

The Willows Primary School

'Growing together, Learning together'

Special Educational Needs & Disability (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25' (2014). This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. This policy has been created by the school's SENCO in liaison with the SLT, staff and the SEN Governor.

Responsibilities for co-ordinating SEN provision.

Head Teacher: Mrs K Warren

SENCO: Miss L Jones

SEN GOVERNOR: Mrs Z Heaton

At the Willows, we strive to:

- Believe that 'every teacher is a teacher of every child or young person including those with SEN.'
- Help all children to realise their potential and achieve the highest possible standards of which they are capable.
- Give strong moral guidance to create caring, responsible citizens.
- Promote a healthy lifestyle, positive self-esteem and emotional well-being.
- Ensure equality of opportunity for all, whatever their race, gender, religion, disability or background.
- Encourage flexibility of thought and action to prepare children for an ever changing world.
- Promote an effective and open partnership between school, parents and the wider school community.

Definition of SEN provision.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or 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 or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Objectives of the SEN policies

- To enable children with SEN to have an education which is broad, balanced, relevant and differentiated to meet their individual needs.
- To enable teachers to make early identification of pupils with SEN and to assist them in addressing these needs,
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEN pupils take as full part as possible in all school activities.
- To ensure that SEN pupils are involved, where practical, in decisions affecting their future SEN provision.
- To monitor and evaluate the progress of SEN pupils.
- To ensure that all staff know which pupils have SEN, the nature of the needs and how best to meet them.

- To inform parents of our support and our work, and to work as a partnership and enlist their help at home.
- To establish a working partnership with other agencies.

Identification of SEN

Early identification of a child with SEN is important if his or her needs are to be addressed and if the child is to achieve his or her full potential. Class teachers are responsible for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers are responsible for identifying pupils with SEND. The SEN Code states that 'Special educational provision should be matched to the child's identified SEN' (paragraph 5.32.) Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The Willows Primary School also recognises that although the following should not result in a child being identified as having SEN, they may impact on both progress and attainment:

- Disability.
- Poor attendance & punctuality.
- EAL (Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.)
- Health & Welfare.
- Being in receipt of pupil premium.
- Being a Looked After Child.

A graduated response to SEN.

Early identification may begin in the Nursery. Completion of Trafford's Early Years Foundation Stage tracking document by parents and the Nursery staff may help to highlight some concerns or problems. After entry to school, Reception age children also undergo a simple medical examination which may help to highlight any medical or physical problems. Communication between Foundation Stage Practitioners and parents is on-going throughout the year. This provides opportunities to discuss any health, learning difficulties or emotional and behavioural problems which might affect the child's emotional progress. However, not all children with SEND can be identified at this stage. Sometimes learning difficulties might develop later due to any number of reasons, e.g. family problems, worsening health or physical problems, problems with self-confidence, self-esteem, peer group pressure, etc. The teacher will probably be aware of changes in the child's behaviour or changes in attitude to his or her school work, or falling standards in school work.

The Code of Practice (section 6.37) clearly states that; 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' The quality of classroom teaching is regularly observed by the Head teacher and members of the Senior Management Team who also monitor standards in the children's workbooks. The progress of all children at The Willows is rigorously tracked on a termly basis and appropriate interventions are put into place for children who are identified as beginning to fall behind. School assessment records and the National Curriculum Frameworks for teaching English and Maths will be used by the school to measure individual children's attainment against expected and national norms. Where class teachers come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible they will consult the SENCO.

Links with Outside Agencies

Where a pupil may have a higher level of need, the school may seek more specialist assessments, advice and support from external agencies and professionals. This is undertaken only with the consent of parents. Such agencies include:

- Trafford's School Educational Psychology Service
- Trafford's SEN Advisory Service (SENAS)
- Speech & Language Therapy Service
- The School Nurse
- A link School Health Visitor
- Healthy Young Minds (previously known as Trafford CAMHs - Child & Adolescent Mental Health Service)
- Parent Partnership Service
- Trafford's Sensory Impairment Support Service (visual & hearing needs)
- Occupational Therapists.

Managing pupil needs on the SEN register

Where it is agreed that a pupil does have SEN, the child will be added to the SEN register at SEN Support Level. This is in consultation and agreement with the child's parent(s) / carers. The support provided will consist of a four-part on-going cycle of: ASSESS – PLAN – DO – REVIEW.

