

# **Wittering Primary School SEN/D policy**

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# Wittering Primary School Special Educational Needs Policy

## Introduction

This policy was updated and reviewed in September 2021 in line with the new SEN Code of Practice which came into force on 1<sup>st</sup> September 2014 and the Children and Families Act 2014 together with the Equality Act 2010.

The SEN/D Coordinator is Mrs Jenny Murray, BeD primary with QTS, NASENCo ([senco@wittering.peterborough.sch.uk](mailto:senco@wittering.peterborough.sch.uk), 01780782236). The SEN/D Governor is Stephen Norris.

This policy should be read with regard to the schools Equality Policy, SEN information report, Behaviour policy, Bullying policy and Medical Policy.

Wittering Primary School, as part of the Soke Education Trust, is committed to providing an appropriate and high quality education to all the children in the local area. We believe that all children, including those with special educational needs, are entitled to a broad balanced curriculum which enables them to make progress so that they can achieve their best, become confident individuals leading fulfilling lives and make a successful transition into further education.

We are aware that pupils learn at different rates and that many factors affect achievement including ability, emotional state, age and maturity. We believe that all children at some time in their school career may experience difficulties with their learning which may be short or long term. We aim to identify these needs quickly as they arise and provide high quality teaching and learning to enable every child to achieve his or her full potential.

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

All children have access to inclusive quality first teaching where teachers take into account children's varied needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate and progress effectively in curriculum and assessment activities. Where children continue to show progress at a rate less than expected, despite quality first teaching, children may need extra provision making for them and may need to be placed onto the special needs register.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that teaching, curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child and describes the way we meet the needs of children who experience barriers to learning.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the Children Act 1989, Statutory Guidance on Supporting pupils at school with medical conditions 2014, Social Care Act 2012, Equality Act 2010,

Children and Families Act 2014, Special Educational Code of Practice 2014 and any other relevant guidance are implemented effectively across the school;

- to create an environment which promotes equal opportunity for children with special educational needs and to eliminate prejudice and discrimination against them ensuring all children work together effectively;
- to ensure teachers plan an effective curriculum to meet the needs of children with special educational needs and enable all children to have full access to all elements of the school curriculum;
- to provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs at SEN support;
- to ensure that children are able to achieve their best and go on to become confident individuals who can eventually make a successful transition into adulthood;
- to continually monitor the progress of all pupils using effective assessments, to identify needs as they arise and provide support as early as possible;
- to ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and make clear the expectations of all partners in the process;
- to ensure that school works in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to contribute to the local offer made by the Local Authority and detail support available in school

### **Educational inclusion**

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.

We are committed to inclusion and part of our on-going planning for improvement is to develop cultures, policies and practices that include all learners. We aim to support children who may have experienced previous difficulties and will ensure we respond to each learner on an individual basis and take into account their varied needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, needs, attainment or background. Our school has a unique population and we are also aware of ensuring we promote inclusion and acceptance to make sure that we provide the best education for our transient population.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and interaction;
- 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, social skills and mental health and to take part in learning;
- providing support for children who have cognition and learning difficulties and struggle to acquire basic English and maths concepts and skills.
- monitoring provision through the completion of the Assess, Plan, Do, Review grid.
- monitoring resourcing through the use of the provision mapping grids.

### **Identifying special educational needs**

Children with special educational needs have learning difficulties or disability that call for special educational provision to be made for them. Children may be identified as special needs at an early age or it may not become evident until later on in their development. Children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age or
- they have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools or
- they are under school age or approaching school age and fall within the definitions above or would do so if educational provision was not made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. They seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The new code of practice identifies four broad areas of need which should be planned for. These areas of need are:

- *Communication and Interaction*- These children may have difficulty interacting with others. It may be because they have difficulty speaking, understanding what is being said or that they do not understand the social rules of communication. Children with Autistic Spectrum Disorder are likely to have problems with social interaction and have difficulties with language, communication and imagination.
- *Cognition and Learning*- These are children who learn at a slower rate than their peers even with differentiation. This covers Moderate Learning Difficulties, Severe Learning Difficulties (support required in all areas of curriculum and associated difficulties with mobility and communication) and Profound and Multiple Learning Difficulties (severe and complex learning difficulties as well as physical or sensory impairment). Specific Learning Difficulties also is covered in this area, this is children who have a specific need which affects one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

- *Social, emotional and mental health difficulties*- These are children who may be withdrawn or isolated, display challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health difficulties. Children with ADHD, ADD or attachment disorders fit into this category.
- *Sensory and/or physical needs*- This area covers Visual Impairments, Hearing Impairments, Multi-sensory Impairments which require specialist support and equipment. It also covers children who have a physical disability.

