

**The Special Educational Needs and Disability Policy**

Western Road Community Primary School

This policy was reviewed October 2023.

The Special Educational Needs Co-ordinator is Kerry Bedford. The SENDCo can be contacted via the school office on 01273 473013 or by email at senco@westernroad.e-sussex.sch.uk.

The Governors for Special Educational Needs and Disabilities are Tom Jeffery and Karen Wallis. These appointed Governors are responsible for monitoring SEND policy and provision.

Western Road Community Primary School is a nurturing, creative community where everyone can flourish. Our philosophy of education is underpinned by a passionate belief in the development of the whole child – academically, physically, socially, spiritually and emotionally. Our approach is expressed in our values which are encapsulated in our name – **W**estern **R**oad **C**ommunity **P**rimary School, **L**ewes. We strive to ensure that *all* our children are **W**ell-rounded, **R**esilient and **C**ourageous. We listen to **P**upils’ Voices. We seek to ensure that they are **S**killed and learn about the local community and the world beyond **L**ewes.

We support a creative cross-curricular approach to learning, with high expectations of *all* children’s achievement. We always strive to meet the individual needs of all our children, seeking to ensure that we meet all statutory requirements related to matters of SEND and inclusion. To fulfil this vision for our children, we strive for our school to be a learning community in which parents and carers are partners in their child’s education and in which our staff are encouraged and supported to develop professionally, enabling them to provide an academic, emotional, physical, spiritual and social education of the highest standard. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality and achievement of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and prepares them for living in a diverse community.

**Aims**

* To implement the requirements of the SEND Code of Practice 2014 in accordance with L.E.A. guidelines.
* To work in partnership with pupils and parents to enable pupils to achieve their short and long term goals.
* To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
* To ensure the most effective use of school staff, (teaching and non-teaching) and resources for pupils with special educational needs.
* To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.
* To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.
* To ensure effective working arrangements with external agencies.
* To promote continuity of SEND provision between phases and effective transition between schools.
* To enable staff, Headteacher and Governors to evaluate the effectiveness of SEN provision within the school.

**How do we provide an inclusive education?**

**Our teaching**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement through outstanding teaching, individual and collaborative learning approaches. Teachers plan differentiated and personalised lessons to meet the needs of all children within their class. They modify their learning and teaching expectations as appropriate for children with additional needs or disabilities. They have an underlying belief that all children will succeed, but that some will need more time or support than others e.g. small group or targeted intervention and support.

Teachers and support staff have helped develop our Equality, Diversity and Inclusion Policy and are familiar with the equal opportunities legislation covering race, gender and disability. They ensure that all children:

* feel secure and know that their contributions are valued
* appreciate and value the differences they see in others
* take responsibility for their own actions
* are taught in groupings that allow them all to experience success
* can take part in all the schools’ activities, including after-school clubs and school trips
* use materials that reflect a range of social and cultural backgrounds without stereotyping
* have a common curriculum experience that allows for a range of different learning styles
* have challenging targets that enable them to succeed
* participate fully regardless of disabilities or medical needs

**Working with others**

We work closely with parents/carers of children with additional needs or those from minority groups. We involve the child and their parent/carer with any decision-making and meet with them regularly to keep them informed of their child’s support and progress as well as how they can help at home.

**Identifying Special Educational Needs**

Western Road school follows the DfE SEND Code of Practice in defining special educational needs:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• 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

It can include progress in areas other than attainment, such as social development.

Slow progress and low attainment will not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities:

* Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, we will make an assessment of any underlying causes such as undiagnosed learning or language difficulties.
* Other circumstances such as housing difficulties, domestic circumstances or bullying may contribute to disruptive behaviour or learning delay. Such circumstances will not always lead to children having SEN but can have an impact on a child’s well-being and progress. In such cases, we will consider whether a multi-agency approach may be appropriate.

A child will not be regarded as having a learning difficulty solely because the home language is not English.

**Broad areas of need:**

There are four broad areas of SEND, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Western Road we identify the needs of pupils by considering the needs of the whole child.

**Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

**Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

**A Graduated Approach to SEND Support**

**High Quality Teaching**

As part of high quality teaching, all teachers constantly assess every child’s attainment and progress (See Assessment Policy). If a child is making less than expected progress then the teacher will adapt their teaching to target the areas of weakness. This may include modifying teaching, use of apparatus or in class support. The majority of pupils’ needs will be met through high quality teaching.

