



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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**1. The Vision for Our School:** Wigton Moor Primary School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

**Purpose of policy:** to outline the special educational needs provision for pupils at Wigton Moor Primary School.

**We aim:**

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
- To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
- To ensure that all our pupils are involved in decisions made about them and their education
- To ensure that we involve our parents in school life and keep them informed about their children's progress.

**2. Definition of Special Educational Needs:**

'Children have special educational needs if they have a *learning difficulty or a disability* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty or disability* if they:

a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.**

**3. Staff in school who work with pupils with Special Educational Needs and their Parents:**

All teachers in school teach pupils with special educational needs.

**The following people have particular responsibilities:**

- **The Head Teacher Elaine Bown and SENCO Gillian Dudley** ensures that the school's provision

for children with additional needs is met and children's progress evaluated on a regular basis.

- **SEN Governor Sarah Dal Pozzo** Monitors and evaluates provision and reports to the governing body.
- **Class teachers** provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IEP's on a regular basis
- **Higher Level Teaching Assistants and Teaching assistants** provide specified work and carry out planned programmes of work according to children's IEP's.
- **Midday supervisors** and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

#### **4. Identifying when a pupil has special educational needs:**

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child's teacher they will be informed that their child has been placed on the special educational needs register.

#### **5. The ways in which we identify pupils have special educational needs are:**

##### **a. In School:**

All teachers are responsible for identifying pupils with special educational needs as early as possible.

##### **This could be through:**

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including P scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will pass any concerns to the SENCo. The SENCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

##### **b. Children who enter midyear or after foundation year:**

- SENCO liaises with staff from leaving school.
- Teaching assistant may visit the child in leaving school.
- All paper work is transferred on admission of SEN pupil.

#### **6. The provision we make for children with Special Educational Needs:**

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

#### **We support pupils with special educational needs by:**

- Specially prepared learning materials
- The use of appropriate ICT equipment

- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.

### **Special Needs Register**

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria Wigton Moor Primary use to identify children as having a special Educational needs is detailed below:

- A child is working 2 or more years behind their peers and not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- Children who receive FFI (Funding for Inclusion)

All children in school have educational targets set regularly. If the class teacher and SENCo feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs then they may be given an Individual Education Plan (IEP)

The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teaching Assistant. A BSquared assessment could also inform the target setting. Staff work hard to ensure that the targets are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

Parents are involved in putting together this plan and in reviewing it three times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEN register – SEN support.

### **7. Education Health Care plan**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. One of the significant changes arising from the new

code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and care Plan pathway. Children with existing statements will be transferred onto a Education, Health and Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

## **8. The local offer**

As part of the new Code of Practice July 2014. Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Local Offer should cover:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the School Offer is located on the school website under the School Info section.

## **9. Record Keeping:**

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Individual Education Plans (IEPs)
- The child's own views of their needs
- Information from Health/Social Services

- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.

## **10. Assessment**

We assess all children in school three times per year. This information is then used to inform the IEP targets. The data is also entered onto an online database called OTrack which is used to track children and data analysis. Children's progress is also assessed and analysed by the SENCo.

We also have other tools we use in school to assess children. These include:

- Dyslexia Screener
- BSquared assessments for children with IEPs and for those working pre-national curriculum
- Letters and Sounds progress assessment
- Specific assessments associated with Intervention Programmes being followed.
- Pupil progress meetings also take place between phase leaders and the class teacher twice a year to discuss all pupils

## **11. Information management:**

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

- We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made.
- We ensure that all information is passed on to new class teachers through our own internal transfer system.
- We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

## **12. Working with Parents**

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we involve parents with:

- Review meetings that follow the 'Structured Conversation' format for more complex SEN children or on request or when appropriate for other children on the SEN Register
- Reviewing the child's IEPs
- Sharing information through the School Info/SEN section on the website.
- Parents evenings
- Developing an 'open door' ethos towards parents which welcomes and values their views
- A part time teaching SENCo available to meet/speak with parents.
- Sharing information about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEN
- Linking with Parent Partnership Services and relevant voluntary organisations.

