



WERRINGTON PRIMARY SCHOOL

Special Educational Needs Policy

Editions and Revisions

2009 Policy Review	L McGrath
Policy Review January 2012	L McGrath
Policy Contact review NOV 2012	L Crosby BW -Headteacher
Review for new SEN code/ Provision mapping - March 2014	L. McGrath
Policy Update – October 2015	L. McGrath
Policy Review November 2017	L. McGrath
Policy Review September 2019	L. McGrath
Policy Review December 2022	L. McGrath
Policy Review April 2024	L. McGrath

Werrington Primary School SEN Policy

PRINCIPLES

All Teachers are teachers of children with Special Educational Needs. At Werrington Primary School we are determined to meet the educational needs of all our pupils by promoting a caring and happy atmosphere where all children will be helped to gain the self-confidence and self-esteem which are the pre-requisites for educational and social development.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with other agencies and experts as necessary. The governor's intention is that the needs of all pupils are identified and provision made available to them.

EQUAL OPPORTUNITIES AND INCLUSION

All pupils whether they have special educational needs or not, will have an equal opportunity to participate in the full curriculum of the school.

The Governing Body and staff of Werrington Primary School understands that children with a disability may not have special educational needs. Every effort will be made to make adjustments to allow all pupils to participate fully and have a positive learning experience, regardless of need or disability. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school.

The requirements are designed to dovetail with duties under the SEND code. To improve the delivery of education to pupils with disabilities or additional needs we will aim to:

- Increase participation in the curriculum
- Make improvements to the physical environment of the school
- Improve the delivery of written information
- Listen to pupil and parent views and act on these to improve

The Equality Act 2010 identifies disability as one of nine protected characteristics and our school Equality Policy should be read in conjunction with this policy.

Pupils with special educational needs are, like all pupils, encouraged to become increasingly independent and take responsibility within the school.

Types of Additional Need Supported

Werrington Primary School is a mainstream school. We support children with needs in the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Physical and / or Sensory needs.

ROLES AND RESPONSIBILITIES

Special Educational Needs Co-ordinator: Mrs E. McGrath

Governors

Governors will fulfil their statutory duties to pupils with educational needs by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

Headteacher

The head teacher has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

Role of Teaching and Support Staff

Teaching and Support Staff will take all possible steps to understand the nature of the child's difficulties and work together to meet the child's needs. Great care will be taken on a day-to-day basis to ensure equality of opportunity. This includes the wider curriculum such as after school clubs and school visits as well as teaching and learning.

SENCo

Werrington Primary School has a dedicated SENCo with non-contact time to fulfil all duties.

SENCo's Role:

- Takes day to day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN
- Liaise and work in partnership with external agencies
- Contributes to the in-service training of all staff
- Regularly meets with class teachers and TAs to discuss pupils, resources and any other relevant issues that arise
- Uses SEN budget to provide resources support and training
- Arranges to undertake assessments which will identify SEN of pupils, where needed - if necessary making use of teachers and facilities from outside the school
- Oversees and monitors impact of SEN interventions.
- Liaises with secondary placements and ensures information and paperwork is passed on

- Liaises with pre-school placements to ensure support is in place from the earliest stage possible
- Organises EHCP reviews and co-ordinated plan reviews

The SENCo, with the support of the head teacher and colleagues will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching.

Class teachers

All teachers should act on the principle that every member of staff is directly responsible for meeting the needs of all pupils. All staff should work in partnership with the Special Educational Needs Co-ordinator, parents, pupils and other agencies and should participate in appropriate training.

The class teacher will:

- Identify an area of concern and discuss this with the parents.
- Consult with SENCo
- Collect and collate information on pupil's strengths and weaknesses including levels of attainment, using Pre Key Stage Levels, where relevant.
- Prepare and review Provision Plans and Pupil Profiles as necessary at the intervals determined by the school. (At least termly for Provision Plans.) Where necessary this will be done alongside the SENCo.
- Discuss/communicate targets for interventions with parents and pupils.
- Reviews outcomes and timed progress. (Provision Plans)
- Teaches pupils at all levels.
- Supervises and allocates tasks to TAs involved in the learning of their pupils
- Hands relevant documents to the next teacher and discusses the needs of SEN pupils during transition meetings when a child changes class/teacher within the school. The SENCo is also likely to be involved in this process, particularly where the child has a high level of need.
- Regularly work with, plan for and assess all children including those with SEN.
- Contribute to EHCP reviews

Parents

All parents of children with SEN should feel they are treated as partners, able and empowered to:

- Play an active and valued part in their children's education.
- Have difficulties identified early with appropriate intervention to tackle them.
- Have a real say in the way in which their child is educated
- Have knowledge of what they can expect for their child
- Have access to information, advice and support during assessment and any related decision making process about SEN provision, including transition planning.

