



Policy for
Special Educational
Needs and/or Disabilities
(SEND)

Approved by Governors June 2020
Reviewed June 2022

Our Philosophy

At William Reynolds Primary and Nursery School we believe that each child is a valued individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

We believe that it is the collective responsibility of our school to ensure that there is a consistency of approach to meeting the needs of all children and that any child's special educational needs are identified early in order to provide appropriate provision, whatever their special educational need, access to the whole-school curriculum and to encourage participation in all aspects of school life.

We work in partnership with parents in establishing and meeting their child's special educational needs and where appropriate, initiate and maintain contact with outside agencies who are able to provide advice, support or information for children with special educational needs.

Introduction

Provision for pupils with SEND is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the schools aims by:

- Being aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Commitment to a partnership approach to provision.

This document is written as a result of discussions with all stakeholders of William Reynolds Primary and Nursery School. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 - 25 (January 2015) and relates to part 3 of the Children and Families Act 2014.

It 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 (January 2015)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- Safeguarding Policy
- Medical Needs Policy
- Accessibility Plan
- Teachers Standards 2012.
- Information for parents on support in the classroom (school leaflet)

The school's appointed Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) is Mrs Liza-Jane Rawlings who is also a member of the Senior Leadership Team (SLT) and has gained the National Award for SEN (NASENCo).

Its aim is to reflect the whole school ethos and practice and to set out clearly provision for children with Special Educational Needs. Many children will have a particular need during the course of their school life that will require special provision.

At William Reynolds Primary and Nursery School we recognise that a child has SEND if he or she has a learning difficulty or an ability which is significantly greater than the majority of children of the same age. We believe that all children are vulnerable to stress caused by personal circumstances and may experience behavioural or emotional disturbance at some time during their school career, also some children will show persistent patterns of disturbance over long periods, and this will be regarded as a Special Need.

Information about what we offer as a school for pupils with SEND can be found on our school website <http://williamreynoldsprimary.org/> (under the parents & carers section - labelled SEND information).

"The school is highly inclusive. Leaders' proactive work with agencies and the local authority results in outstanding provision for the pupils. Leaders ensure effective spending of additional funding for the pupils who have special educational needs and/or disabilities."

Ofsted report July 2017

Aims

The aims of this policy is written in line with the Special Educational Needs and Disabilities Code of Practice 0 - 25 (January 2015) (ensuring teachers responsibility and accountability of pupils with SEND)

- Teachers to ensure that all pupils have access to a broad and balanced differentiated curriculum which is appropriate to the individual's needs and ability.
- Teachers to identify pupils requiring SEND provisions as early as possible including in our Nursery.
- Teachers to ensure that all children with SEND make good progress.

- To ensure that SEND pupils take as full part as possible in all school activities.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that **vulnerable children** such as Children in Care have their needs met.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment. This will be done through parent consultations; individual APDRs (Asses, Plan, Do, Review) forms as well as informal and planned review meetings.

Objectives

- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education health and care services prior to the child's entry to school.
- To create a school environment where pupils feel safe to voice their opinions of their own needs. This will include regular one to one meetings between pupils and their teacher and or the SENDCo. Pupil participation is a right. This will be reflected in decision making but also encouraged through wider opportunities for participation in school life.
- To monitor the progress of all pupils in order to aid identifications of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and curriculum leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupil's needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding the SEND procedures and practices, providing regular report on their child's progress, and providing information termly on the provision for pupils within the school as a whole, and the effectiveness of the SEND Policy and the school's SEND work.
- To work with and in support of outside agencies when the pupil's needs cannot be met by the school alone.

Inclusion

At William Reynolds Primary and Nursery, we strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all

children and systems for early identification of barriers to learning and participation. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. For further information please read our anti-bullying policy.

Pupils with SEND are given access to our full curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by our Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for Equal Opportunities.

Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with our school.

Definition

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools in the area;

The definition of Special Educational Need (taken from section 20 of the Children and Families Act 2014)

"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 has learning difficulties or a disability if they:

- a) *Have a significantly greater difficulty in learning than the majority of children the same age, or*
- b) *Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in other schools within the LA.*
- c) *Is under compulsory age and falls within the definition at a) or b) above or would do so if special educational provision was not made for them."*

If your child has been identified as having special educational needs or a disability, you will be planning with us the best way to help your child in school. Some children absolutely do need a TA with them for a good deal of time, if they have physical or medical needs which must mean they must have for personal support for health or care reasons. Other children may have Social, Emotional and Mental Health needs (SEMH) or be on the Autistic Spectrum (ASD) and again need a high level of one-to-one support. However, a high level of one-to-one support means that your child sees and works less of the most qualified person in the class - the class teacher. They are also at risk of social isolation from their peers and this type of support can make them over dependent when we really want them to learn to be independent. In our school our class teachers plan ways of overcoming barriers to learning that your child might have, through differentiated activities and the use of resources (including technology).

Thus enabling your child to develop into a **positive, confident, reflective learner** who

- takes part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think **creatively and independently** in order to have aspirations for the future and
- are proud to be part of a diverse British society .

