

St Werburgh's Primary School

Special Educational Needs and Disabilities Policy



St Werburgh's Primary School is a popular Community Primary School catering for children aged 4 –11 years. It opened in September 1999, moving to an award winning building in April 2000 situated in a central area of the city of Bristol called St Werburgh's. Children attending the school come from the immediate area as well as adjacent areas of Easton, St Paul's, and Montpelier. The school reflects the wide range of cultures present in the community.

Due to the popularity of the school, the Local Authority (LA) funded an expansion to allow us to accommodate more children. Reception, Year 1 and Year 2 are now located in the newly refurbished annexe, called Silver Birch Site with its entrance on Mogg Street.

Rationale:

At St Werburgh's Primary School, we are committed to providing an environment where all children are given the opportunity to realise their full potential. We believe that all children have an equal right to access an inspiring, broad and balanced curriculum which reflects the diversity of our school community. We have a clear social and emotional literacy programme, which enables children to begin to learn the skills needed for positive social relationships. We are committed to providing high quality learning opportunities for all children including those with additional needs. Every teacher is a teacher of every child, including those with special educational needs and disabilities (SEND).

The provision for children with SEND is developed and monitored by the SEND Coordinator (SENDCO), with the support of the SEND Governor.

The SENDCO is: Sapna Boden, SLT member

The SEND Governor is: Claire Maine

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations 2014

During the writing of the policy all stakeholders were consulted (including parents of children with SEND, staff members and the Governing body).

AIM

At St Werburgh's Primary school we believe that Educational Inclusion is a basic human right which we as a school are committed to fulfilling our duty towards. Inclusion resonates with our core principles of continually developing our educational culture, policies and practices to meet the needs of all learners, and valuing the diversity of our learning community.

We are committed to ensuring that all children have access to a broad and balanced curriculum. We aim to meet the needs of all children, initially, through the whole school approach to differentiation through Quality First Teaching. Planning is appropriately differentiated and incorporates a range of learning and teaching styles. Learning outcomes are always made clear through discussion with the children. Our commitment to the principles of Assessment for Learning ensures children play a vital role in the aims and feedback for each learning opportunity.

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Objectives:

To identify and provide for children who have special educational needs and additional needs.

To work within the guidance provided in the SEND Code of Practice, 2014.

To provide all children with full access to an appropriately differentiated curriculum in order to meet their needs and enable their full potential to be realised.

To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.

To ensure equality of opportunity for all children with Special Educational Needs and Disabilities.

To involve parents/carers as partners at every stage in their child's education, and to ensure they are advised, consulted and encouraged to actively assist in the planning to meet their child's needs.

To involve each child, as appropriate, in the planning and decision making at each stage, ensuring they are given appropriate opportunities to have their voices heard.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The whole school system for regularly observing, assessing and recording the progress of all children is used to identify children who are not making sufficient progress and who may have additional needs.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

1 - Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This does not include children with English as an additional language.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

2 - Cognition and learning

Support for learning difficulties may be required when a child learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

St Werburgh's Primary School follows the Bristol City Council's 'Guidance for education settings on best practice for provision for children with dyslexic difficulties', a copy of which is available from the school office on request.

3 - Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4 - Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties.

These areas give an overview of the range of needs that for the school plans for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, children with Autistic Spectrum Disorders, are likely to have particular difficulties with social interaction and experience difficulties with language, communication and imagination, which can impact on how they relate to

others. The special educational provision made for a child is always based on an understanding of their particular strengths and needs, addressing them all using well-evidenced interventions targeted at areas of difficulty and, where necessary, using specialist equipment or software. This helps to overcome barriers to learning and participation. Support is family centred and considers the individual family's needs and the best ways to support them.

A range of school based assessments, including QCA assessment materials, RWI assessments, high quality formative and other summative assessment methods, all go towards informing the process of identifying additional educational needs. If, following assessments and discussions with reference to the above criteria, a child is recognised to have SEND, they are placed on the school's SEND register.