Parents will be invited to contribute through consultation and by working in partnership with the school to help meet their child's needs.

TAs

- Carry out individual and group programmes.
- Work, supporting children, within a class context and also delivering additional interventions as detailed in the Provision Plan.
- Attend meetings called to discuss children with SEN and, where relevant, contribute to targets and reviews.
- Attend in-service training sessions and external training courses as needs are identified and resources allow.
- Liaise regularly with class teachers and SENCo to ensure continuity and support and to help monitor progress.
- Be aware of children's targets and needs and use this information to inform work with children

Pupils

Pupil's wishes and opinions about their own needs will be sought regularly and carefully considered. These will be taken into account when planning provision wherever possible. All pupils will be encouraged to treat their peers with respect. Children with SEN will be offered full access to a broad, balanced and relevant education.

Pupil views on SEN interventions will be sought through questionnaires. This will structure a small part of the ongoing conversations between staff and children about the best way for them to learn and for any additional needs to be met. Pupil profiles and TA intervention forms will also support in ensuring that pupil views are sought and acted upon.

Admissions Policy

The currently agreed admissions policy of the governors makes no distinction as to pupils with education needs, except with respect to pupils with an EHCP; these children are given a higher priority when places are allocated. Within the admissions policy, the aim of the school is to meet the needs of any parent who wishes to register at the school. In the case of pupils with an EHCP the SENCo will work closely with the LA in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission on the grounds that he/she has SEN. The SENCo and teachers will work closely with outside professionals and the LA in coming to a decision about the most appropriate provision for pupils with special educational needs.

Special Facilities

Werrington Primary School is equipped with wheelchair access at major entrances and exits. In KS2 there are also toilet with disabled access.

The school will also continue to make reasonable adjustments so that no child is put at a substantial disadvantage to others and will also plan strategically and make progress in increasing accessibility to the school's premises and curriculum. Please see the School Information Report for further information.

Allocation of resources

The Trust, Local Governing body and school will ensure appropriate funds are allocated to meet the needs of pupils with SEN. Following the meeting of the governing body (the Trust Board), which approves the budget, the Trust will inform the school and Local Governing Body (LGB) to the levels of funding under special needs headings and to the amounts allocated for Special Needs in the school budget.

The Headteacher, or a person with delegated responsibility, will manage the funds allocated in its budget to meet the differing needs of the pupils in the school with SEN. The LGB, collectively and through its link governor, shall undertake have oversight of dedicated funding streams and activities to ensure the needs of pupils with SEN are met.

The governing body require the Headteacher and SENCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

In Service Training of Staff and training for Governors

The SENCo will assist in the provision of training for teaching and non-teaching staff. This may involve sharing of expertise within the school or accessing external training.

The governors will give high priority to training on SEN responsibilities, assessment and provision when drawing up their own plans for governor training,

Outside Agencies

Werrington Primary School maintains strong links with many outside agencies who provide valuable support for the pupils with SEN.

The Support for Learning Team visit the school to undertake specific assessments, prepare reports and support the SENCO and staff with extra resources. Other agencies including Speech, Language and Communication Therapy, Occupational Therapy and The Sensory Support Service work with the SENCO, teachers and parents to provide support for pupils with SEN. The school refers to mental health practitioners through Younited, following local guidance and supports the work as requested by these professionals.

ASSESSMENT AND PROVISION

The school follows LA guidance when identifying children with SEN. Where we feel that a learning delay in one or more areas is likely to be due to an issue, such as a child having English as second language or challenging home circumstances, the child will be supported as needed but not classified as SEN. If progress accelerates and the gap with peers significantly narrows, the child will be removed from the SEN register. Children with severe needs may have a co-ordinated plan to co-ordinate their support in school. Where additional funding is required the LA may issue an

EHCP. School will work with parents to make an application for an EHCP where this is felt to be necessary.

