

Wilden V. A. Primary School

A Church of England School



High Street, Wilden, Bedford MK44 2PB

Tel/fax: 01234 771313

e-mail: office@wildenschool.org.uk

www.wilden.beds.sch.uk



Wilden VA Primary School SEND Policy

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous; enabling them to flourish as they journey through God's ever changing garden of life.

SEND at Wilden VA Primary School

We believe that this school should welcome all children and make every effort to meet the needs of any child, regardless of aptitude, ability or special need. This school is committed to an inclusive policy of education. We further believe that parents of all children have the right to choose the school that they believe is best for their child, and to feel that their child is valued and cared for by the school, regardless of any special need that child might have. The staff of the school will work as fully and flexibly as possible with parents and other professionals to address the special needs of the child, according to the child's dignity and starting from the child's own developmental age, emotional and behavioural readiness or stage of learning.

AIMS

The purpose of special education is to ensure that a child's special educational needs are recognised, assessed and provided for in such a way that is compatible with the efficient education of the other children at the school and with wise use of resources.

The aim of this policy is to ensure that all children will be able to reach their full potential, and will be included fully in the school community. They will have equal access to a broad and balanced education, as outlined in the National Curriculum. The policy will provide teaching staff with the structure of assessment and a whole school teaching policy which will identify any special needs and provide a teaching programme to maximise individual learning abilities. We will actively seek to work with parents and value the contribution they make. We aim to develop:



THE CHURCH OF ENGLAND
**DIocese of
ST ALBANS**



- * a positive attitude to learning i.e. self-efficacy (one's belief in one's ability to succeed in specific situations)
- * personal skills of self-discipline, the ability to work co-operatively and to use initiative
- * appreciation of human achievement and to value our heritage
- * curiosity, the ability to question and to reason
- * creativity
- * tolerance and respect for others
- * confidence and self-respect
- * care and concern for others
- * to give every child equal access to all opportunities and experiences

Training and Leadership

The SENCo is working towards the qualification for National Award for SEN Coordination. The Family Support Advisor is trained to support parents and children in vulnerable groups. The SENCo undertakes provision mapping and management of children with SEND in consultation with Head Teacher and classroom staff. The SENCo is allocated one and a half hours per week for management and leadership of SEND policy and practice across the school.

Working with parents, carers and outside agencies

Parents' views are taken into account at all stages of SEND practice. Parents are encouraged to contribute their knowledge and understanding of the child through meetings regarding specific concerns (termly), consultation evenings, (termly) reports and by contributing to the Foundation Stage assessments.

We have an open door policy; parents are encouraged to discuss concerns with the class teacher as they arise, the class teacher being best placed in the first instance to judge progress and attainment or other areas of concern. Parents who have concerns regarding family life, children's behaviour, bedwetting or emotional concerns are referred to our Family Support Advisor who will work closely with them and the school to support in a variety of ways.

Children identified by school or those with concerns raised by parents/carers as having emotional, social or academic needs are referred to outside agencies through the Early Help

team or SALT. The SENCo can also refer parents to CDC where advice can be gained from specialist teachers, Educational Psychologists and SALT.

Governors

Governors have important statutory duties towards pupils with SEND. They determine the school's general policy and approach to provision for all pupils, establish appropriate staffing and funding arrangements and maintain general oversight of the school's work including support and challenge. There is a named SEND governor.

Governor Mechanisms for information and monitoring of SEND Policy and Practice

1. Termly staffing review to consider the needs of vulnerable groups of pupils with SEND.
2. Standing agenda item for governors to consider how their decisions have affected pupils with SEND.
3. Named SEND governor to pay termly visits to school regarding SEND work.
4. Induction process for Governors includes introduction to responsibilities of Governors for vulnerable pupils and those with SEND.
5. The Head Teacher includes in their report to Governors the progress and attainment of pupils with SEND and vulnerable groups.
6. Annual publishing of an SEND Information report on the school website (as described in Chapter 6.79 in the New Code of Practice).

