy;
- In relation to each of the registered pupils whom the SENCo considers may have SEND, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;

In relation to each of the registered pupils who have SEND:

- Identifying the pupil's SEND;
- Co-ordinating the making of SEND provision for SEND pupils;
- Monitoring the effectiveness of any SEND provision made for the pupil;
- Securing relevant services for the pupil where necessary;
- Ensuring that records of the pupil's SEND and the SEND provision made to meet their needs are maintained and kept up-to-date;
- Liaising with and providing information to a parent/carer of the pupil, on a regular basis, that pupil's SEND and SEND provision being made;
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision, is conveyed to the relevant person/s;
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies;
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEND;
- Contributing to in-service training for teaching staff at the school, to assist them to carry out their tasks.

6. SEN Information Report

- 6.1 Areas of Special Educational Needs the school provide for;
- 6.2 Identifying pupils with SEN and assessing their needs;
- 6.3 Planning
- 6.4 The Graduated Approach (Assessing and Reviewing progress towards outcomes);
- 6.5 School's approach to teaching pupils with SEN;
- 6.6 Access to the curriculum;
- 6.7 Evaluating the effectiveness of SEN provision;
- 6.8 Enabling SEN pupils to engage in activities available to pupils who do not have SEN;
- 6.9 Pupils on the SEND Register;
- 6.10 Exam concessions including extra time;
- 6.11 Partnership with parents;
- 6.12 Staff expertise and SEN in-service training;
- 6.13 Links with other schools, including transfer and transition;
- 6.14 Working with external agencies and support services;
- 6.15 Complaints about SEN provision;
- 6.16 Links with other policies and documents;

6.1 Areas of Special Educational Needs the school provide for:

Windrush Valley School currently provide additional and/or different provision for a range of needs, including:

Communication and Interaction eg. Autistic Spectrum Disorder, Asperger's Syndrome, Speech & Language difficulties

Cognition and Learning eg. Dyslexia, Dyspraxia, Dyscalculia

Social, Emotional and Mental Health Difficulties eg. ADHD

Sensory and/or Physical Needs eg. visual and hearing impairments, processing difficulties, epilepsy

Mild/moderate/severe and multiple learning difficulties

6.2 Identifying pupils with SEN and assessing their needs:

Early identification and assessment of SEN is important in ensuring positive long-term outcomes for pupils. Identification is assessed in the following ways:

- The class teacher identifies pupils that are making less than expected progress against their peers, developmental and curriculum targets;
- Pupils attainment and current skills are assessed on entry through observation, checklist, previous school reports, external agency reports, parental information and expected milestones;
- Dyslexia screening is completed for all pupils entering Year 2;
- Concerns raised by parents/carers of pupils;
- Concerns expressed by pupils themselves.

Dependent on the level of concern and degree of support offered, the pupil is placed on the SEN Register (Active or Observation), which is regularly updated and circulated to staff.

Identification of particular needs of pupils is a collaborative process between school staff, SENCo, pupil and parents with additional expertise provided as and when appropriate from Educational Psychologists, CAMHS team, Oxfordshire SALT team, Oxfordshire Occupational and Physiotherapy, Oxfordshire LEA.

6.3 **Planning:**

The SENCo takes lead responsibility for co-ordinating special educational provision, working with the class teacher, to ensure the consistent implementation of the IEP.

The SENCo will liaise with the pupil's teachers and parents. The parents may be asked to co-operate with the plan by following defined activities at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The pupil's views are an integral factor of the process and accordingly pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, considering their age, ability and past experiences.

6.4 **The Graduated Approach (Assessing and Reviewing progress towards outcomes):**

The school follows the Graduated Approach and the four-part cycle of **assess, plan, do, review**. The SEND Code of Practice states that, *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'*. In Windrush Valley School, class teachers remain responsible for the individual progress of pupils, irrespective of the level of support offered/provided; they provide the first and continuous point of contact for parents.

The school's graduated approach is in 3 broad phases to meet individual need:

Phase 1: In class curriculum adjustment – The class teacher ensures that pupils with SEND receive appropriate adjustments to the curriculum, including teaching methods and individual learning styles, resources and time adjustments.

Phase 2: In class additional support – Where a TA is utilised to provide individual support to pupils under the direction of the class teacher.

Phase 3: Withdrawal to specialist help – Where the child is withdrawn from the classroom for specialist support for brief periods of time.