Where progress continues to be less than expected the class teacher will do the following:

* Talk to the child about what they are finding difficult and discuss ways to help them.
* Talk to the parents/carers about their child’s areas of strength and difficulty, concerns, the agreed

outcomes sought for the child and the next steps.

* Talk to the SENDCo for further advice.
* Make further assessments.

All this information forms part of an initial assessment and will help to:

* Identify the child’s strengths and weaknesses.
* Decide what the child and parents want to achieve.
* Decide what strategies will help the child.

The class teacher will record this information on an Initial Concern Form and discuss it with the SENDCo.

Alongside teacher and support staff observations, we then use a range of tools to help us identify barriers to learning at the earliest opportunity. For example:

* Speech Link and Language Link (for all children in Reception, Year 1 and Year 4)
* CLASS (Communication, Language and Autistic Spectrum Support Service)
* Educational Psychologist services
* Children’s Integrated Therapy Services
* Play Therapy
* Social Skills assessments

If it is then decided that the child may have SEN, targeted provision will begin.

**Targeted Provision**

The SENDCo will enter the child’s needs onto SIMS SEND information. The SENDCo will keep a record of all children with special needs in the school, and copies of all information regarding a child's special needs. The SEND file will be easily accessible for all support and supply staff.

SEND support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a child’s needs. The class teacher will maintain the child’s individual Record of Intervention. This records the assessments, interventions and outcomes of the child’s SEND support. The SENDCO will monitor whole school interventions and track assessments and progress.

**The Graduated Approach**

**Assess**

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

**Plan**

The teacher, SENDCo, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the child’s Pupil Passport and Assess Plan Do Review (ADPR).

**Do**

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**Review**

The effectiveness of the support and interventions and their impact on the child’s progress will be reviewed 3 times per year. This review should include the views of the pupil and if appropriate they will attend. Parents/carers and other professionals involved with the child will also be invited. The meeting will be recorded on the SEND review sheet. This contributes to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised gives a growing understanding of the child’s needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENDCo will make these referrals through the ISEND Front Door Referral, with the agreement of parents/carers and liaise with external agencies.

 If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

**Criteria for exiting the SEND record**

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEN record. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

**Supporting Pupils and Families**

The school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents’/carers’ views are sought at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents/carers wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENDCO via the school office. Individual arrangements will be made for parents/carers who experience literacy or communication difficulties or who speak English as an additional language.

Parents/carers have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the school’s SEND information report. Both the policy and the information report can be found on the school’s website.

**Supporting Pupils with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the School Nursing and Health Visiting Services and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils needs and the school’s care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where pupils have a medical condition which requires medication to be administered in school, this can be arranged with the SENDCo and is usually carried out by the School Secretary, Linda Johnson.

Full arrangements for supporting pupils with medical needs can be viewed in the Supporting Pupils with Medical Needs policy on the school website.

**Monitoring and evaluation of SEND**

The SENDCo is a member of the Senior Leadership Team (SLT). The SLT will review and evaluate the success of SEND provision through termly pupil progress meetings, using the following criteria to measure effective implementation of the School’s SEND policy. They are used in the SENDCo reports to the Full Governing Body which take place twice a year.

• Accurate records of intervention are kept for all pupils with SEND.

• The monitoring of pupils progress shows improvement in attainment.

• Parental and pupil satisfaction is evident through review meetings and school evaluation.

• Annual reviews are successfully completed on time.

• Pupils with SEND have well defined and realistic Additional Needs Plans which facilitate full participation in school life.

• All staff are following the procedures laid out in the policy.

• All staff feel confident in managing the needs of SEND pupils.

**Allocation of resources to Special Educational Needs**

The Governing Body allocates a percentage of the school budget to Special Educational Needs. SEND provision is funded from this budget. This currently comprises of a Special Educational Needs Co-ordinator who works three days per week and support staff who provide targeted intervention. The SENDCo is responsible for the day to day operation of the special needs policy and provision. They work in partnership with the Head Teacher, Senior Leadership Team, class teachers, parents and external agencies as appropriate.

