

Wrenbury Primary School
Special Educational Needs and Disability Policy
Reviewed August 2020

SENDCo:

The role of SENDCo is undertaken by Rebecca Charlesworth (the school's Deputy and with National Award for SEN).

This policy should be read in conjunction with the Local Offer Policy Document. This is available to parents on the school website. <http://www.wrenburyschool.org.uk/>

This forms a contributory part of Cheshire East Local Offer. More information about the Local Offer can be found at:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Compliance

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

- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013; updated Dec 2014
- Working together to Safeguard Pupils (2019)
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DfE Feb 2013
- The Pupils Act 1989 and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Cheshire East SEND Toolkit (Nov 2017)
- Keeping Children Safe in Education (2020)

Introduction

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice 2014

SEND definition

In this policy, special educational needs and disabilities (SEND) is defined as:

‘a pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’.

‘A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the

same age, or

have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition in this policy (**SEN Cof P 2014 page 15/16**)

Aims and Objectives of the Policy

Our Aim at Wrenbury Primary School is to raise the aspirations of, and expectations for all pupils and young people with SEND. Our school provides a focus on outcomes for pupils and young people to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High school and into adulthood.

Objectives:

- That opportunities are provided for every pupil to experience success and to develop an open mind set to learning.
- To accurately identify and provide for pupils who have special educational needs or disability or additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-coordinator(SENCO) who will work with the SEND & Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their pupil's development
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that opinion will be taken into account in any matters affecting them
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained
- Use the 'assess, plan, do, review' approach to identify and monitor student's progress and needs

Admission Arrangements

The admissions' policy for Wrenbury Primary School follows that is Local Authority (LA). Allocation of places to the school is administered by the LA for Foundation Stage Year. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the one they should attend. See Admissions Policy

Identifying Special Educational Needs and Disabilities

The Code of practice 2014 identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory and/or Physical

These 4 broad areas give an overview of the range of needs that should be planned for.

Types of Need

Communication and Interaction



This includes:

Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others, this may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

- **Autistic Spectrum Condition (ASC)**, including Asperger's Syndrome

Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)**, where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties (PMLD)**, where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties (SpLD)**, affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment (VI)**,
- **Hearing impairment (HI)**
- **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- **Physical disability (PD)**

(Cheshire East SEND Toolkit)

However, individual pupils often have needs that cut across all areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Wrenbury Primary School, we identify the needs of pupils by considering the needs of the whole pupil and then matching the provision accordingly.

It is important to point out the circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of (or Pupil Premium Plus) Grant
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

A Graduated Response to SEN support

At Wrenbury Primary School we use a Graduated Response to support pupils with SEND. All teachers at Wrenbury are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We currently use the Cheshire East Toolkit for SEN (November 2017) to support our graduated approach.

Identification

Early Identification -Teacher Monitoring

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

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 student's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

Progress also includes areas other than attainment- for example a pupil may need more support developing social and emotional skills than his peers.

At Wrenbury our first response when a pupil is not making the expected progress is to target quality first teaching at their area of weakness which is differentiated to meet their particular needs.

