

# Willerby Carr Lane

## Primary School



## Special Educational Needs Policy

### POLICY MANAGEMENT

Approved by	Full Governing Body
Date approved	
Effective date	September 2024
Next review date	September 2025
Version Control	The most up to date version of this document is held on the school's intranet

## Aims

This policy for SEND makes clear the school's procedure and practice for assessing and meeting the needs of those children who have learning difficulties at Willerby Carr Lane Primary School. It was developed to fulfil the requirements of the Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

We aim for all children with SEND to receive special provision and support as appropriate to enable them to maximise their potential in fulfilling the general aims of the school:

- To give SEND children a broad, balanced curriculum ensuring their entitlement
- All pupils to integrate socially and functionally as appropriate to their abilities and needs
- To ensure access through matching the child's needs/abilities with an appropriate curriculum
- To discriminate positively for pupils with special needs having due regard for equality of opportunity
- To make the needs of children with learning difficulties a shared responsibility of staff ensuring an awareness of specific problems
- To have due regard for the SEND Code of Practice 2014 and Ordinarily Inclusion Practice guidance
- To keep the early identification of special needs a school priority
- To promote meaningful and regular contact between school staff, parents, governors and outside agencies.

## Objectives

- To identify children's needs early and accurately and to put in appropriate provision as soon as possible.
- To 'close the gap' between children with SEND and their peers and to support all children to meet their full potential.
- To promote confidence, a positive attitude and success for pupils with special needs.
- To promote positive attitudes towards pupils with special needs.
- To follow the principles of the Graduated Approach: Assess – Plan – Do - Review.
- To ensure that class teachers retain prime responsibility for meeting children's needs.
- To ensure that parents and children are fully involved from the earliest stage in working together with the school to identify and meet the child's needs.
- To differentiate appropriately for pupils with SEND through:
  - Quality first teaching
  - A graduated approach to provision (assess-plan-do-review)
  - Additional teaching support
  - The most efficient utilisation of TA time.
  - Additional resources and materials including IT
  - Support from our specialist inclusion team
  - Support from external agencies
  - Support from the ELSA
- To ensure that interventions are planned systematically and monitored for effectiveness and reviewed as appropriate.
- To work with the Governing Body to fulfil their statutory monitoring role.

## **Admissions Arrangements**

All pupils regardless of age, ability and SEND are admitted in accordance with the Local Authority's admission policy.

## **Building Adaptation and Special Facilities**

All areas of the school are accessible to wheelchair users and there are three disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. A disabled car parking bay is designated within the school car park. The whole school has been subject to a Visual Impairment audit and all recommendations actioned. We are always happy to discuss any individual requirements.

## **A Graduated Approach**

The school follows a 3-stage graduated approach:

### **Step 1 – Quality First Teaching**

All children must receive quality first teaching. Class teachers must provide appropriate and effective differentiation, scaffolding, reinforcement and support. Children's progress should be monitored carefully by class teachers through their on-going assessments and the use of standardised tests (e.g. PIRA, PUMA, GAPS or other half termly/termly summative assessments).

### **Step 2 – Further intervention**

Where teachers or parents are concerned that a child's progress continues to be slow in relation to age-related expectations, class teachers should liaise with the SENDCo to decide if additional support is required. They will create a graduated approach plan which specifies the highest priority objectives for the 6-8 weeks ahead, associated actions and small steps programme. The plan and small steps programme will be continually updated to record the child's progress towards meeting their objectives.

Teachers will liaise with parents to ensure coordinated home-school efforts to address the child's needs. The teacher will continue with quality first teaching and integrate elements of their small steps programme into their everyday teaching as appropriate.

Where there remain concerns over a child's progress, the teacher and SENDCo will take steps to identify their needs and specify their individual learning objectives.

### **Step 3 - SEND Support**

Where, after concerted efforts outlined above, the teacher is still concerned that the child is not making sufficient progress and 'closing the gap', they will seek further advice and support from the SENDCO. They will consider the record of progress of the graduated approach used to date and may advise on adjustments or they may move the child on to an SEND support plan.

If they are moved to a SEND support plan, parents will be contacted to discuss with the class teacher the planning for the next stages of support. The SENDCO may be involved in this meeting. A written confirmation of the agreed SEND support plan and summary of approach will then be sent to parents. Extra resource will be provided by the SEND team on an intensive basis with regular review. Throughout, the teacher will always retain responsibility for meeting the child's needs.

### **Education and Health Care Plans**

Where the SENDCO deems a child's SEND warrants further support, they will liaise with parents and classteacher to refer the child to the Local Authority for provision of an Education and Health Care Plan. Existing support plans will remain in place until the LA switches them to EHC plans according to their published timetable. Statements are reviewed annually.

