

Policy Updated: September 2020

Review Date: September 2021



Whitehouse Primary School

Special Educational Needs and Disabilities (SEND) Policy

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- 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 KS1 and 2. (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

At Whitehouse Primary School we believe it is every child's right to achieve his/her full potential. We aim to raise the aspirations of, and expectations for, all pupils with Special Educational Needs.

Objectives

1. To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response.
2. To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
3. To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
4. To provide a suitably qualified and experienced SENCO who will lead and facilitate SEND provision within the school.
5. To provide support and advice for all staff working with pupils with SEND.
6. To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.
7. To ensure access to a broad and balanced curriculum for all pupils regardless of SEND.

Identifying Special Educational Needs

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special

educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Whitehouse Primary School we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

At Whitehouse Primary School if this is the case the pupil is then identified as having a Special Educational Need.

The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

At Whitehouse Primary School we recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEN, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the “whole child”. We recognise the need to gather information about the pupil from everyone involved in the pupil’s education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents/carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEN:

1. Disability – The Code of Practice outlines the duty of “reasonable adjustment” as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding
6. Being a Looked After Child.
7. Being a child of a servicewoman / man.

A graduated approach to Special Educational Needs support

The graduated approach is at the heart of whole school practice at Whitehouse Primary School, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process

becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need.

Quality First Teaching

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. (Teachers Standards 2012) At Whitehouse Primary School teachers are supported in this by regular Pupil Progress Meetings which discuss the attainment and progress of all learners at the school.

Whitehouse Primary School places a high emphasis on developing excellent Quality First Teaching and acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEN.

Where a pupil is identified as underachieving, the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil's needs. The Code of Practice suggests using a range of sources of information including:

- teacher's assessment and experience of the pupil.
- pupil progress, attainment and behaviour
- the individual's development in comparison with their peers.
- the views and experience of parents
- the pupil's own views
- advice from external support services if already involved
- standardised testing, criterion referenced assessments, screening assessments

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENCO, will place the child on the school SEN list at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining Milton Keynes Council graduated response advice.

School Support

At Whitehouse Primary we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN. This allows the school to continually reflect on the approaches we use to meet a child's needs.

This approach can be seen as follows:

Assess - Plan - Do - Review

Assess (the child's needs)

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during the completion of the Initial Concerns checklist, however, when a child is placed on School Support at Whitehouse Primary, it may be necessary to further analyse the precise gaps in a pupil's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEN specific checklists among other tools.

Whitehouse Primary School aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team Around the Child (TAC) at this stage.

Plan (what you need to do, the provision needed and what outcome should be achieved)

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required." At Whitehouse Primary School this is achieved through the use of Individual Education Plan's which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at Pupil Progress Meetings and SEND plan meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, SENCO and Pupil Support Team. The level of support provided will be flexible and will depend on the immediate needs of the individual pupil.

Do (put the provision in place)

Class teachers at Whitehouse Primary School work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend Pupil Progress Meetings and SEND plan meetings to ensure effective sharing of information, and those delivering interventions also provide regular written updates about the impact of the provision for each child. Allocation of intervention and provision is dependent on the child's particular needs and reflects a graduated approach that recognises the continuum of special need.

Review (what difference is it making towards outcomes?)

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate. More formal, rigorous ways of tracking progress include half termly pupil progress meetings, assessments, termly SEND plan meetings. These meetings will consider whether pupils with SEN are on track to reach their targets, whether there is an

increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEN and those without.

SEND Plan

The SEND Plan will be reviewed on a termly basis and all stakeholders will be included in the discussions about the individual pupil's next steps in learning. These meetings will address the following key considerations:

- has the pupil achieved the agreed targets?
- what is the evidence from regular day to day tracking?
- has there been a generalisation of skills transferring back into class work?
- how have pupils and parents responded to targeted provisions?
- what are the views of all stakeholders?
- how does this term's evaluation feedback into the analysis of pupil's needs.
- what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEN of an individual pupil. If this is the case the school will consider whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENCO may also consider whether she needs, in collaboration with parents to apply for Statutory Assessment in order to access funding from the Local Authority Higher Needs Block.

Statutory Assessment

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision the school has in place it may be necessary to consider applying to the Local Authority for a Statutory Assessment of this pupils' needs.

Education , Health and Care Plan / Statement of Special Educational Need.

Once an EHC plan is finalised the Local Authority must ensure that the specified special educational provision is secured. Whitehouse Primary School will use all resources available to meet the needs of these individual children to the best of its ability. The Children's and Families' Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENCO and all involved parties will be invited to attend.

Supporting pupils and families

All services available in the local area are identified by the local authority in the Local Offer. This can be found on the SEND tab on the Whitehouse Primary School website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through the Early Help Assessment process or through direct referrals to services facilitated by the SENCO and Pupil Support Team. The SENCO and Pupil Support Team will also signpost

the child/families to relevant agencies who may be able to provide additional support for the child/family.

Admission arrangements for Whitehouse Primary School can be found in the Admissions Policy, but no child will be discriminated against as a result of their SEN.

Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENCO.

Where a child with SEN is due to transition to our school, or from our school to another setting, the SENCO will ensure smooth transition of information. The SENCO will arrange a transition meeting and additional transition visits / arrangements as necessary to meet the child's SEN.

Supporting pupils at school with medical conditions

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. Please see the Policy for Managing the Medical Conditions of Pupils. Some pupils who have a medical condition may be disabled, and where this is the case Whitehouse Primary School will comply with the duties placed on it by the Equality Act 2010.

The school is required by legislation to have an Accessibility Plan in order to promote access for disabled pupils to the school curriculum. This includes access to teaching and learning and also to the wider curriculum of the school, such as participation at after school clubs. (Please refer to our Accessibility plan)

Monitoring and evaluation of SEND

The delivery of SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. In addition to this the SEN Governor will visit the school on a termly basis to monitor and challenge the delivery of SEN provision. The SEN Governor will report back to the Full Governing Body on a termly basis.

Training and resources

At Whitehouse Primary school we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEN remain high. We identify training needs for SEN through the process of Performance Management and also staff audit of training needs and then respond to these needs at both a whole staff and individual level.

Any member of staff who joins Whitehouse Primary School has a thorough induction which includes meeting the SENCO who explains the systems in place within school to support children with SEN.

Dealing with complaints

At Whitehouse Primary School we pride ourselves on the positive relationships we have with parents, but there may be occasions when a formal route for complaints will need to be instigated. All complaints will be managed in line with the school Complaints Policy.

For further information about SEND facilities and support within the local area, information can be found on the Local Authority website at: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

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