Assess

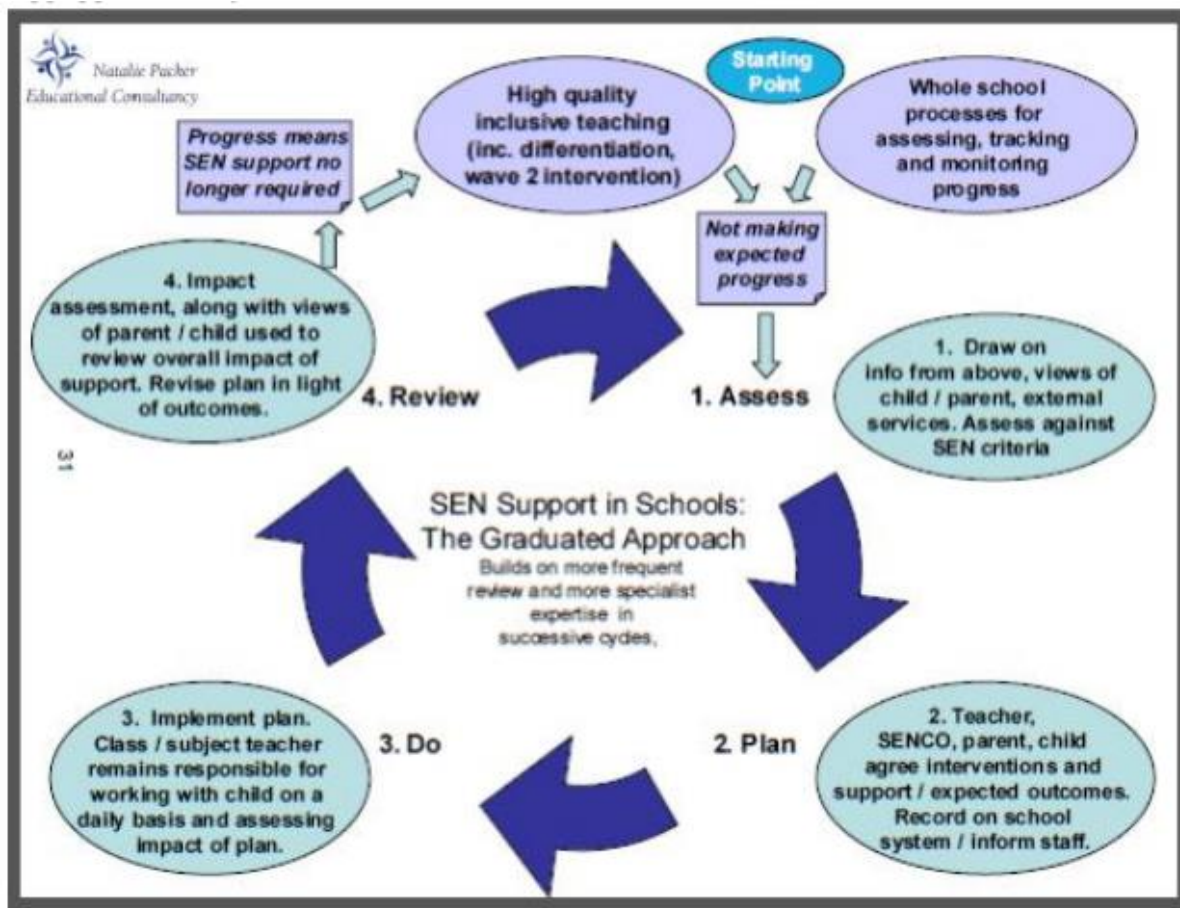
If progress continues to be less than expected despite targeted quality first teaching, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENCO, will informally gather evidence and consider all of the information about the pupil's progress, alongside national data and expectations of progress. This will take into account any concerns raised by the parent and will include the child's views and where appropriate include advice from other professionals. At this stage the pupil will be identified as **First Concerns** on any provision map or tracking documentation.

This should help to determine the support that is needed and whether adapting Wrenbury core offer can provide it, or whether something different and additional is required. If a child is still not making expected progress, despite support, a higher level of support will be given additional to and different from that which most children receive. This support will be tailored to the individual needs of the child and may be the form of; further and significant differentiation, targeted group work, individual support programs, adaptations to the environment, an individualized curriculum. At this point (with the permission of parents / guardians), specialist advice may be sought from other agencies such as the: Educational Psychologist, Cheshire East Autism Team, Community Pediatrician or CAMHS.

Where something different and additional is required the pupil will be identified as having a SEN and will be recorded as **SEN school based support** and a **School Support Plan** will be created to support their specific needs. Parents will be formally informed of this decision and their views will be sought so they can be implemented in the plan. Parents may be directed to Cheshire East Information and advice service for support: www.ceias.cheshireeast.gov.uk

Where a pupil is identified as having SEN, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the pupil making good progress and securing good outcomes.