Should you need further information about support in the classroom please see our separate Information sheet (Information for parents on support in the classroom - this is also available as a link on our school web page under the parents and carers - SEND information page).

A child will not be seen as having a learning difficulty solely because the language or form of language of their home is different from the language in which he/she is being taught. In this situation extra support will be provided for as long as required to learn a new language.

Admissions and Identification

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of our school and are encouraged to join in all activities.

At William Reynolds Primary and Nursery School we identify and monitor children who may have special educational needs in the four broad areas specified in the SEND Code of Practice 2014.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical development

(Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and they may also experience difficulties with language, communication and imagination, which can impact on how they relate to others)

We identify children through

- The teacher monitoring the child's performance as part of the on-going process of observation and assessment.
- Looking at outcomes from Baseline Assessment results including Foundation Profile Scores.
- Comparing their progress against objectives including Foundation Stage Early Learning.
- Monitoring their progress against the level descriptors within the National Curriculum.
- Standardised screening and assessment tools.

Arrangements for coordinating SEND provision:

The SENCo will hold details of all SEND Support records such as provision maps (whole school, year group) as well as Individual Assess, Plan, Do, Review forms (APDRs) detailing individual outcomes for children.

All documents are held electronically on the Tdrive (workgroup) and are fully accessible by all members of staff. These include

- A copy of William Reynolds Primary School SEND policy.
- Copies of their class SEND register.
- Guidance on identification of the four broad areas in the Code of Practice 2014.
- Information on individual pupils educational needs, including reports from outside agencies such as
 - Speech and Language,
 - Learning Support Advisory Teacher (LSAT) ,
 - Educational Psychologist (EP)
 - Occupational Therapy(OT)
 - Sensory Inclusion Service (SIS) for children with Hearing Impairments (HI) and Visual Impairments (VI)
 - Behaviour Support and Advisory Team (BSAT)
 - Individual Assess, Plan, Do, Review (APDR) forms
- Information on how to support learning difficulties within the class
 - Dyspraxia
 - Dyslexia
 - ADHD
 - Autistic Spectrum Disorder(ASD)

All staff have access to:

- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information on the staff IT system (workgroup) on individual pupils and their SEND requirements.
- Information available through Telford and Wrekin SEND local offer.
- Information available through William Reynolds Primary School SEND information,

This information is made accessible to all staff and parents in order to aid the effective coordination of the schools' SEND provision. In this way every member of staff will have complete up to date information about pupils with SEND and their requirements which will enable them to provide for the individual needs of all the pupils.

Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which may be up to £6,000. Some pupils with SEND may have access to additional funding. For those with the most complex needs, additional funding is retained by the local authority. The provision of additional support for teaching assistants is made as appropriate from our delegated SEND budget. This

support is agreed and mapped out by the Head teacher and SENDCO during the summer term ready for the year ahead. This whole school provision map (See SEND folder - Whole School Provision Map) needs to be flexible to address the changing needs of our children and is reviewed if changes happen throughout the year.

A proportion of our capitation budget is allocated for resources, which include materials for use in supporting children with SEND. Development of resources to support children with SEND is ongoing and linked to the needs of the children and advice from other agencies. (See SEND folder- inventory) The children with statements in our school receive support through a combination of teacher and teaching assistant support in small groups or on a one to one basis.

Assessment and Review - A Graduated Response

SEND Code of Practice 0 - 25 (January 2015) 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as a graduated response'.

Quality First Teaching

Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality differentiation is the first response to pupils who may have SEND.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Class concern

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The **Child's class teacher** will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

This will enable the level of provision to be determined. If a pupil has recently been removed from the SEND list they may fall into this category and continued monitoring will be necessary.

Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation/monitoring due to the concern by the parent or teacher but this does not place the child on the SEND list. Parents are given this information. It is recorded by the school on the SEND class overview as an aid to further progression and for future reference.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual's needs and the progress being made.

Managing pupil needs on the SEND register.

Where it is determined that a child does have SEND, parents will be informed and the decision will be formally added to the school list. The aim is to ensure that effective provision is put in place and so remove barriers to learning.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

The Class teacher, support staff, SENDCo, parents and child will work together to complete targets on an Individual Assess, Plan, Do, Review (APDR) form for each pupil on the SEND register. The SENDCo will ensure APDRs are completed by all members of staff and will use APDRs and data triangulations to ensure the progress of pupils on the SEND register. **All children in receipt of SEND support or an EHC Plan have an individual APDR which is updated in Autumn, Spring and Summer Terms.**

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require termly monitoring to ensure that support and intervention is matched to meet, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The **class teacher** remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in

conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of the support to enable them to be involved in planning the next steps.

If the provision and targets are not effective in ensuring progress then further guidance and advice may be sought from additional outside agencies. Parents, teachers and the SENDCo will be involved in these meetings.

The child may receive external funding to support their needs in school. Further to this, children with the SEND Support category may have an EHC Plan (Educational and Health Care Plan).

