



Wadsworth Fields Primary School

Special Educational Needs Policy

2023 - 2024

Introduction

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy we believe pupils will be helped to overcome many of these difficulties. At Wadsworth Fields Primary we are strongly committed to supporting all children with a special educational need. We are aware of the many complex and different needs of individuals (eg. Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults within and out of the classroom. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Children must not be regarded as having learning difficulties because their language, or form of the home language, is different from that in which they are taught.

Aims and objectives

Aims

- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- To provide a differentiated curriculum appropriate to the individuals needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure pupils with SEND take as full a part as possible in all school activities.
- To communicate with parents of pupils informing them of their child's progress and achievements.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, previous settings, education & health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by all staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means for example, providing one to one meetings between pupils and their teacher/SENCo, inviting the child/young person (CYP) to review meetings (or submitting their views if not appropriate) or providing questionnaires for children to share opinions and views. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

Responsibility for the coordination of SEN provision

- The person(s) responsible for overseeing the provision for children with SEND is Ms Lynn Corner-Brown
- The person co-ordinating the day to day provision of education for pupils with SEND is Julie Hodgkinson
- The person co-ordinating this provision across the family of schools is Julie Sheils
- The governor(s) responsible for SEND is Jacqui Heptinstall

Arrangements for coordinating SEN provision

All staff can access:

- The Wadsworth Fields Primary School SEND Policy;

- A copy of the full SEND Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including support plans detailing information about barriers to learning, targets and progress.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements (if applicable)
- Information available through Nottinghamshire's SEND Local Offer

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

The role of the SENCo

The SENCo plays a crucial role in the school's SEND provision. This involves working with the head teacher, Governing Body and staff to determine the strategic development of the policy. Other responsibilities include:

- managing the day to day operation of the policy
- co-ordinating the provision for pupils with SEND
- liaising with and giving advice to colleagues
- manages a range of resources, human and material, to enable appropriate provision for children with special educational/additional needs
- managing the SEND budget and maintaining resources within school.
- maintaining links with current educational practice and attending relevant training courses.
- making a contribution to INSETs
- liaising with external agencies, LEA support services, Health and Social Services

For effective co-ordination staff must be aware of:

- The roles of participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND
- The commitment to keep the SENCo well informed about pupil's progress
- The procedure by which parents are informed of concerns and the subsequent SEND provision
- Mechanisms that exist to allow teachers to access information about SEND pupils
- What exactly constitutes a level of concern and at which point 'SEND Support' is initiated

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring provision is of a high standard
- Ensuring that pupils with SEND are as fully involved as possible in school activities
- Having regard to the Code of Practice when carrying out responsibilities
- Being involved in developing and reviewing the SEND policy
- Reporting to parents on the schools SEND policy including the allocation of resources from the school's devolved/delegated budget
- Identifying a governor to have specific oversight of the school's provision for pupils with special educational needs.

The role of the class teacher

The Code of Practice clearly acknowledges the importance of the class teacher. Responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect available information on the pupil
- In collaboration with the SENCo, develop provision timetables/activities for SEND pupils

- Working with SEN pupils on a daily basis to deliver the individual programme outlined in the provision timetables
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

The role of the Head teacher

The head teacher's responsibilities will include:

- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to Admissions Policy for further information.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'

The following transition arrangements are currently available for children with SEND:

- Home visits prior to children starting in FS1
- Extra visits to feeder schools
- If appropriate, key staff from next school attend meetings, with parents and significant staff (and pupil if appropriate) in Summer Term
- Detailed information shared between key staff of both schools
- Share Family SENCo (feeder schools only)

Specialist SEN provision

Wadsworth Fields Primary School has 39 pupils with SEND. We have 10 members of support staff who specialise in SEND provision and support.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- providing a suitably challenging curriculum for those children who are gifted or talented.