We understand that other factors can affect children's progress in school such as poor attendance, health and welfare problems, English as an additional language, social problems, being a looked after child and being a service child. Persistent or disruptive or withdrawn behaviours do not necessarily mean that a child or young person has special needs and does not always lead to a child being recorded as special needs. Slow progress and low attainment also do not necessarily mean that a child has special needs as this can be caused by other factors, however this can be an indicator of learning difficulties.

Our admissions policy ensures that we meet the criteria set out in the Equality Act 2010. We believe in equal opportunities for all and if parents/carers of children with special educational needs wish their child to attend our school we will consult parents/carers prior to admission of their child and will consider each child's needs on an individual basis and endeavour to welcome all children to our school. We ensure that children are settled into school quickly and can be flexible in our provision so that we can successfully include children with special educational needs.

Our school premises have adaptations for children with physical needs including ramps and disabled toilets. This means we can cater for children who may need wheelchair access to the premises. We also have a sensory room and courtyard which allows us to cater for children with sensory needs. We can also cater for a wide range of medical needs and have trained first aiders who may need medical support.

#### Graduated approach to SEN support

Some of the children who join our school in Reception have already attended an early education setting. In these cases children usually join us with their needs already assessed. Their needs may also have been picked up in health assessments and parents may already be receiving support from outside agencies.

All our children are assessed when they join our school, using a range of assessments, so that we can build up a picture of the child's rounded needs and build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children and to develop our teaching to enable them to progress at an expected rate.

In line with the new code of practice, we use the graduated approach to ensure that we remove barriers to learning and put effective special educational provision in place.

#### Assess

Adequate progress is defined as progress which is significantly slower than that of their peers starting from the same baseline, progress which fails to match or better the child's previous rate of progress, progress which fails to close the attainment gap between the child and their peers and progress which widens the gap between themselves and their peers.

All teachers use a differentiated curriculum and provide quality first teaching within the classroom ensuring they use a range of strategies that make full use of all available classroom and school resources. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the daily planning by the class teacher. Monitoring will be carried out by the class teacher and used to inform future differentiation within the whole class planning. Senior management monitor the quality of teaching regularly within school and consider the differentiation within lessons as part of this process. All class teachers are responsible for the progress of the children within their class including when they access support from a teaching assistant or specialist staff. Children's progress will be reviewed at regular intervals and if a child is not making adequate progress, as defined by the Code of Practice then further provision may need to be made.

At this point the class teacher and/or SENCO will consult parents to discuss their concerns and to gather their views on their child's progress. If parents are in agreement, we will carry out detailed assessments of the child's learning

The class teacher and SENCO will use a range of evidence, including detailed assessments, to gather a rounded view of the child's needs. We use these assessments to focus on outcomes for the child. If our assessments show that a child is not making adequate progress, the SENCO and class teacher would discuss the child's needs using evidence from the assessments as a basis. A decision would then be made, as to whether the child has special needs.

#### Plan

At this point parents will be informed of the outcome of the assessments and in agreement with the class teacher and SENCO parents will be made aware of interventions and support which could be used and that are different from or additional to those provided as part of the school's usual working procedures. A plan of support will be agreed in consultation with parents and targets will be decided upon for the next term ahead.

We will record the agreed strategies and support to be used within a provision map and an assess, plan, do review grid. These will show the support and interventions to be used and will also show any outside agency involvement. Interventions are tracked on intervention tracking sheets which will have clear defined entrance and exit data and detail what progress the child is making towards these targets. Provision maps and assess, plan, do, review grids are reviewed twice a year with parents, the end of year review is in consultation with the new class teacher so that a smooth transition is made to the child's new class. Children are involved in the provision map and will be asked to reflect on the progress they have made and to reflect upon their strengths and weaknesses.

#### Do

The class teacher in consultation with the SENCO, will carry out any interventions and put into place the agreed support. They will carefully monitor the impact of these interventions and any support given. The SENCO will track the progress of children receiving targeted interventions and support and will consult with class teachers on their impact.