SEND/Disabilities

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

- (a) Have a significantly greater difficulty in learning than the majority of 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 children of the same age in schools within the area of the local education authority

(c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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 will be taught.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of the Disability Discrimination Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.

A child may fall within one or more of the definitions. Long term would generally mean that he is affected for longer than 12 months.

Children's progress is monitored throughout the school and different opportunities will be offered. Progress meetings are held with teachers each half term. Concerns over individual children are discussed and action agreed.

Following a decision to place on the SEND register a baseline assessment is undertaken and strategies or interventions agreed. A graduated approach is taken using the 'assess, plan, do, review' cycle which is described in the SEN Code of Practice 2014 (5.36-5.46).

A parents' meeting is called at the earliest opportunity with the aspirations of the pupil and parents taken into account in order to agree the way forward and share information. Progress is reviewed half-termly or termly, depending on the need.

Key Test for Action

This occurs when the child's current rate of progress is inadequate depending on what is reasonable for each individual.

What is Adequate Progress?

- * Closes the attainment gap between child and its peers ·
- * Prevents the gap growing wider ·
- * Is similar to peers in the same attainment baseline but is less than the majority
- * Matches or betters previous rates of progress

- * Ensures access to the full curriculum
- * Demonstrates improvements in self-help, social or personal skills
- * Demonstrates improvement in behaviour

Triggers Will Be:

- * Little or no progress despite targeted teaching approaches
- * Working at levels below age related expectations
- * Persistent emotional/behavioural difficulties, not alleviated by behaviour management techniques
- * Sensory/physical difficulties despite personal aids and equipment
- * Communication/interaction difficulties requiring specific individual interventions.

Initially the class teacher will consult with the SENCo. Parents will be consulted and the curriculum modified. The pupil will be shown on the Provision Map. If a child is to be moved on to SEND Support the SENCo will be involved to provide further support. A parents' meeting will be held as above.

SEND Support

The SENCo and Class Teacher in consultation with parents will decide on Action and Intervention. This may include:

- * Quest
- * Numicon
- * Springboard Maths
- * SEAL - small group/individual
- * Language Development Group (Lift off to Language)
- * One to One Tuition

* Different learning materials, adapted materials or special equipment e.g. 'Write from the start' handwriting programme

* Mentoring

* Anger/anxiety management e.g. Play Therapy from Family Support Advisor

* Counselling - e.g. Chums

* Toe by Toe or other interventions to assist with Literacy difficulties

* Protective behaviour sessions

IEPs are generally written when external agencies become involved. IEPs will include short/medium and long term goals reviewed at least termly.

Further Support Trigger:

Despite receiving substantial support the child:

* Continues to make little or no progress over a long period

* Continues working substantially below that expected (see draft guidance)

* Has sensory or physical needs and requires additional equipment

* Has ongoing communication or interaction difficulties causing substantial barriers to learning

At this point external advisors e.g. educational psychologist or speech therapist may be consulted. Their advice will be followed and added to the IEP.

Requests for Education and Health Care Plan (EHCP)

The school will consult with parents if there has been significant cause for concern and the programmes have been implemented for some time without success. Progress meetings will be half-termly with teaching and SEND assistants. The information from these will be added to the child's review reports and will impact on interventions and strategies.

How is progress measured?

Children may move up and down the continuum of provision depending on circumstances and the effectiveness of interventions. For example: if a child's attainment improves to become similar to that of their peers and progress has accelerated they may be moved from the SEND register to 'Concern'.

A child may for example still have anger and anxiety issues but interventions have reduced outbursts of anger in frequency and enabled the child to develop self-control strategies such that he/she is able to work alongside and interact with their peers such that they are able to remain in the classroom with less support.