- providing opportunities for children with exceptional and complex needs to follow a personalised curriculum which gives them meaningful and appropriate learning experiences

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section Inclusion for all pupils

Facilities for pupils with SEN

The school has the following specialist SEND facilities in place:

1. Wheelchair accessible site
2. Designated disabled parking space close to the main entrance
3. Ramps for disabled access into, and around the school
4. 2 disabled access toilet and changing plinth for non-continent children
5. Hand rails in the toilet
6. Quiet spaces
7. Dyslexia friendly classrooms

For more information please refer to our Access Policy

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. Place funding funds staff to run interventions such as reading interventions. The SENCo is responsible for the operational management of the specified and agreed resourcing for special educational/additional needs provision within the school, including the provision for children with statements of special educational needs. The head teacher or SENCo informs the governing body of how the funding allocated to support special educational/additional needs has been employed.

The headteacher and the SENCo meet to agree on how to use central funds allocated directly to named children and those funds from the schools budget used to support children with SEN. Allocations of support can be identified on the provision timetables, which shows the range of support given and the names of all of the children who have received them. Named children who receive family funding (AFN) have a plan of how resources/support is/will be used included within their funding bid. This shows how the allocation of funding will be used to support the child.

Some pupils with SEND may access additional funding called Top –Up funding – Element 3. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The School SENCo with the support of the School Family and the Family SENCO will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) 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.

- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. At this point the child will be a '**Class Concern**'.
- c) 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.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed 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.
- h) The child is formally recorded by the school as '**SEN Concern**' as they are under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) 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 child's needs and progress being made.

Where it is determined that a pupil does have SEN, parents will be advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place with the aim of working towards removing barriers to learning. The child is then classed as '**SEN Support**'. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing 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 the most effective in supporting the pupil to achieve good progress and outcomes.

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 regular review to ensure that support and intervention is matched to need, 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 are 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 consent from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the 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 /subject 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 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 SENCO/Family SENCo.

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 SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward.

Referral for an Education, Health and Care Plan

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 a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Outside agencies – such as SFSS, Early Years

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 or 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 found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Ask Us on:

0800 1217772

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. 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.
- c. 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.

REVIEWS OF EHCPs

EHCPs must be reviewed annually. The LEA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The child's parents
- The child, if appropriate
- The relevant teaching staff
- Family SENCo

- The SENCo
- Outside agencies such as SFSS, SLT, OT
- A representative from the LA
- Any other person the LA considers appropriate

The aim of the review will be to:

Assess the pupil's progress in relation to their targets

- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- Set new targets for the coming year.

With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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.

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

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the staff, together with the head teacher, the Senior Leadership Team and subject leaders to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, liaison with the Family SENCo and the local SBAP working group.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This could be:

- ◆ Detailed termly intervention analysis
- ◆ Designated staff meeting time to discuss interventions

- ◆ Regular, indepth assessment analysis using EAZMAG data tracking program.
- ◆ Pupil progress meetings to assess the progress made by children with SEN

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, headteacher & SEN Governor, and information is gathered from different sources such as questionnaires/teacher and staff surveys/parents evenings. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

- Evidence collected will help inform school development and improvement planning.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the head teacher, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. Wider training opportunities are provided by the federation of schools network. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

Wadsworth Fields Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services may be consulted if appropriate:

- Family Senco
- Educational Psychologist*
- PSED – Primary Social and Emotional Difficulties*
- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Services CAMHS*
- SFSS – Schools and Family Specialist Services*
- Physiotherapists
- Occupational Therapists*
- Social Services
- HRET* (Health Related Education Team)
- Ask Us (formally Parent Partnership)
- Casy counselling*

* The services marked with a star denotes that these services have a set of criteria that must be met before involvement of these services can commence.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Working in partnerships with parents

Wadsworth Fields endeavours to develop a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Information from parents will ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them'.

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to parents of pupils with SEN, details of the Ask Us (formally parent partnership) service available through the local authority. The SEN Code of Practice outlines that *'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'*

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

Links with other schools

The school is a member of the Bramcote Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.