## Review

The class teacher in consultation with the SENCO, will re-assess the child and evaluate the effectiveness of the support and the impact on the child's progress. A review of support and interventions will then take place and the graduated approach can be started once again to support the child and meet their specific needs.

If a review identifies that despite receiving an individualised programme and/or concentrated support for a considerable period the child continues to have significant needs, support may be sought from outside services, we will consult parents prior to any support being actioned. In some cases, children will be seen in school by external support services. External support services may provide information for the child's provision map or advise on interventions. The new strategies within the provision map will, wherever possible, be implemented in the child's normal classroom setting.

## Coordinated plan

The majority of children with SEN or disabilities will have their needs met within mainstream school however some children may need extra support to meet their needs. If a child continues to demonstrate less than expected progress despite frequent and sustained interventions we would discuss our concerns with parents/carers. It may be decided to place a child on a coordinated plan.

A coordinated plan requires school and parents to gather information on the child including their strengths, needs and background. This will most likely involve consulting specialist agencies. This helps to build a rounded picture of a child's needs. A plan will then be devised to help meet the child's more complex needs. Targets will be set and interventions decided upon in consultation with parents and any specialist agencies.

Coordinated plans will be reviewed termly and a similar assess, plan, do, review cycle will be followed to those children on SEN support.

## Education Health Care Plan (EHCP)

If a child continues to demonstrate less than expected progress despite frequency and sustained interventions, we would discuss our concerns with parents and an application for an EHC plan will be made to the LA, if parents were in agreement. Parents can also request an EHC assessment to be made directly to the LA.

EHC plans specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

A range of written evidence about the child will support the request including any support provided previously. Parents and their child's views will be gathered as part of the process and included in the plan. School will continue to provide support at a SEN support level or coordinated plan level. An application will be made to the LA and they will make a decision based upon the evidence provided.

An EHC needs assessment will not always lead to an EHC plan. If the LA decide not to provide an EHC plan they may request the child be placed on a coordinated plan. Parents can appeal against a refusal for an EHC plan and further details of how to appeal can be found in Peterborough's local offer.

If a child is given an EHC plan they will continue to have arrangements as for SEN support and additional support may be provided as stated in the EHC plan. There will be an annual review, chaired by the SENCO, to review the appropriateness of the provision and to plan any changes to support for the year ahead. When a child on an EHC plan is due to transition to secondary education, a representative from the parents chosen secondary school will be invited to the review so that they can begin to understand the child's needs and will understand any support which may need to be in place for the child.

#### Exiting the SEN/D register

School regularly re-assess children on the SEN/D register and the SENCO tracks children progress termly. If our assessments show that after extra support and interventions a child makes adequate progress and then either reaches age expected levels or lessens the gap between themselves and their peers we would discuss this with parents. If a child no longer meets the definitions as outlined earlier in this policy for being placed onto the SEN/D register a decision may be made to remove the child, in consultation with the child's parents. A letter detailing this discussion will be sent to parents and the child will continue to be monitored to ensure that they continue to progress. Some interventions and support may be left in place to help support the child if needed.

#### Supporting families and pupils

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

Parents have the opportunity to discuss the content of provision maps and assess, plan, do, review grids and their child's progress bi-annually. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

In line with the new special educational needs code of practice 2014 school has published its own offer to enable parents to understand our procedures and the support we offer. A copy of this can be found on the schools website at <https://www.wittering.peterborough.sch.uk/page/?title=Special+Educational+Needs&pid=64> The LA also have to publish a local offer which details the services available in the authority, contact details of support agencies are included. A copy of this can be found at <https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>. School regularly has contact with outside specialist agencies and reviews support offered to children in school. Parents may be invited into school to meetings with these agencies and may be required to provide information to aid their assessment of their child's needs.

School also produces a SEN/D information report which details the implementation of this policy. This report details the types of special needs currently in school, outlines current policies and arrangements and evaluates the effectiveness of these procedures and arrangements. This can be found at <https://www.wittering.peterborough.sch.uk/page/?title=Special+Educational+Needs&pid=64>

Children in school may require support in tests. School will follow the procedures set out in the current assessment and reporting arrangements booklet. The SENCO may apply for extra time for children or may use access arrangements to enable all children to achieve their best.