The following may impact on progress and attainment, but are NOT considered SEND:

- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A GRADUATED APPROACH TO SEND SUPPORT

At St Werburgh's Primary School we believe that high quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialised staff. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Decisions about SEND provision are made by involving the teacher and SENDCO who consider all of the information gathered from within the school about a child's progress, alongside national data and expectations of progress..

The SENDCO meets with class teachers regularly to discuss and review SEND needs. For higher levels of need the school draws on more specialised assessments from external agencies and professionals. This involves following an ASSESS – PLAN – DO – REVIEW cycle for each child, with parents/carers being involved at every stage.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Children who have been identified as requiring SEND support have an In-class Provision Plan (IPP) written by the adults working with them. This document is regularly updated by the SENDCO following advice from outside professionals, parents/carers and school staff. This document states the child's needs and provision both inside and outside the classroom, as well as next targets. Alongside the IPP, each child has a 'One page profile'

that outlines the child's likes and dislikes and, if appropriate, what they think helps them to learn.

Children on the SEND register are highlighted as needing additional SEND support, beyond Quality first teaching. Initially this support is in the form of regular small group intervention/short bursts of 1:1. If they still do not make the expected progress they may require support from an outside agency or specialist, or a more intensive support programme (1:1, 2 X 15mins per week).

If, after several terms of intervention and school based support, there are still concerns, the Headteacher may apply for a school based assessment to be carried out by the LA. Following this, if the child is recognised as having further SEND the LA may issue a Statutory Assessment which may in turn lead to an Education Health Care Plan (EHP) (previously known as a Statement of SEN). The school can apply for 'Top Up' funding if needed.

Children with an EHP, or those whose needs are met with the use of additional Top Up funding, have an Annual Review meeting, where all those working to support the child meet together. This multi-agency review meeting goes towards ensuring that each child with SEND is given every opportunity to succeed. The views of parents and carers form a valuable part of this review, as do the views of the child. At St Werburgh's Primary School we recognise the importance of giving all children opportunities to share their views in an appropriate way.

Allocation of resources to and amongst pupils

Each year school provision is mapped out to show how resources are allocated to meet our SEND children's needs. Provision maps are put together by the SENDCO and are costed so that they may be audited by the LA. The cost effectiveness of interventions is evaluated through the tracking of pupil progress data and the use of standardised tests. Resources for SEND are purchased as appropriate, and are linked to need throughout the learning community.

CRITERIA FOR EXITING THE SEN REGISTER

In school we monitor and discuss children regularly through termly Pupil Progress meetings and ongoing meetings about the provision of SEND. We are also able to discuss when children no longer need additional support to make the required progress for their age. This is then discussed with the child's parents/carers to agree an outcome together.

SUPPORTING PUPILS AND FAMILIES

Staff, parents and carers work together to effectively support pupils with SEND.

Parents/carers are involved in discussions and decisions made relating to their child's particular needs. Often this is initially through meetings with the class teacher, the SENDCO liaising where appropriate.

At review meetings with parents/carers we ensure that the child's strengths and progress are discussed in addition to any areas where further support and intervention is needed.

There is an expectation on parents/carers to take part in the process of supporting their child towards meeting his/her targets.

All IPPs are copied and sent to the child's parents/carers after meetings, and suggestions for supporting learning at home are discussed with them as appropriate.

Parents/carers evenings are held regularly throughout the year and provide opportunities to discuss progress and any other issues. Parents/carers are able to make other appointments on request. Regular communication between home and school ensures that issues are dealt with as swiftly as possible.

The SEND Information Report and the Local Offer can be found at <http://www.stwerburghsprimary.com/#!/page2/cjg9>

Admission Arrangements:

Early years foundation stage children already identified as having SEND are considered for admission to the school on an equalities basis, with open communication between the school and the LA admissions department.

