



*'Rising to the challenge, striving for excellence'*

# **WEALD RISE PRIMARY SCHOOL**

## **SEND POLICY**

**Approved by Governing Body on: 8<sup>th</sup> November 2018**

**Signed by Chair of Governors: \_\_\_\_\_**

**Review Date: November 2019**

## OUR VISION

At Weald Rise Primary School we aim to create a vibrant community which celebrates diversity. We strive to develop confident, lifelong learners, allow individuals to flourish and be prepared to rise to the challenges of the future. We are proud to provide a safe and stimulating environment which welcomes all children including those who have different learning styles and may be identified as having Special Educational Needs and Disability (SEND). We have high expectations for our pupils and will ensure that all children make progress in their academic, social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach – **SEND is a shared responsibility by the whole school and all members of the school community.**

Our priority is to ensure that a child with special educational needs has access to the right support and, to this end, we work hard to maintain links with parents, health, social care and education professionals. We ensure a high standard of professional development for all staff and that every teacher is a teacher of every child including those with SEND.

A shared vision of inclusion permeates all our policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our school. These are all available on the school's website.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The school follows the SEND Code of Practice: 0-25 years guidance (2015), as well as the Equalities Act and the Disability and Discrimination Act.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities or support of a kind generally provided for others of the same age in mainstream school

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

The SEND 0-25 years Code of Practice describes four areas of need. It is recognised that some children will experience difficulties in more than one area.

1. Communication and interaction
  - Speech and language difficulties
  - Autistic Spectrum Disorder
2. Cognition and learning
  - Specific learning difficulties
  - Moderate, severe or profound learning difficulties
3. Social, emotional and mental health
4. Sensory and/or physical/medical needs

Disability is defined as a “physical or mental impairment which has long term and substantial adverse effect on a child’s ability to carry out normal day to day activities (Equality Act 2010.)

## **Objectives**

- Ensure the best outcomes for all pupils in both progress and attainment
- Identify the needs of pupils with SEND as early as possible
- Assess needs and provide appropriate intervention and support
- Work with parents and involve them in all stages of their child’s education
- Monitor and track the progress of all pupils
- Ensuring a whole school approach – for example, further developing differentiation and use of interventions across the school
- Work with and in support of outside agencies when a pupil’s needs cannot be met by the school alone
- To work within guidance provided in the SEND Code of Practice 2015
- The Headteacher and school governors ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **Responsibility for the coordination of SEND Provision**

The person responsible for overseeing Inclusion is Pamela O’Shea ( Assistant Headteacher Inclusion) Together with the Headteacher and governing body, the strategic development of SEND policy and provision in the school are determined.

The school’s provision for pupils with DSEN is coordinated by Charlotte O’Grady (SENDCO)

All staff members work closely with parents and carers, and other professionals; are aware of the provision in the Local Offer and able to work with other professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

## **Admission and Induction arrangements for children with SEND**

The Local Authority’s SEND department informs us when parents/carers of a child with a Statement or EHC Plan of SEND want a place at our school. All other requests for places for children with SEND, who do not have a Statement/EHC plan, are dealt with using the Local Authority admission criteria for allocating places for all children.

We are committed to working in partnership with parents to ensure a smooth start to their child’s time with us.

## **A Graduated Approach:**

Quality First Teaching

- Weald Rise Primary School is committed to Quality First Teaching (QFT) with a focus on pupils’ wellbeing, learning behaviour, progress over time and attainment.
- Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants.
- All pupils follow the New Primary curriculum and receive a broad and balanced learning experience. Differentiation is provided through task, resources, and outcomes.

- Targeted pupils receive additional support in phonics, reading, writing and maths, details of this support is recorded in class provision maps
- All pupils are encouraged and supported to participate in extra- curricular activities, including assemblies, after school clubs, educational trips and the school council.
- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are monitored

## **SEND Support**

The school takes great care over the identification and assessment of our children. We are aware that for some children, slow progress may be a result of a special educational need.

Where it is determined that a child does have SEND, a four step action process which is set out in the SEND Code of Practice (i.e. a graduated approach) begins. Parents will be formally advised of this and the decision will be added to the SEND register. This is to ensure that effective support is accessed and appropriate provision is put in place. Pupils described as having SEND are actively involved in making decisions about their own learning and support.

## **A Graduated Approach**

The SEND Code of Practice 2015 defines a 'Graduated Approach' as:

“a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

**Assess:** schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

**Plan:** parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

**Do:** the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

**Review:** regular reviews should take place between all relevant staff and parents.

## **Referral for an Education Health and Care Plan**

If a child has significant, lifelong and complex needs, the school or a parent may request a Statutory Assessment. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach is required to assess the needs, plan provision and identify resources required. This process involves gathering information from

education, health and social care and a decision will be made on the provision of an Educational, Health and Care Plan (EHCP). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

### **Continuous Professional Development at Weald Rise Primary School**

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff need regular training on aspects of special needs and inclusion in order to update policy and inform practice.

- All staff discuss and review their individual training needs as part of the performance appraisal process.
- All staff have a CPD schedule and have received statutory training on safeguarding and school procedures
- Whole staff training is delivered by External specialists and members from the Local Authority.
- The Assistant Headteacher for Inclusion and SENCO attends relevant training.
- The school works closely with other professionals such as advisory teachers and therapists which helps to skill staff.

### **Working in partnership with parents/carers**

We believe in working in close partnership with parents and carers of children with SEND and work hard to ensure good communication. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration.

Parents/carers are involved in making a positive contribution to the education of their children through:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Ongoing support for parents/carers in school and through periods of transition
- Robust monitoring of academic and personal progress
- Pupils will be enabled /encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to their learning target plans and transition meetings
- The local offer is available on our website for parent and carers and explains what is ordinarily available at Weald Rise Primary School.