Provision, intervention, content and purpose

Teachers evaluate their inclusivity of teaching periodically using the Inclusion Checklist. This is also monitored by the SLT through lesson observations, staff meeting discussion and pupil voice. Intervention will be based on evidence gathered by assessment, observation and analysis of data. Teachers, the Family Support Advisor, Parents, Teaching Assistants and children (where appropriate) will contribute to the selection of interventions at progress meetings and in discussion. Learning from interventions will be put into practice within high quality teaching. Prior to any intervention being put in place, it will be agreed what is to be achieved i.e. short, medium and long term. Outside Agencies should also agree outcomes in advance and be monitored for impact. The impact of intervention will be monitored by:

- * Evaluating progress
- * Pupil voice · Parental information
- * Anecdotal information including observations

All teachers are informed of vulnerable pupils and those with SEND in their class and are fully involved in developing and suggesting interventions. Teachers are responsible for the progress of children in their class and hold regular meetings to discuss progress with TAs and any other professionals involved. Children will be given the opportunity to practice skills learned in the classroom. The Head Teacher and SENCo monitor all progress on tracking sheets and reports. Interventions will be adjusted according to the monitoring process as above.

Provision: interventions and measuring progress

It is important to agree entry criteria: for example - the content, appropriateness of age/ability level, correct measures of progress, correct aspirational targets so children can use skills learnt in the classroom. Additional time needs to be built in - communication between the teacher and those delivering interventions; time set aside to discuss the intervention with pupils and parents.

Plans for staff development

Staff development needs are identified through performance management, on request by individual staff at any time or from the annual needs analysis carried out by the SENCo. These needs are met through in-school or external CPD and links with local special schools when required. Needs are also related to the school's overall staff development plan as SEND is high profile on the SDP. Similarly, the SENCo has recently completed the National SENCo Award. New teachers are supported in fulfilling their responsibilities towards pupils with special learning needs through induction. This includes the process on supporting pupils with SEND,

close monitoring by SENCo and Head Teacher. There are many opportunities for new and experienced staff to learn collaboratively through team-teaching; coaching is part of school CPD process.

Transition arrangements for pupils with SEND

When a pupil transfers to or from our school and between classes it is essential that effective and appropriate arrangements are in place in order to ensure continuity and progression in pupils' education. We use a person-centred thinking and planning approach to ensure maximum communication. Some pupils will have Pupil Profiles hi-lighting their needs. Class-teachers will meet to discuss each child with SEN and pass on key information to the next teacher. When the time comes for KS2 children to move to Secondary education, the SENDCo will arrange meetings with the transition schools' SENCos and Heads of Year and arrange extra visits to their new school if necessary. In the situation of a child with an ECHP, further meetings between pupils, parents, staff and outside agencies will be arranged.

Complaints procedure

The first person to see in the event of any concerns is the SENCo. If you still have concerns, you can ask to speak to the Head Teacher, who will endeavour to meet with you as soon as possible after a request is received. If you still have concerns after you have spoken to her, there is a complaints procedure. We hope that we shall always be able to resolve difficulties quickly, having the interests of the children at heart.

Evaluating the success of the Schools SEND Policy

Improvement in achievement by children with SEND might be demonstrated in a number of ways, such as:

- * Improved levels of engagement
- * A reduction in behaviour incidents and exclusions
- * Pupil Voice will indicate that they feel valued and included
- * Narrowing of the gap in attainment between national levels and those of specific cohorts of pupils
- * Improved attendance
- * Movement between different levels of SEND Support
- * Smoother transition between classes, key stages and schools
- * Increased attendance by parents at parent's evenings

- * Increased parental completion of homework records
- * Increased parent's participation at workshops
- * Increased parent's satisfaction when completing surveys.

The following policy documents also include further guidance on how we support pupils with SEND

- * Disability policy / accessibility plan (DDA, 2005)
- * Data Protection policy (Data Protection Act, 1998)
- * Managing medicines policy (DfES / Dept of Health, 2005)
- * Safeguarding / Child Protection policy
- * Behaviour policy
- * Code of Practice 2014
- * Care Act 2014
- * Children and Families Act 2014
- * Education Act 1996
- * Equality Act 2010