Prior to starting school, parents/carers of all children with SEND will be invited to discuss the provisions that will be made to meet their needs. This proactive approach ensures a positive start for pupils with SEND. This meeting is in addition to the structure for starting school in the Reception class, which builds in opportunities for staggered entry, visits and sharing of information.

Links with other schools and transfer arrangements

The SENDCO meets with the SENDCO at our partner Nursery in advance of the transition period to discuss children with identified SEND in detail. Reception staff also meet with staff from other feeder nurseries prior to starting school. Where appropriate, further meetings or linking opportunities are arranged to support transition.

Part of the transition process for children in Year 6 involves the SENDCO arranging a meeting with the SENDCOs from feeder secondary schools. This sharing of information is supported by discussions between the Year 6 class teacher, the learning mentor and the lead colleague managing transition from the secondary setting. The pupils in Year 6 are given many opportunities to prepare for transition from Year 6-7, including producing a passport for transition.

Pupils in Year 5 with an EHCP are scheduled to have their Annual Review meeting in Term 1 or 2 to ensure they are well supported, and that the LA are clear about the child's needs and can take this information into account when organising secondary placing.

The SENDCO, Headteacher and class teacher of a child joining from other schools should receive information from the previous school. If there is an SEND concern, the SENDCO contacts the previous school to further discuss the child's needs. Pupils transferring from St Werburgh's Primary School to a new school, have their SEND records transferred to the new school, and further information through discussion is available at the new school's request. Confidential information is not sent in internal mail but is passed directly between the schools concerned.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At St Werburgh's Primary School we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where a child has a debilitating medical condition the school complies with its duties under the Equality Act 2010. If a child also has an EHCP the SEND Code of Practice (2014) is followed.

Safeguarding

The school regularly consults with health service professionals. Any concerns about a child are initially brought to the attention of the school nurse by the SENDCO, class teachers or Learning Mentor as appropriate. The school nurse attends school regularly and concerns are highlighted through a communication folder located in the main office. Referral forms are available to staff in this folder for routine issues, such as requesting a weight check.

Social Care and Educational Welfare Services are contacted and accessed where appropriate. Class teachers will discuss any concerns with the SENDCO, who will pass the information to the staff members responsible for Children in Care (and the Deputy Head) and Child Protection (and the Headteacher). Please see Safeguarding and Child Protection policy for further information.

The SENDCO has information and records for a range of voluntary organisations supporting pupils and parents of children with SEND. Parents/carers will be given details of these upon request or where appropriate.

Incorporating Disability issues into the curriculum

Our school ethos and commitment to the Personal, Social and Health Education (PSHE) and Emotional Literacy plays a key role in our whole school curriculum, ensuring that issues concerning equality and inclusion, including disability issues, are a core part of our whole school approach. Advice and support is sought from the Equalities and Inclusions team and other professional organisations where appropriate.

At St Werburgh's Primary School all classrooms display a visual timetable and Boardmaker is available to support children with SEND further, through the use of visual resources.

MONITORING AND EVALUATION OF SEND

At St Werburgh's Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The SENDCO and the SEND Governor work closely together to discuss all recent changes and developments. A summary of Inclusion across the school is included in the termly Headteacher's report to the Governing Body. The SENDCO also works closely with parents and carers to gain views on each child's progress and which strategies are working. The overall provision for, and progress by, children with SEND is discussed weekly during the Senior Leadership Team meetings.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and

development. All teachers and support staff undertake induction on taking up a post, including a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practise, and to discuss the needs of individual children.

SEND and Inclusion is targeted each year within the school's long term goals and in the School Improvement Plan. Inclusion is evaluated as part of the whole school Self-Evaluation Framework. In-service training, team and individual professional development is co-ordinated according to these aims, goals and needs. In-house SEND training is provided through staff meetings and materials provided by the SENDCO and their team.

All staff have access to professional development opportunities and are able to apply for SEND training where a need is identified. Support staff are encouraged to extend their own professional development and the Senior Leadership Team aims to ensure tailor-made training where this is appropriate.