Additional teaching resources in the form of cover for class teachers is provided to enable liaison with parents, SENDCo and other professionals. Funds are allocated annually for the purchase and development of special needs resources.

Additional support for pupils with SEND is determined by the SENDCo according to need and available resources. This occasionally takes the form of individual support but is more usually small group or in class support.

**The School’s arrangements for SEND In-Service Training**

The school actively encourages in-service training and the professional development of staff both teaching and non-teaching in order to ensure good practice. (See CPD Policy). The SENDCo and Senior Leadership Team regularly observe and share feedback with class teachers and support staff in order to develop good practice.

School SENDCo and LEA advisory staff provide SEND training for teaching and support staff where appropriate. This may be whole school based or working with individual teachers. Teachers are also encouraged to attend training with external agencies.

The SENDCo provides induction sessions for ECTs and new members of staff to familiarise them with the SEND procedures. At the beginning of each school year, the SENDCo reminds all staff of the SEND procedures and advises on any update in SEN arrangements.

**Roles and Responsibilities**

**The Class Teacher is responsible for:**

• Ensuring that all children have access to high quality teaching and that the curriculum meets pupils’ individual needs,

• Monitoring the progress of all pupils and identifying, planning and delivering any additional help pupils may need. Discussing with the SENDCo as necessary.

• Ensuring that all members of staff working with the class are aware of individual needs and what specific adjustments need to be made to enable everyone to be included and make progress.

• Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The Special Educational Needs Coordinator (SENDCo) is responsible for:**

* Analysis of school data, specifically any differences in the achievement of different groups of

children. This information is used to plan for staff training, staff deployment and other support.

* Ensure that teachers are aware of the focus to close the gap in attainment and progress between children with SEND and their peers.
* Coordinating provision for children with special educational needs and/or disabilities (SEND), and

developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

• Ensuring that parents are involved in the graduated approach.

• Liaising with other agencies. e.g. CLASS, the Educational Psychologist.

• Updating the school’s SEND record of need and ensuring accurate record keeping.

• Providing specialist support for teachers and support staff.

• Supporting class teachers in meeting the needs of all pupils in their class.

• Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

**Support Staff are responsible for:**

• Working under the direction of the class teacher or SENDCo, to support pupils to make progress and achieve independence. This may done though:

- In class support.

- Small group interventions

- 1:1 work

**Headteacher is responsible for:**

• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child’s needs are met.

• They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEND Governor is responsible for:**

• Making sure that the school has an up to date SEND Policy and publishes on its website an annual report on SEND.

• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

**Admission arrangements for pupils with Special Educational Needs**

Pupils are admitted to the school according to the LEA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with Statements of Special Educational Needs/EHC plans are discussed with the LEA Special Needs Team and a planning meeting held prior to admission.

**Links with other Mainstream and Special Schools**

Western Road school works closely with pre-school groups and nurseries to ensure smooth transition for children coming into our school.

Advance planning for pupils in year 6 allows appropriate choices of school to be considered and transition support to be put in place. The SENDCo will liaise with SENDCOs of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEND records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENDCo by telephone or by a visit, if appropriate. SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

**Dealing with complaints**

If a parent/carer wishes to make a complaint about the special educational provision made for their child they should contact the SENDCo via the school office. A meeting will then be held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent has a serious cause for complaint which has not been resolved to their satisfaction through meeting with school staff they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Governing Body and a response made to the parent/carer (as per the Complaints Policy).

**Monitoring and reporting**

**The SENDCo and Class Teacher reports to the Headteacher through:**

* Pupil Progress Meetings - these are held every term for each class. At these meetings, the

provision for each child is evaluated and reviewed with the class adults as necessary.

* SEND tracking documents are produced following whole school teacher assessments and presented in SLT meetings and to the School Governors.

**Links to other policies and legislation**

Western Road Community Primary School fully meets the requirements of:

* SEND Code of Practice
* The Disability Discrimination Act (Sept 2002)
* Equalities Act 2010

Western Road Community Primary School also has policies on:

* Promoting Positive Relationships (Behaviour and Anti Bullying)
* SEN (Information Report)
* Teaching and Learning Policy
* Accessibility plan
* Equality, Diversity and Inclusion and Equalities Objectives
* Supporting Pupils with Medical Conditions

**Additional Documents**

Additional Needs Flow Chart

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