Curriculum Adaptations

In most cases access to the full curriculum of the school, will be achieved by the careful differentiation of class work, support, equipment, intervention and groupings by the class/subject teacher. Through careful planning the teacher will define what the pupil is expected to learn. A teacher can seek advice from the Special Educational Needs Co-ordinator on strategies which might be used to help a pupil access the curriculum. It is the responsibility of the class teacher to assess whether the objective has been achieved but support may be requested. Teachers are likely to need to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Some children will be working at a level significantly below their peers. In these cases the curriculum may need to be significantly modified but we will endeavour to include as many opportunities as possible, where this child can learn alongside or with their peers.

All those who teach a pupil with special educational needs, which have been identified, will be informed of this. The Purple SEN box containing any relevant paperwork will be passed up from the previous teacher. It is the class teacher's responsibility to ensure that all paperwork relating to SEN is stored in this box and shared with relevant TAs. If there is a sudden change in a pupil's SEN needs the SENCo will ensure that the relevant adults are informed.

Recording

The records for all pupils with special educational needs will normally be stored in individual class SEN box files kept by each teacher. Copies are kept in the filing cabinet in the pupil support room. All of these must be stored securely. Provision plans and co-ordinated plans are stored on the server in an area only staff can access. Copies are made available to TAs regularly working with the children mentioned. Pupil profiles are completed for all pupils and can be found in the child's classroom.

Provision Plans

Provision Plans are used throughout school. These may be done as class or year group plans. Provision plans are used to plan provision for SEN They are useful in ensuring teachers, and other relevant staff, have a clear overview of all provision occurring for their children. Provision plans will be made available to all staff working with the child on the relevant targets. The 'Quality First Teaching' box identifies provision available to all children including those with SEN.

PARENT/ CARER AND CHILD PARTNERSHIPS

Parent and child partnerships are key to the way of working

Werrington Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision.

We try to get to know the parents of pupils with special educational needs and encourage them to ask questions about the school and the provision made for their child. We seek their help in working with their child at home and in school. We take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the impact of working apart.

We recognise that the failure of a parent to participate in the partnership does not indicate lack of interest or willingness. We also recognise that matters related to SEN often require careful and sensitive handling. We do our best to ensure that parents are involved in decisions about their child. We make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

Regular parent/teacher consultations are held, on both a formal and informal basis and 'Open Evening' provides an opportunity to view the whole school and follow the progression made. Parents are encouraged to contact class teachers and the SENCo if they have any concerns about their child or wish to ask any questions. If staff are concerned about a pupils learning, progress or any barriers which may be preventing a pupil reaching his/ her potential the class teacher and/ or the SENCo will contact the parent/s to discuss the issue.

EHCPs are reviewed at least annually with parents.

Children's views will be sought about provision and the way they are taught. Where possible modifications will be made to take into account children's views about the best way for them to learn. Their views will be sought using any possible methods of communication and where necessary through observation of their preferences and dislikes and discussion of this with parents/ carers.

COMPLAINTS

We pride ourselves on being a welcoming environment where parents feel at ease to approach members of staff to discuss any problems they feel their child may be encountering. Any such problems will always be looked into promptly. However, we also have a complaints policy which can be used where there are concerns. The school office can provide a copy of this if required.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Headteacher, or to any member of the governing body. If you speak to a governor, s/he will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you within five school days. If s/he has not resolved the matter to your satisfaction, it will be referred to the special needs governor/special needs committee of the governors, who will consider the complaint at their next meeting and contact you within five school days from the date of the meeting.

If the complaint relates to provision decided by the Local Authority, for example EHCP funding or school placement this may need to be resolved by staff at the Local Authority. School staff will provide contact information for the relevant teams.

EVALUATION OF SUCCESS

The governors will evaluate the success of this policy through pupil progress and through the school sharing specific challenges and successes.

In particular, the governors will come to judgements about:

- The views of parents on the working of parent partnerships.
- The effectiveness with which the school is meeting needs.
- How well pupils with special educational needs take part in the whole curriculum of the school.
- How independent pupils with special educational needs become.
- How pupils with special educational needs take responsibility about the school.
- How resources have been allocated to and between pupils with special educational needs.
- Tracking and monitoring of pupils with Special Educational Needs.

SUMMARY

At Werrington Primary School we are determined to meet the educational needs of all our pupils. We work hard to ensure that special educational needs do not create a barrier to achievement or participation in any area.

The school caters for the needs of all pupils with special educational needs All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The Special Educational Needs Co-ordinator is responsible for overseeing assessment and provision.