When children transition between schools, classes or even year groups it can affect their progress. School ensures that all children transitioning to us from other schools or early years providers are assessed on entry to enable us to quickly identify any needs children may have. We may also have discussions with previous key workers or teachers linked to children to enable us to understand any provision which may have been in place at previous setting. This enables us to try to continue provision and make transition as smooth as possible for children. When children transition between classes we ensure that teachers pass up any relevant information to the child's next teacher and children are given the chance to meet their new teacher before the end of the summer term. When children transition into secondary education year 6 teachers and the SENCO will liaise with the SENCO of the receiving school and pass onto any pertinent details regarding the child. All documents relating to the child will be passed onto the receiving school also. Children with SEN/D may need extra transition visits to secondary school, school will liaise with secondary schools to facilitate these and a teaching assistant may accompany a child to ensure consistency at these visits.

School recognises that pupils with medical needs should be fully supported to ensure that they have full access to education including school trips and physical education. If a child with medical needs has a disability school will comply with the Equality Act 2010.

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in contributing to their provision. Children are encouraged to make judgements about their own performance and to reflect on their strengths and weaknesses. We recognise success here as we do in any other aspect of school life.

### **Role of the SENCO**

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- advising on the graduated approach to providing SEN support;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- liaises with outside agencies and early years providers and other schools;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material including the Sensory Room, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.
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- The SENCO delivers in service training through staff meetings to teaching staff and support staff and issues related to special educational needs identified in the School Development Plan are matched to continual professional development. If a specific need is identified either at individual or whole class level professional development opportunities will be arranged. The SENCO constantly monitors the provision provided in school, this is done by tracking children's progress, gathering the views of parents, children and teachers on an annual basis and observations of interventions. The SENCO regularly attends the LA SENCO meetings in order to keep up to date with local and national updates in SEN/D. The SENCO may also liaise with SENCO's within the Soke Education Trust to share expertise and ideas.
- The SENCO liaises with outside agencies regularly. The Educational Psychologist visits the school (according to timetable) as well as learning support and the SENCO discusses the purpose of the visit. The SENCO also liaises regularly with a number of other outside agencies for example:
  - social services
  - occupational therapy
  - school nurse
  - speech and language therapists
  - physiotherapy
  - community paediatrician
  - specialist teacher service

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

### **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. It must also ensure that school are meeting its requirements under the Equality Act 2010.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The effectiveness of the policy is monitored by governors using evidence provided by the SENCO of satisfactory progress and achievement of children with special educational needs and parent's views of provision in school.

If parents have a complaint about the provision provided by the school they should consult the head teacher or SENCO who will discuss any complaint with the member of staff involved. Every effort is made to resolve complaints within school but if parents are not happy with the resolution provided then they should contact governors. The complaint will then be dealt with in line with the schools complaint policy.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with an EHC plan are aware of the requirements of the plan.

The SEN/D Governor ensures that all governors are aware of the school's SEN/D provision, including the deployment of funding, equipment and personnel. They are also responsible for ensuring that the school produces an SEN/D information report. They must ensure they monitor the effectiveness of provision provided in school.

### **Allocation of resources**

The head teacher in consultation with the SENCO is responsible for the management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHC plan. Provision is provided according to need and all resources are kept centrally. When required we access specialist equipment or materials.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the SENCO meet regularly to agree on how to use funds directly related to statements.

### **Storing and managing information**

All documents are stored with regard to the Data Protection Act and the General Data Protection Regulation and are treated with the strictest confidentiality. Further details about this can be found in the data protection policy

<https://www.wittering.peterborough.sch.uk/page/?title=Policies&pid=29>

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and learning steps (WILFs); we differentiate work appropriately, and we use assessment to inform the next stage of learning. Children are also given the opportunity to assess their own learning and respond to marking which enables teachers to see how children feel they have achieved in lessons.

Provision maps and assess, plan, do, review grids provide targeted support for pupils and ensure that provision is tracked and can be easily monitored throughout school. These are regularly monitored by the SENCO and Pupil Premium lead.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Accessibility**

Details of how the school improves access to its curriculum and buildings can be found in the schools Equality policy which can be found at

<http://www.wittering.peterborough.sch.uk/page/?title=Policies&pid=15>

## **Complaints**

If a parent is not content with the support provided for their child within school they should in the first instance contact their child's class teacher, the school SENCO or the head teacher. If the parent does not feel the issue is resolved they can escalate their complaint in line with the schools complaint procedure which are detailed on our website.

## **Monitoring and evaluation**

The governing body reviews this policy on a regular basis and considers any amendments in the light of the annual review findings.