



Policy for Special Educational Needs and Disabilities

at

Weston All Saints C of E Primary School

Nurturing spiritual growth and creativity, striving for excellence as we flourish and serve our community

Approved by: Local Governing Body **Date:** July 2021

Last reviewed on: May 2021

Next review due by: April 2022

Introduction

Weston All Saints Primary School has a vision to enable achievement for all children. We aim to develop enthusiastic and independent learners who gain transferrable skills and who are confident and resilient. We believe that this is accomplished within a nurturing school environment which seeks to understand and address the needs of all learners. We know that achievement is possible only when there are strong relationships between school staff, children and their parents/carers so every effort is made to build strong links. We seek to establish a culture which encourages each child to realise their full potential, to make use of their special talents and to strive for the fulfilment that comes from individual achievement. The growth of well-developed social skills that allow children to work collaboratively with others to achieve a common goal as well as to play happily in an atmosphere of mutual respect in which children feel safe is also a key aim for our school.

If we are to be truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to teaching and learning, give the widest possible access to the greatest number of pupils. Pupils with needs ranging across the four areas outlined in the 2014 Code of Practice for SEND are fully integrated and supported.

The four areas of SEND have been identified by the 2014 code as:

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

We have a Disability Access Plan in place to ensure a systematic approach to meeting our philosophical and statutory commitment to widening educational access within our school.

Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers' Standards 2014
- Child Protection & Safeguarding Policy
- Behaviour Policy
- Accessibility Plan
- Policy for Supporting Pupils with Medical Conditions
- Policy for Children with health needs who cannot attend school
- Anti-Bullying Policy
- Equalities Policy

Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Aims and Objectives

Our aim is to raise the aspiration of, and expectations for all pupils with SEND, with a specific focus on positive outcomes, both in terms of pupils' academic progress and their emotional wellbeing. We seek to provide an effective in-school support framework by:

- identifying individual children with particular needs
- supporting these pupils
- including pupils and their parents in planning and implementing their support

This SEN Policy aims to:

Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Main Body of the Policy

How do we support pupils with SEND?

We include every child within a mainstream class regardless of the nature or degree of their special need, so that they have the opportunity to participate, wherever possible, in all school activities.

We offer targeted support to identified pupils from a diverse range of experienced adults including class teachers, Learning Support Assistants (LSAs), specialist teachers and external professionals, through:

- Quality first teaching: high quality, inclusive teaching for all pupils in a class
- short term intervention for individuals
- short term intervention for small groups
- Individualised learning programmes across different curriculum areas identified as needed

In line with the 2014 SEND Code of Practice, class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At WASPS, high quality teaching, differentiated and/or scaffolded for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

Roles and Responsibilities

The Learning Support Team

At WASPS we have a Learning Support Team (LST) which brings together all individuals involved in supporting pupils with SEND.

The team:

- supports pupils
- liaises with teachers
- maintains the school's SEND register and oversees the records on all pupils with SEND
- liaises with parents of children with SEND
- liaises with external agencies e.g. Educational Psychologists.
- administers correspondence and paperwork relating to SEND

The Inclusion Lead

The Learning Support Team is led by the Inclusion Lead who has overall accountability for Special Educational Needs and Disabilities across the school and is responsible for:

The Inclusion Lead will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

In addition to the Inclusion Lead, the Learning Support Team consists of:

- Mrs S Halls, Headteacher and Deputy Safeguarding Lead
- Mrs S Badger, Deputy Headteacher, Designated Safeguarding Lead and Designated Teacher for Looked After Children
- Mrs A Trim: Assistant Headteacher and Deputy Safeguarding Lead
- Medical Needs Manager: School Nurse
- Special Needs teacher: Mrs B Notice (Parent Support and specialist SEN teacher)

The Headteacher

- Works with the Inclusion Lead and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any 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 Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at meetings of the Local Governing Body
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body on this
- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

Resources

The management of funds in relation to Special Education Needs is the responsibility of the Headteacher and Finance Manager, in consultation with the Inclusion Lead.

Funding for pupils with Education and Health Care Plans is used to provide specified support to those pupils as described in sections E and F of their plans. This provision is monitored by the Inclusion Lead

Human resources are allocated according to individual need and following obligations as described in pupils' EHCPs. This is done in relation to whole school needs and is the decision of the Headteacher supported by the Learning Support Team.

