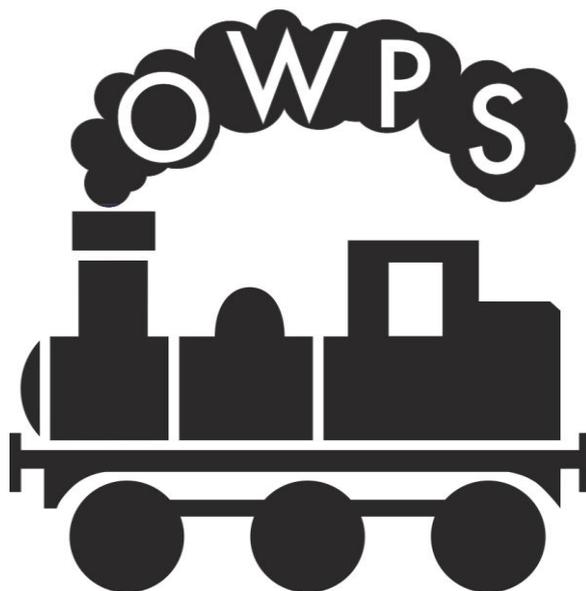


# Orton Wistow Primary School



## Special Educational Needs & Disability (SEND) Policy

Status	Statutory
GB Monitor	FGB
Staff Lead	Linda Harries
Senior Lead	DH
Version	FINAL
Pub Date	Aut/21
Next Review	Aut/22

Date Agreed:	8/11/21
Headteacher:	Simon Eardley
Chair of Governors:	Kirsty Cleworth

**Key – Highlighted areas indicate changes made to this new version of the policy**

## **'Making SEND everybody's business' (PCC and CCC's SEND Strategy, 2019-2024)**

### **COMPLIANCE**

This policy complies with our statutory requirement and has been written with reference to the following guidance and documents:

This policy and the information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

As well as the following additional documents:

- Equality Act: Advice for Schools (DfE, Feb 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, June 2014)
- The National Curriculum in England: Framework for Key Stage 1 and 2 (July 2014)
- Pre-key stage 1: pupils working below the national curriculum assessment standard (2018)
- Pre-key stage 2: pupils working below the national curriculum assessment standard (2018)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

### **AIMS**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our school mission statement is Taking PRIDE in All We Do (Polite, Respect, Independent, Do your best, Everybody Matters).

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential, by:

- providing a focus on outcomes for children rather than hours of provision/support
- raising the aspirations of and expectations for all pupils with SEND
- enabling each pupil to partake in and contribute fully to school life
- enabling each pupil to reach his or her full potential
- endeavouring to understand and meet the individual needs of each child
- working closely with parents and external agencies
- including the views of the child and their parents in the monitoring and reviewing provision

### **OBJECTIVES**

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2014.
3. Operate a "whole pupil, whole school" approach to the management and provision of support for pupils with SEND.
4. Provide a Special Educational Needs Co-ordinator (SENCo) who will work in line with the SEND Policy.
5. Provide support and advice for all staff working with pupils with SEND.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2014, p.86). These are as follows:

*Communication and Interaction* - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

*Cognition and Learning* - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

*Social, Mental and Emotional Health* - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

*Sensory and/or Physical* - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

The following are not, in isolation, considered to require SEND provision, but may impact on attainment and progress:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the current Disability Equality legislation)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)/Minority Ethnic New Arrival (MENA) status
- Being in receipt of the Pupil Premium grant
- Being a Child in Care (CiC)
- Behavioural difficulties

## **DISABILITY**

Many children and young people who have SEN may have a disability under the Equality Act 2010; that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where there a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The School Accessibility Plan and the Equality Policy can be found on the school website:

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

## **IDENTIFICATION, ASSESSMENT AND REVIEW OF PUPILS WITH SEND**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The school uses an Inclusion Register to record the information of pupils in receipt of SEND provision.

## **A GRADUATED APPROACH TO SEND SUPPORT**

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school SENCO.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN.

In deciding whether to make special educational provision, the teacher and SENCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Academic progress would be cause for concern if it:

- 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

Additionally, where a pupil is not making progress with their wider development due to social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Where a pupil is identified as having SEN, we take any action needed to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. This may highlight where the support of more specialist expertise is required.

### **ASSESS**

In identifying a child as needing SEN support the class teacher, working with the SENCO, should:

- carry out a clear analysis of the pupil's needs drawing on teacher's assessment and experience of the pupil
- take into account their previous progress and attainment
- consider the pupil's development in comparison to their peers and national data
- consider the views of parents, the pupil's own views and, if relevant, advice from external support

We take seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

### **PLAN**

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary, plans will outline parental involvement to contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

### **DO**

The class teacher remains 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 teacher, they still retain responsibility for the pupil. They 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. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the most effective package of support.

### **REVIEW**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least termly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the

support and outcomes in consultation with the parent and pupil. This usually takes place at SEND Review meetings each term.

Where a pupil has an Education and Health Care (EHC) plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

### **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

The school uses a class provision map or an individual Assess, Plan, Do, Review format to record the support and intervention which has been put in place for pupils who are causing concern or have been identified as requiring SEN provision. This is updated throughout the four-stage cycle. Where specialist advice has been received, the APDR will detail any individual programmes, equipment and strategies.