The school uses a range of assessment data to support its identification of SEND and in devising appropriate teaching and support strategies:

- Standardised tests (eg. GL Assessments, NFER, CAT4);
- Educational Psychologists (EP) or Specialist Teacher reports;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and

Class teacher implements strategies in response to identified need and then reviews outcomes within a reasonable time frame, usually half termly. Termly review cycles include meetings with parents in order that any necessary adjustments to the support programme has their full support.

Where necessary, the level of support may increase to include liaison with outside agencies such as:

- Educational or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- EHCP request;
- GP review;
- Speech & Language Assessment.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs and will be reviewed regularly. This will draw on:

- Teacher's assessment and experience of the pupil;
- Previous progress, attainment and behaviour;
- Pupil's development in comparison to their peers and national data;
- Pupil's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 School's approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

6.6 Access to the Curriculum:

The school endeavours to ensure that every child's entitlement to full access of the curriculum at the appropriate level is met. We make the following adaptations to ensure all pupils' needs are met where ever possible:

- Differentiating our curriculum to ensure all pupils are able to access it, eg. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, eg. laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, eg. giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc.

6.7 **Evaluating the effectiveness of SEN provision:**

We evaluate the effectiveness of provision for SEN pupils by:

- Reviewing pupils' individual progress towards their goals and targets (termly);
- Reviewing the impact of small group interventions in class (half termly);
- Monitoring by the SENCo;
- Holding annual reviews for pupils with an EHC Plan;
- Holding termly meetings with parents and pupils, evaluating progress.

6.8 **Enabling SEN pupils to engage in activities available to pupils who do not have SEN:**

All of our extra-curricular activities and school visits are available to all our pupils, including before-and-after-school clubs and extended day activities.

All pupils are encouraged to go on our UK and abroad residential trips, however, this is at the discretion of parents.

All pupils are encouraged to take part in our whole school sports day, swimming gala, KS2 performing arts play and Christmas Nativity.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.9 **Pupils on the SEND Register:**

With regard to the Special Educational Needs Code of Practice (2014) the school maintains a register of all pupils receiving additional support; it also includes a (non-statutory) separate register of those pupils identified as being at-risk of not making sufficient progress but who do not otherwise require additional support or a differentiated curriculum. All children on the Active SEND Register also benefit from a specific Individual Education Plan (IEP), which is circulated to relevant staff for information and implementation, this also serves as a continuous record of progress. Where a pupil no longer requires the additional provision or support, their entry is deleted from the Active SEND Register.

6.10 **Exam concessions including extra time:**

Exam Boards, including SATs, set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Headteacher will apply these concessions according to need and adherence to DfE regulations. If a laptop and/or an amanuensis is part of a normal way of working in lessons, then it may be used in examinations.

6.11 **Partnership with parents:**

The school values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to any information retained by the school including the right to be involved in decision-making.

The school will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These discussions ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- The school considers the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these discussions will be added to the child's record.

The school formally notifies parents when it is decided that a pupil will receive SEN support.

6.12 **SEN in-service training:**

Training for staff and the SENCo is provided from time-to-time to ensure that staff skill and expertise is maximised in order to meet all identified need extant in the school. Training can take place externally from the school or provided by in-house staff during INSET days.

6.13 **Links with other schools, including transfer and transition:**

Windrush Valley School accepts pupils aged 3 to 11 years, in accordance with its Admission Policy. When pupils with SEN and Disability are admitted, the previous school is requested to provide details of the pupil's needs and the support programme provided. Where pupils transfer from Windrush Valley to another school, their personal records detailing the support programme offered and the reasons for this, are forwarded prior to transfer. The SENCo will contact the receiving school in order to ensure the smooth transition of information, including a meeting with the receiving school's SENCo.

The SENCo and Headteacher visit maintained, independent and specialist schools within the local area when necessary, to gain a full understanding of the provision offered to SEN pupils, and admission criteria.

The SENCo is also available to attend transitional visits with parents and pupils on request.

6.14 **Working with external agencies and support services:**

We always work proactively and collaboratively with all external agencies.

6.15 Complaints about SEN provision:

Complaints about SEN provision in our school should be made to SENCo or Headteacher in the first instance. They will then be referred to the school's Complaints Procedure.

6.16 Links with other policies and documents:

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Complaints procedure
- Safeguarding
- Admissions

**Amanda Douglas
Headteacher
September 2019**