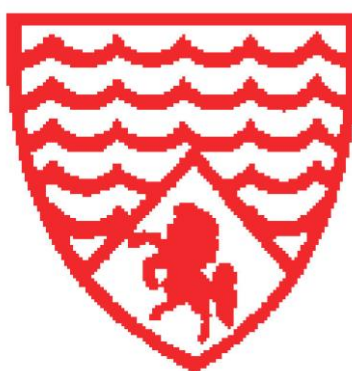


Walderslade Primary School

SEN & Disability Policy



Version	Date	Change	Change by
V1	July 2023	None made	Louisa Glover
V2	Jan 2024	Updates to legislation links, Government guidance	Louisa Glover
V3	Jan 2026	Provision map & In School review updates	Louisa Glover

This policy should be read in conjunction with the Walderslade Primary SEN Information Report.

Introduction

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2015 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

The Code of Practice covers 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

Definition of Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

- (a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

From 2009 it became law for every new Special Educational Needs Coordinator (SENCo) in a mainstream school to gain the Master's level National Award for SEN Coordination. Our SENCo successfully achieved this qualification in November 2014.

We are committed to keep up to date with current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils.

SEND Provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and reasonable adjustments must be made. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

If a child is considered to have a Special Educational Need, we will always require the consent from their parents or carers to pinpoint the nature of the need(s) and identify the best ways to overcome them. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the curriculum. As a school we are committed to providing equal opportunities to all pupils, in accordance with the school accessibility and equal opportunities policy.

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need.
- Creating targets for children to work towards, to allow them to access the curriculum.
- Creating a Provision Map to highlight the targets set and working with this daily, assessing and reviewing appropriately.
- Carrying out all SEND provision that has been agreed with parents/carers, Inclusion Lead and Head Teacher.

- Informing the SENDCo of children who may require additional support.
- Contacting outside agencies when additional specialist support is necessary and carry out targets and strategies that have been recommended by outside agencies.
- Supporting the child to understand, to the best of their ability, why they need additional help.
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

The Graduated Approach

Where a child is identified as having SEND, we will endeavour to take action to remove barriers to learning and put effective SEND provision in place. Initially we will evaluate the child's difficulties and raise them in the Pupil Support Team meeting (PST) and introduce suitable support and interventions. In some cases we will liaise with outside professionals for additional help. The support and intervention provided is selected to meet the outcomes for the child. The class teacher remains responsible for working with the child on a daily basis and will work closely with TAs or specialist staff involved. The SENDCo will support this process. The effectiveness of the support and interventions and their impact on the child's progress is reviewed regularly through Provision Mapping and Pupil Progress meetings. Support is then revised and changes and outcomes are decided.

Partnership with Parents and Carers

Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision. The school, in turn, responds appropriately to the obligation put upon it to provide parents/carers with information about its provision through the publication, on the school website, of the SEND Information report and SEN policy. The report and policy are updated when necessary and no less frequently than annually.

This will be achieved by:-

- The class teacher is the initial point of contact for responding to parental concerns.
- At the meeting the SENDCo will take account of and record the views of parents and will share with them the level of support which is felt appropriate for their child to receive.
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs or a disability and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies.
- Parents and carers will be invited to meet with class teacher two times a year.

Identification for stages of SEN

The Graduated Approach

This takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of the child's needs and the support required to help them secure good outcomes increases.

Education Health Care Plans (EHCP)

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make a statutory assessment of education and health needs and consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The child, parents/carers views will always be part of this decision making process.

Provision Mapping

A Provision Map will be drawn up collaboratively by the SENDCo, class teacher and teaching assistant (TA) and record on EduKey (Provision Map). It will consist of achievable SMART targets that are specific to the child's needs. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked on throughout the week. Termly reviews of targets and progress will then take place.

In-School Review

Any pupil whose progress gives cause for concern can be discussed at the Trsut In-School Review system (TISP). This is a meeting with external support and agencies who will discuss children and appropriate ways forward will be suggested.

Assessment Procedures

To assist the school in identifying children with SEN and for monitoring progress there are a variety of assessment procedures in place, which link to the school assessment policy.

- Progress of all pupils is monitored regularly through teacher assessment of pupils work and their Provision Map's throughout the year. If a teacher feels a pupil's progress is inadequate they may discuss it with a senior teacher, SENDCo or parent.

(The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- *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 rate of progress*
- *Widens the attainment gap)*
- The SENDCo may approach external agencies to assess a pupil's needs, when it is felt necessary.

Responsibility for SEND

- The class teacher shows provision for all children with SEND in their planning through careful differentiation. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEND can access the curriculum.
- All adults supporting children with SEND are involved in the review of Provision Map's. Records are kept of the work done with the children. Their records are essential when Provision Maps are reviewed.
- Class teachers have responsibility for all children in their class.
- Provision for some children will involve other agencies. This is coordinated through the SENDCo in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.
- When a child has an EHCP the SENDCo works closely with all the professionals involved. EHCPs are also reviewed annually by all concerned including the pupil, parents/carers and SENDCo
- Being involved in the identification of colleagues SEND-related continued professional development (CPD) needs and, where possible and appropriate, contributing to the in-service training of staff.
- The Head Teacher has overall responsibility for all the children in their care.

Inclusion Lead Responsibilities

The Inclusion Lead is responsible for coordinating the day-to-day provision of education for children with special educational needs.

- The day-to-day operation of SEND Policy.

- Monitoring the movement of children within the SEN system in school.
- Coordinating provision for children with special needs, including timetabling support.
- Allocating resources for children with SEND.
- Maintaining the school database and overseeing record keeping for children with SEN.
- Contributing to the in-service training of staff.
- Liaising with and advising staff and parents/carers.
- Liaising with external agencies.
- Organising In-School Reviews, EHCP monitoring and other multi agency meetings.
- Maintaining records for children with SEND and passing them on when pupils leave.
- Reporting to Head Teacher and Governors.
- Gaining further knowledge and skill through attending courses.
- Evaluating and facilitating the implementation of new initiatives in consultation with the Head Teacher and Governors.
- Reviewing and updating the SEND policy in consultation with staff and Governors.

Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND. The Governors are kept informed and consider the overall provision and development for children with SEN. The Head Teacher and Governors review SEND expenditure annually through the budget setting process. The SENDCo's report to the governing body includes an SEND Update.

There is an identified Governor with the responsibility for overseeing the schools provision for pupils with SEND, who meets regularly with the Inclusion Lead for an update on the latest developments. The SEN Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.