### **Identification of Pupils with SEND**

It is the responsibility of the class teacher to ensure that the needs of all children are well catered for. Early identification of children with learning difficulties ensures that they can be given extra help and their progress closely monitored.

Information will be gathered from a range of resources:

- Attention to records from previous settings and/or previous year group
- Parental information
- Reports from medical and external agencies
- Information gathered within the EYFS including the baseline assessment
- Phonics testing
- Standardised Assessment Tests
- Ongoing class-based assessments
- Whole school tracking
- Progress Review Meetings
- Graduated Approach and Small Steps Programmes
- SEND Support Plans and Small Steps Programmes
- Dyslexia screening assessment

## **Provision for Pupils with SEND**

To achieve success:

- All children are provided with quality first teaching
- Work is differentiated and suitably presented to meet specific learning requirements
- Support and differentiated work programmes are built into the teachers' daily planning
- Extra support is available from the SENDCO
- Highly structured learning programmes are delivered in accordance with need
- Children may be taught in smaller groups or work 1:1 to match the task, content and pace to their individual requirements
- The school follows the East Riding procedure for referrals
- Children with Education Health Care plans are fully integrated into the life of the school where possible and have as much access to the NC and EYFS curriculum as their learning difficulties allow
- An Enhanced Resource Provision (ERP) is available for children with EHCPs whose significant needs cannot be met within the mainstream classroom
- All staff concerned with any child who has an EHCP are made fully aware of all the implications of the EHC plan
- An Annual review will be carried out with the approved agencies in consultation with the parents

## **Access to the National Curriculum and EYFS curriculum**

Every child has access to the NC and every effort is made to prevent them missing any part of it. The curriculum is differentiated to ensure equal access. If disapplication or modification is sought this is carried out in accordance with the Code of Practice.

## **Allocation of Resources**

A specific amount of money is set aside in the school's budget for SEND provision. This allows the purchase of extra resources, supports the cost of teaching staff and of administration.

## **Inclusion**

Although pupils may be withdrawn for group or individual teaching, much of their tailored work will be undertaken in the classroom under the supervision of their class teacher.

## **Criteria for Evaluating the Success of the SEND Policy**

- That children with SEND make 'better than expected' progress
- That children with SEND 'close the gap' with their peers
- That parents of and children with SEND are happy with the provision and partnership working

- That all children with SEND have received appropriate support to enable them to maximise their potential
- That the SEND Budget is monitored to ensure value for money

## **Monitoring the SEND Policy**

A termly SEND report will be included in the Headteachers Report to Governors for consideration at the full Governing Body Meeting. The SENDCO and Governor with responsibility for SEND will monitor the implementation of the Policy.

## **Professional Development**

The SENDCO, Teachers and Teaching Assistants will attend any relevant training where appropriate. Staff training will be provided by the SENDCO alongside outside agencies as and when necessary. SEND will be raised as and when necessary at full staff meetings.

## **External Support Agencies and Special Schools**

The school will seek the advice of any support services or special schools which may be able to offer help regarding the needs of individual children. Links will also be developed with Social Services, Medical and Voluntary Organisations. Funding will be allocated to enable staff to attend review meetings and case conferences whenever necessary in line with safeguarding legislation.

The Designated Safeguarding Lead and Deputy Safeguarding Lead assume overall responsibility for safeguarding children within the school.

## **Transfer of Pupils**

Many strategies are in place to ensure children's transitions are as smooth as possible.

On entry to school, pupils who have needs identified by their pre-school setting or have had their medical needs identified before starting school, are offered extra visits to help them to settle into their new surroundings before starting school.

On these visits, pupils are usually accompanied by a parent or pre-school key worker so that they have a familiar person with them. Having extra visits also allows us to better plan for any adaptations that we may need to make to meet the child's needs.

When children leave school, discussions are held between the current class teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a conversation will be arranged with parents, the SENDCO, the secondary school SENDCO.

## Role of the SEND Co-ordinator

The SENDCO is responsible for the following aspects of support and advice on special needs children with the school:

- To give advice and guidance to colleagues about supporting SEND in the classroom
- To assist the staff in the identification of children with learning difficulties and SEND
- To support and assist with the production of support plans and small steps programmes
- To arrange staff training where necessary
- To liaise with outside agencies
- To support the teacher in their liaison with parents offering advice, guidance and support
- To ensure that there are sufficient resources in school for the children with SEND
- To co-ordinate a regular review and evaluation of the school's SEND strategies
- To carry out annual EHCP reviews
- Oversee the running of the Enhanced Resource Provision

## Responsibilities

Special Needs Co-ordinator	Mrs Turnbull
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Governor with SEND responsibility	Mrs Witham
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