Referral for an Educational, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. 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 to assessing the need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will can be undertaken at any time and is always in consultation with parents/carers. However, as under the SEN code of practice 0-25 (January 2015) parents can make a direct request to the Local Authority to undertaken an Educational Health Care Needs Assessment for their child. Parents are signposted to The Independent Advice Support Service (IASS) to support them with this process.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer: The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEN.



<http://www.telford.gov.uk/send>

or by contacting **Information Advice Support Service (IASS)** previously known as Parent Partnership on **01952 457176**
(This is a support group and advice line for parents/carers of children with special educational needs of disabilities)

<http://www.parentpartnership-shropshireandtelford.org.uk/>

or by contacting **Family Connect** on **01952 385385** *(This service can offer advice and support to all parents of pupils with special educational needs or disabilities)*

www.familyconnecttelford.co.uk

Education, Health and Care Plan (EHC Plan)

Following a Statutory Assessment, an EHC Plan will be provided by Telford and Wrekin Authority, if it is decided that the child's needs are not being met by the support that is ordinary available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan, They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Supporting pupils at school with medical conditions.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to educations, 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 pupils may also have special educational needs (SEN) and may have an 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.

Learning Mentor, Behaviour and Inclusion Mentor Nurture Groups

Some children (SEND or not) may need some support in their social or emotional development. Our Learning Mentor, Behaviour and Inclusion Mentor and Nurture groups provides additional support for these children and their families.

The Learning Mentor and Behaviour and Inclusion Mentor work with groups of children outside of the class , which includes circle time, issue-based groups and development groups.

Currently our school has 4 Nurture groups (Sparklers am and Sparklers pm and Rockets am and Rockets pm). The Nurture Groups facility seeks to identify children, through a structured screening process called the Boxall Profile **which are now completed on-line**. This allows an individual picture of the child's social and emotional needs to be developed. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting. (See Nurture Group Policy for more information)

"Pupils who have special educational needs and/or disabilities make rapid progress and are well supported. Nurture clubs support pupils to improve both their academic and personal skills. " Ofsted June 2017

Training

All staff and the SENDCO attend training in line with the priorities identified in the School Development Plan, in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENDCO attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development. These include

- SEND and Inclusion network meetings
- Complex needs forum meetings

Support services available:

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEN Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and priorities its needs in the Spring Term and buys in the services of a Learning Support Advisory Teacher (LSAT) as well as Behaviour Support (BST).

Changing Schools

When a child changes school within a key stage all records are sent to the receiving educational establishment. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Transfer arrangements and procedures are in place to ensure that information is transferred from one teacher to another as well as other schools. Meetings are arranged for the SENDCOs to liaise and meet to support transfer arrangements. The SEND folder containing details about the child, including assessments and interventions is passed on to the next SENCO. This would also involve the new SENDCO being invited to the last annual review for a child with a Statement for Special Educational Need.

The graduated response adopted in our school recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the Local Authority Policy. Parents of children with special educational needs have access to a leaflet to explain this response and school procedures.

The Role of the SENDCO

The school has appointed a Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) who is a teacher and has the national SENDCO award (MA Accreditation). Our SENDCO is Mrs Liza-Jane Rawlings.

The SENDCO is responsible for: -

- Overseeing the day-to-day operation of SEND Policy and keeping the policy up to date.

- Co-ordinating provision for children with SEND and overseeing the records of all children with SEND.
- Ensuring there is liaison with parents and other professionals in respect of children with SEND including maintaining accurate, up to date records with relevant background information about individual SEN children.
- Managing teaching assistants (TA's) including timetabling.
- Advising and supporting practitioners in the school
- Ensuring appropriate Individual Assess Plan Do Review (APDRs) forms are in place as well as reviewing APDRs and children's progress with class teachers and TA's on a termly basis.
- Monitoring classroom practice through book scrutiny, Lesson planning, interviews with children and lesson observations
- Analysis of SEND pupil tracking data for individuals and groups of pupil's including Average Pupil Score for all children on SEND register including those being supported by Action Fun Club, the Learning Mentor and the Nurture Groups.
- Regular updates of Case Studies pupils.
- Regular updates to the Headteacher and Deputy Headteacher of SEND issues.
- Organising liaison with outside agencies and for the transfer of children to another school as well as Annual Review meetings of children with Education and Healthcare Plans.

Policy Success Criteria

Pupils with SEND are involved in the full life of the school and are making good progress through

- Increased differentiation of the curriculum.
- Staff understanding of the objectives of their curriculum planning for pupils with SEND and have strategies to support their learning.

Arrangements to Monitor and Review the Policy

The link governor for SEND and the SENDCo meet regularly and review the policy annually.

The role of the Governing Body

The Governing Body have responsibility for the oversight of the school's special needs provision and they

- Will monitor the school's policy and approach to provision for children with SEND, including the appropriate staffing and funding arrangements.
- Make sure that SEN is an integral part of the school development plan.
- Continually monitor the quality of SEND provision and progress.
- Have regard to the SEND code of Practice (2014) when carrying out its duties to all pupils with SEND.