General Data Protection Regulation

- SEND records are kept in a confidential, central place which is locked. Only relevant staff members have access to this paperwork.
- Detailed SEND records are not kept by class teachers
- All paperwork relating to individual children is scanned and e-mailed to relevant staff. They are only permitted to open these attachments on encrypted computers
- Paperwork is shared with external agencies via secure file sharing software where possible. Where this is not possible, documents are password protected before being shared

Partnership Beyond School

Parents are invited and encouraged to contribute to their child's Learning Support Plan (LSP) or Support Agreement and subsequent reviews. These LSPs or Support Agreements and their expected outcomes are discussed with parents/carers three times a year before they are signed by parents/carers and school staff. In addition to normal access to their child's teacher, parents can also discuss issues relating to SEND with the other members of the Learning Support Team at any time.

External support is provided by a range of professional services, including Educational Psychologists, the Education Welfare Officer, Play therapists, Speech and Language Therapists, the School Medical Officer, Occupational Therapists and specialist teachers.

As a school within The Partnership Trust, WASPS participates in the Partnership Trust's SENCO Cluster Group.

School staff liaise with other schools when necessary, e.g. when children transfer within year or at key transition points.

Identifying Needs and Providing Support

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Weston All Saints Primary School, we will investigate if a pupil may have additional needs when:

- Concerns are raised by teachers or support staff, parents/carers, or the child's previous school or preschool
- There is a concern about the rate of progress a child is making
- There is a change in a child's behaviour or mental well being
- A child asks for help, beyond usual needs

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The Graduated Approach at SEND Support

SEND support takes the form of a four-part cycle (Asses, Plan, Do and Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

Assess:

The child's needs are assessed using a mixture of formal assessments (standardised tests or screening tests for example) and informal assessments (observations of the child, scrutiny of their learning for example). These tests are usually first carried out within school by school staff and are sometimes then followed up by external professionals. Occasionally, the first assessment may be done by someone external such as a paediatrician or a speech and language therapist.

Plan:

Based on these assessments, educational needs are identified and a plan is put together on how to best support this need. This will be completed in collaboration with parents/carers either as a Learning Support Plan or a Support Agreement Letter. The plan should include quality first teaching strategies and intervention planned and monitored by teaching staff or external professionals.

Do:

The plan is shared with and followed by all adults working with the child. Progress is carefully tracked.

Review:

The Learning Support Plan/Support Agreement Letter is reviewed at the next meeting. Further assessment is carried out and the impact of adopted strategies and interventions is evaluated. Based on this information, the cycle of 'Assess, Plan, Do, Review' begins again.

The "Quality First" Approach

High quality, inclusive teaching is delivered in all classes within WASPS. This approach takes into account the learning needs of all the children in the classroom. Following this approach, teachers, and all who teach and support children with SEND, enable all children to reach their potential by

- Providing differentiated and/or scaffolded learning opportunities
- Removing barriers to learning for all pupils
- Having high expectations for all pupils
- Creating an inclusive learning environment

This is monitored closely by the Headteacher and Inclusion Lead.

SUPPORT STEP 1 Support for Children at SEN Support:

Measurable and achievable targets will be set and a Support Agreement outlining Quality First strategies and interventions will be written by the class teacher, in consultation with parents. Quality First strategies will be adopted by all staff working the child and interventions may be carried out by a Learning Support Assistant (LSA), by one of our Special Needs Teachers or in class by the class teacher. In some instances, the support may be delivered by an outside agency, such as the Speech and Language team, following a referral agreed with parents, class teachers and the Inclusion Lead. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher.

This support will be recorded on a Support Agreement Letter.

If these targets are achieved then:

- Subsequent learning targets are identified.
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored. Parents/carers will be notified if a child is removed from the register.

If sufficient progress has not been made then a greater level of support may be necessary. The child will then move to Support Step 2. Parents/carers will be notified if this happens.

SUPPORT STEP 2 Highly Personalised support for children at SEN Support:

At this stage, support becomes more personalised and/or more extensive. A referral to an appropriate outside agency may be made.