These are reviewed on a termly basis where the impact of the support and intervention is considered and adapted and will contribute to regular meetings with the parent and child. The SENCo is responsible for monitoring the quality of provision maps and may attend some of the SEN Review meetings where appropriate.

The progress of all children on the SEN Register is discussed at termly Pupil Progress meetings and is reviewed by the Inclusion Manager/SENCO and Deputy Headteacher responsible for Standards and Achievement.

For more detailed information of the school's provision for pupil's with SEND, please see the School SEN Information Report (available on the school website or by requesting a copy from the school office), which is reviewed annually.

### **SPECIALIST SUPPORT**

We may decide to involve specialist advice where a pupil continues to make less than expected progress, despite evidence-based support and interventions. Parents are always consulted before seeking this advice.

### **EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Needs assessment. Parents have the right to request an EHC Needs assessment through the Local Authority.

Pupils with an Education, Health and Care Plan (EHCP), will have access to all arrangements for pupils on the SEND Register as well as tailored support outlined in their EHCP. In addition to this, they will have an Annual Review of their plan.

### **CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

If it is felt that children are making progress which is sustainable then they may be taken off the SEN Register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to remove the pupil from the register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

### **SUPPORTING PUPILS AND FAMILIES**

We strive to work with pupils and their families to meet and agree on their SEN needs and the necessary provision. A link to the school's SEN information report, which provides detailed information for parents on the provision we make for SEN pupils is available here:

<https://www.owps.org.uk/page/?title=SEND+Information+Report+%28School+Offer%29&pid=48>

Peterborough City Council have also produced a Local Offer to support parents to make informed choices and to signpost them to different services. The link is available here:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/>

The Local Authority employs a Parent Partnership Officer, Marion Deeley, to offer impartial advice, advocacy and information to parents about the SEN process and their rights. They can be contacted on [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk) or 01733 863979. They can also support parents to access Independent Supporters to help them through the EHC assessment process.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs.

The school's policy for 'Supporting Pupils at School with Medical Conditions / Medical Policy' can be found on the school website or by following this link

[https://www.owps.org.uk/\\_site/data/attachments/P50/A%20%20Medical%20Policy%20\(Pub%20Aut%2016%20-%20Review%20Aut%2019\).doc.pdf](https://www.owps.org.uk/_site/data/attachments/P50/A%20%20Medical%20Policy%20(Pub%20Aut%2016%20-%20Review%20Aut%2019).doc.pdf)

### **ADMISSIONS ARRANGEMENTS**

The Governing Body follows the admissions arrangements laid down in the Trustees OWN Trust's Admissions policy, which do not discriminate against pupils with SEND.

### **TRANSITION ARRANGEMENTS**

For children with an EHCP or medical needs who are joining the school, a Transition meeting is held with the pupil's parents/carers, the pupil (if appropriate), SENCo, the receiving class teacher, the current setting SENCo and any professionals involved with the child.

For pupils joining the school who have been identified as having SEND the SENCo will contact the previous school to gain as much information as possible.

When moving to Year 7, additional transition visits are held for vulnerable children. For children with an EHCP, a meeting will be organised with the receiving setting; this usually happens in the Annual Review Meeting. External agencies may also attend and a plan is devised to ensure that the transition is a positive experience for the pupil. For all pupils all records are sent to the next school.

### **ROLES AND RESPONSIBILITIES**

#### **The SENCO**

The SENCO is Mrs Linda Harries. She can be contacted on 01733 370646 or [lharries@owps.org.uk](mailto:lharries@owps.org.uk)

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

As well as the above duties, Mrs. Harries is responsible for carrying out Early Help Assessments (EHA). This is to enable pupils and their families to access the ASD/ADHD Pathway for children in Peterborough.

### **The SEN Local Governor**

The SEN Local Governor is Mr. Adam Green.

The SEN Local governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Teaching Assistants (TAs)**

Each TA will:

- Carry out activities and programmes planned by the class teacher and the SENCo
- Keep records of this work as requested

- Support children in class or by withdrawing individuals and small groups
- Attend relevant training in school or on external training courses
- Are fully aware of the school's SEND and behavior policies

### **Learning Mentor**

Pupils with SEND may be referred to the school's Learning Mentor for support with issues of self-esteem, anger management, behavior difficulties or social skills.

The Learning Mentor will:

- Work closely with the SENCo in the identification of needs and in planning support
- They will set targets, monitor progress against these and provide feedback to teaching staff, the SLT, parents and any involved agencies

### **Assistant SENCo**

The Assistant SENCo works closely with the SENCo, class teachers and Teaching Assistants to identify and support children with SEND.

The Assistant SENCo will:

- Advise on the graduated approach to providing SEN Support
- Help to maintain an accurate SEND Register
- Carry out assessments of pupils who are causing concern academically, physically, socially or emotionally
- Ensure staff have necessary training and support to deliver programmes of work and interventions

## **CONSIDERING COMPLAINTS ABOUT SEND PROVISION**

We aim for a close working partnership with parents; if parents are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher in the first instance. Formal complaints can be discussed with the SENCo or Headteacher in the hope that a satisfactory resolution can be found. The Governor with responsibility for Special Educational Needs may also be consulted.

## **MONITORING ARRANGEMENTS**

This policy will be reviewed by The SENCO, Linda Harries **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.