### **13. Working with Children:**

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies (School council)
- Encourage pupils to become involved in the wider life of the school
- We have after school clubs which are specifically for children with complex additional needs.
- Involve pupils in peer mentoring schemes

### **14. Working with LA Support Services:**

We have a range of Support Services in Leeds that we can call upon to give us advice, support and training on SEN. In our school we have involvement from:

- Speech and Language Therapy Service
- Education Psychology Service
- Leeds City Council Complex Needs Team (SENIT)
- Specialist teachers for sensory impairments
- STARS (Specialist Training in Autism and Raising Standards)
- School Nurse Team
- Other NHS Services – Physiotherapists, Occupational Therapists etc.

### **15. Leeds SEND Information Advice Support Services:**

Leeds SEND Information Advice Support Services (formerly known as Parent Partnership Service) provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. This can be accessed through [www.leedsparentpartnership.co.uk](http://www.leedsparentpartnership.co.uk) or by email at [education.pps@leeds.gov.uk](mailto:education.pps@leeds.gov.uk).

### **16. The Health Service and Social Service:**

Some pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

**In our school we:**

- Liaise with professionals from the Health Service such as GP's, Paediatrician's and Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils' needs is shared amongst professionals
- Involve Health and Social Services professionals in reporting on pupils' needs and progress and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Health Care plans

### **17. Admission to School:**

Our schools admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

### **18. Our School Access Plan:**

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years. Our Access Plan describes how we intend to do this and is available for inspection. If you would like a copy of our Access Plan please contact the school office.

### **19. How we develop staff knowledge and skills:**

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools
- Training arranged through the cluster of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

### **20. How provision for special educational needs is funded:**

The Age Weighted Pupil Unit and pupil premium (AWPU) is the sum of money provided to school for every pupil on roll. Some of this money goes towards providing for children with special educational needs as well as for all other pupils. The AWPU covers costs associated with:

- The employment of the SENCO
- Providing an appropriate differentiated curriculum for pupils

The Pupil Premium grant is a grant given by the government for the educational benefit of pupils registered at that school. It is allocated to schools in two parts:

- Pupil premium for pupils known to be eligible for free school meals (FSM) and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in non-mainstream settings

In addition school receives allocations of funds from the LA to be used specifically to provide for pupils with SEN. In Leeds this is known as Funding for Inclusion (FFI). Some pupils receive 'top up' funding if they meet criteria set out by the LA. This funding is used by school to meet the specific needs of those children.

### **21. How we evaluate our SEND policy:**

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND.

- The progress of pupils with SEND is measured, e.g. year by year data analysis, including 'P' level data where applicable
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all

## **22. How we deal with complaints:**

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is available on the schools website.

## **23. Definition of common terms related to SEN:**

### **Annual Review**

Review of Statement/EHC Plan by LEA that must occur at least annually

### **Code of Practice**

Guidance for LEA's & schools on how to identify, assess and provide for children with SEN.

### **Early Years Action/Action Plus**

Special Educational provision for pre-school children

### **Educational Psychologist**

Person employed by the LEA to assess and advise on a child's learning difficulties.

### **Education Health Care Plan**

Replacement for the Statement. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them

### **Individual Education Plan (IEP)**

Programme of learning objectives and teaching strategies.

### **Local Authority (LA)**

The body responsible for schools and for assessing and providing for SEN. 16

### **Learning Difficulty**

Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

**BSquared**

An assessment tool to inform target setting for pupils of all ages whose performance is outside national expectations.

**Proposed Statement**

The draft form of the statement, made available for comments and preferred school.

**School Action/Action Plus (SA/SA+)**

Special educational provision for children of school age. The two levels to the register no longer exist from Sept 2014 but this was the previous term used for 2 levels within the SEN register

**Special Educational Needs and Disabilities (SEND)**

A child has SEN if s/he has learning difficulties that require special educational provision.

**Special Educational Provision**

Additional or different education for children with SEN.

**SENCO**

A member of staff at school who has responsibility for coordinating special educational provision.

**Statement of Special Educational Needs**

The term used for the process followed before April 2014 when EHC plans were introduced. It was a document which sets out all of a child's SEN and how and where special provision will be made.

**CAF- Common Assessment Framework**

This is a framework that draws together all the information there is surrounding a child from lots of different services in order to fully understand their needs.

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