At Support Step 2, the following will always happen:

- Teacher and Learning Support Team discuss the progress of the child and the support that has been put in place so far
- A Learning Support Plan is drawn up by the teacher, supported by the Learning Support Team.
- Measurable and achievable (SMART) targets are written and provision is detailed to meet these which includes quality first strategies and intervention.
- Learning Support Plans are agreed with parents and reviewed three times a year

At Support Step 2, the following may happen:

- External professionals, such as an Educational Psychologist, may be asked by school to investigate the needs of the child. This will only be done with parental consent. Their reports, and associated recommendations, will be carefully considered and applied.
- A shorter cycle of 'Asses, Plan, Do, Review' may be required so that effective strategies and interventions can be identified more quickly.
- An application may be made to the Local Authority for a needs assessment to be carried out for the child. This will be done in collaboration with parents.

At any point, parents and carers have the right to request that the local authority carry out a needs assessment. Please refer to <https://www.rainbowresource.org.uk/> for more information on this process and to view the Local Offer of Bath and North East Somerset.

SUPPORT STEP 3, Education Health Care Plan (EHCP)

Following a needs assessment, the Local Authority may decide to issue an Education Health Care Plan. This will specify the outcomes and provision for the child and will summarise their Special Educational Needs and/or Disabilities. EHCPs are statutory documents and the school will be given additional high needs funding to implement the plan. EHCPs are reviewed annually under statutory guidelines.

Expertise and Training of Staff

Our SENCO is experienced in this role.

They are allocated 3.5 days a week to manage SEN provision.

We have a team of approximately 30 teaching assistants at Weston All Saints C of E Primary School, including 5 higher level teaching assistants (HLTAs). Approximately 9 of these are trained to deliver SEND provision. Please note these numbers vary depending on numbers of children each year.

In the last academic year, staff have been trained in Thrive, emotion coaching, Numicon, pre-teaching, precision-teaching, Read Write Inc phonics, Word Aware, Makaton and Autism Education Trust Tier 1.

We use specialist staff for speech and language, play therapy and Thrive.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (at least 3 times per year)
- Monitoring attainment data for pupils with SEND
- Reviewing the impact of interventions after a pre-determined number of weeks
- Monitoring by the Inclusion Lead
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Pupil Progress meetings with SLT and class teachers
- Liaising with external professionals and facilitating their reviews

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/workshops.

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

Please refer to the school's accessibility action plan <https://www.wasp-school.org.uk/wp-content/uploads/2019/11/2019-WASPS-Disability-Equality-Scheme-and-Accessibility-Action-Plan-Copy.pdf>

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and Equalities team
- WASPS is a Thrive School.
- WASPS uses the Jigsaw PSHE scheme of work
- Use of play therapy
- Use of art based therapy
- WASPS is part of the Norton Radstock Behaviour and Attendance Panel

HEARING IMPAIRED RESOURCES BASE (HIRB)

Weston All Saints C of E Primary School includes a resource base for children with hearing impairment. This base, the HIRB, is funded by the Local Authority for 6 places. Additional places can be accommodated on a needs basis if agreed by both the Local Authority and the school.

Children in the HIRB have access to specialist support including speech and language therapy and teaching from a qualified Teacher of the Deaf. They also have additional class-based support, and individualised teaching programmes according to need.

All children who are part of the HIRB have an EHCP.

Please see the policy for the HIRB for more detail.

COMPLAINTS

Any parent or carer who has a problem is encouraged to speak in the first instance with their child's class teacher. Complaints about special educational provision can be made following the Partnership Trust's Complaints Procedure which is available on the school website. Alternatively, a paper copy is available on request from the school office.

16. Publication of Information

This is not a confidential document and may be viewed on the school's website. If, as a parent of a pupil attending this school you require a paper copy of the information on our website, please contact the school office.

17. Monitoring and review

This policy is reviewed every year

Policy Revision History

Policy version	Author	Approval
1994 with revision in 1996, 2000, 2004, 2006, 2010, 2013, 2017		
February 2019 - revised	J Clark	LGB February 2019
Nov 2020 - revised	J Clark	
July 2021 - revised	J Clark & H Folkes	LGB July 2021