ASSESS-PLAN-DO- REVIEW



A review of progress towards agreed outcomes will be held, with parents and pupils, formally at least three times a year in line with whole school parent evenings. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents and pupil.

Education Health and Care Plan

Where the needs of the pupil are found to be significant and complex and when despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. The school will provide:

- evidence of the student's academic attainment and rate of progress
- information about the nature, extent and context of the student's SEND
- evidence of the action already being taken to meet the student's SEND

- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- a costed Provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

Changes due to coronavirus (COVID-19)

Some aspects of the law on EHC needs assessments and plans have changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19).

The duty on local authorities annually to publish their response to comments on their local offer of services for those with special educational needs and disabilities has also been modified temporarily for the same reason.

The changes can be found here [changes to the law on education, health and care needs assessments and plans due to coronavirus \(COVID-19\)](#)

Managing Pupils Needs on the SEN Record

Pupils and pupil's needs differ from year to year and the provision to support these pupils at Wrenbury will vary according to need.

The following outlines the procedures in place to monitor students on the SEN Record:

- All students identified as having SEN have a School Support Plan, which is drawn up in conjunction with staff, parents and pupils. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and desired outcomes.
- Parents of students with SEN are invited in 3 times a year to discuss their child's progress towards agreed outcomes and review the School Support Plan. This is usually timetabled to coincide with school parents' evenings. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents and pupil.
- Pupils who are on the SEN First Concerns register have their progress and attainment monitored 3 times a year by the SENDCo in line with the school's Progress Meetings.
- Individual provision mapping will document provision which is additional to and different from that which is offered through the core offer and provides a basis for monitoring the impact of support.
- The School's Offer documents the provision offered to students.
- Parental permission will always be sought before any other professional advice or opinions are sought.

Criteria for exiting the SEN register

- If following a review of a School Support Plan with the pupils and the parents it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEN Record.
- Pupils who exit the SEN register will be tracked closely to ensure progress is sustained in all areas.

Supporting pupils at school with medical conditions

At Wrenbury, we recognise that students at school with medical conditions should be properly supported 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a student is diagnosed with a medical condition or disability, the school will organise a multi-disciplinary meeting to bring together all the professionals involved in the care of that student, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into Wrenbury School.

Monitoring and Evaluating of SEND

At Wrenbury, provision for pupils with SEND, in the classroom, is the responsibility of class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

Training and Resources

The training needs of staff are identified through Performance Management and planned for through CPD and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.

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

The school's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The governing body will ensure that:

- SEND provision is an integral part of the school development plan
- necessary provision is made for any student with SEND
- staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the SEND Code of Practice 2014
- they are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process

- they set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- the quality of SEND provision is regularly monitored
- a governor is identified to be the person responsible for SEND and for this person to link with SENCO

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the deputy head
- ensuring that the implementation of this policy and the impact on the school is reported to governors

Special Educational Needs Co-ordinator is responsible for:

- overseeing of the day-to-day operation of the SEND policy
- overseeing the provision for students with SEND
- organising and managing the work of the TAs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems
- supporting subject teachers in devising strategies, drawing up SEN Support Plans, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND record and associated files
- assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information
- contributing to in-service training of staff
- liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- developing good practice within a network of schools
- producing reports for the governors and an annual report for the 'Governors Report to Parents'
- ensuring the Wrenbury SEND Report is maintained and up-to-date

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND giving feedback to parents/ guardians of students with SEND

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in Learning Development
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

Storing and managing information

Confidential documents are stored in a lockable cabinet in the Head teacher's office.

Accessibility: Link to accessibility plan

Dealing with Complaints: Link to complaints policy

Bullying: Link to bullying policy

Reviewing the policy

This policy is kept under review by the SENDCo .

This policy will be reviewed annually.

Updated: August 2020

Review Date: August 2021