The school's SENDCO regularly attends the LAs SENDCO network meetings in order to keep abreast of local and national updates in SEND best practice. The school is also a member of the National Association for Special Educational Needs (NASEN).

ROLES AND RESPONSIBILITIES

SENDCO: Sapna Boden

SEND Governor: Claire Maine

Designated Safeguarding Staff: Claire Banks (Head teacher), Helen Faulkner (Deputy) and Charmaine Prewett (Learning Mentor)

STORING AND MANAGING INFORMATION

At St Werburgh's Primary School all children requiring information in formats other than print have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing with peers or additional adult support. We provide many opportunities for recording other than pencil and paper, where appropriate. We also provide adult support/scribing.

We use a range of assessment methods and procedures within lessons (role play, drama, dvd, drawing, mindmaps), to ensure children with additional needs are able to show their achievements appropriately. Details of our plans and developments regarding access to information, including adults accessing information, are detailed in the Access Plan.

REVIEWING THE POLICY

The SENDCO reports to the governing body at the end of each academic year and throughout the year as required by the standards committee or the finance committee. The SENDCO meets regularly with the SEND Governor to discuss the broad picture of SEND and Inclusion within the school and to carry out learning walks to ensure standards remain high.

ACCESSIBILITY

St Werburgh's Primary School is committed to ensuring that all children have access to a broad and balanced curriculum. Curriculum materials are adapted and differentiated appropriately to ensure appropriate learning outcomes for all pupils.

Access to all curriculum areas for pupils with SEND is integral to every school policy and practice. Planning is appropriately differentiated and incorporates a range of learning and teaching styles. Learning outcomes are always made clear through discussion with the children. Our commitment to the principles of Assessment for Learning ensures children play a vital role in the aims and feedback for each learning opportunity. Activities are adapted, or substituted, as appropriate. Outcomes of task are recorded in a variety of ways, including cumulative monitoring on pupils IPP records. (See Feedback policy for more information.)

Children with sensory or mobility impairments, or a specific learning difficulty, access the curriculum through specialist resources, such as ICT, where appropriate.

The school is based over two sites; Silver Birch site, which houses our EYFS and KS1 pupils, and Willow site, which is where you find KS2. Both sites comply with regulations for access for any disabilities including wheelchair access, disabled toilets and laundry facilities. The Willow Arts Studio, built onto the main building, has two additional accessible toilets and shower.

We continually ensure that there are good lighting and safety arrangements for all visually impaired pupils. Each time the classrooms are re-painted, the class teams choosing the colours are made aware of the good practice to choose two appropriately contrasting colours. Our classrooms provide good acoustic conditions so the effects of hearing impairments are minimised (part carpet, quiet areas, thinking tables).

Our whole school ethos and commitment to the school's social and emotional literacy curriculum ensures children are aware of, and positively value, differences between people as well as similarities, and have the skills and knowledge to be sensitive to one another's needs and feelings.

We are fully aware of our responsibility to ensure communication is conveyed in a range of accessible formats and are committed to this. Interpreters are accessed, where possible, to ensure clarity of information and communication.

At St Werburgh's Primary School we endeavour to ensure that pupils with additional needs are able to participate as fully and effectively as possible, alongside their peers, within the national curriculum and statutory assessment arrangements. We take specific action to enable the effective participation of all children by:

- Planning appropriate amounts of time for the successful completion of tasks.
- Planning opportunities for the development of skills in practical aspects of the curriculum.

Complaints procedure

If a parent/carer wishes to complain about the provision, or the policy, they should, in the first instance, raise it with the SENDCO who will aim to resolve the situation. A formal complaint can be made by a parent/carer to the Headteacher, preferably in writing, although any format is acceptable, if the issue has not been resolved by the SENDCO within 10 working days. The Headteacher will aim to have a resolution within 10 working days.

Any issues which remain unresolved at this stage will be managed according to the school's Complaints Policy, available from the school office.

Written by:
Sapna Boden, SENDCO
Claire Maine, SEND Governor
January 2017