Once a decision has been made to offer additional help through 'School Support', the class teacher together with the SENCO will:

- Collate all known information about the child and seek additional new information from the parent(s) / carers and any other outside agencies and or professionals.
- Devise an IEP (individual Education Plan) outlining the area(s) of concern, the detailed program of study support to be provided and any further information. The implementation of this will be the responsibility of the class teacher.
- Refer to LEA support services for advice (if appropriate)
- Meet with the child's parent(s) / carers.

Where outside agencies are involved, the SENCO will also inform the Head teacher. Assess, Plan, Do, Review cycles and Pupil Passports will then be developed where possible with the help of outside specialists and will incorporate specialist strategies. These will be implemented as far as possible in the normal classroom setting.

Assess Plan Do Review (APDR) cycles are also produced each term for pupils who are at SEN Support or who have a Statement of Special Educational Needs or an EHC (Education, Health Care Plan.) These are reviewed on a termly basis. New objectives / targets are generated for the next term following a review of the previous targets and the child's overall needs. This documentation is shared with and signed by the child's parent(s) / carers and a copy is provided for them. All statements or EHC plans will be reviewed annually with the parents, the LA (if appropriate), the school, and all the professionals involved present.

Additional Funding – Education, Health & Care Plans

The school has an unspecified annual budget allocation for SEN based upon the number and age of children on roll, the level of deprivation and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENCO. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. The school is expected to contribute a substantial amount from its own funds before applying for additional funding. An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCs) are usually made by the school but can be requested by a parent. Applications for an EHC will combine information from:

- Parents, Class teacher
- SENCO, Other Educational Advisers
- Health Professionals , Social Care
- Parents have the right to appeal against a decision not to initiate an EHC. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

Criteria for exiting the SEN Register

Children who hold Statements or EHCs will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly Assess, Plan, Do, Review cycles and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at the annual review meeting. Children at SEN Support level will be monitored and reviewed as part of the school's ongoing assessment system and also via their termly 'Assess, Plan, Do, Review' targets. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENCO and the child's family.

Supporting pupils & families

At the Willows we value the support of parents. We firmly believe in developing a strong partnership with parents, carers and outside agencies in order to enable children with special educational needs to achieve their potential. In order to build partnerships, the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures.

In order to support parents of SEN pupils the school is required to produce an SEN Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. Our school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEN pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

Supporting pupils at school with medical conditions

The Willows Primary School recognises that pupils with medical conditions need to be properly supported so that they have full access to education, including school trips & physical education. For further information, see the school's Supporting Pupils in School with Medical Conditions policy which can be found on the school's website. 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. Please see the school's Accessibility Policy.

Training and resources

The Willows Primary School is committed to maintaining and developing the quality of teaching and provision in order to enable staff to respond to the strengths and needs of all pupils. All staff are therefore encouraged to develop their knowledge about children with SEN and undertake relevant training. Teachers and teaching assistants often attend training applicable to the specific needs of children within their class.

The school SENCO regularly attends training sessions including Trafford LA's 'SENCO Forum' meetings to keep up-to-date with changes and to further her knowledge. She also works closely with members of staff who are new to the school to explain systems in place within the school for SEN. The school also maintains links with other primary and secondary schools. This helps to ensure that transition, especially to secondary school, is made as smooth and stress-free as possible. The school's provision of resources is reflected by the needs of its pupils. The school employs teaching assistants who may be employed to provide extra support to pupils with SEND in small groups. A portion of

the school's funds are allocated to purchase equipment and materials required to help meet the needs of pupils with SEN.

Roles and responsibilities

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for, SEN pupils.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO, developing the Assess Plan Do Review cycles for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the Assess Plan Do Review cycle targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

The Role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating the provision for pupils with SEN.
- Maintaining the school's SEN register and overseeing all records of pupils identified on it.
- Liaising with and giving advice to fellow teachers.
- Managing Learning Support Assistants.
- Liaising with parents of SEN children in a positive and supportive manner.
- Liaising with external agencies.
- Keeping up-to-date with developments in SEN.
- Contributing to the in-service training of staff, including teaching assistants.

The Role of the Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including SEN provision.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENCO.
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Governing Body

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

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy.

The Governing Body will ensure that policies on child protection and SEN are being fully implemented, so that children can feel secure and happy at school and have access to the best educational provision to suit their needs.



The member of staff responsible for Safeguarding is the Head teacher Mrs. Warren. She is also the named person with responsibility for meeting the medical needs of pupils and also for managing PPG funding. The member of staff responsible for managing CLA (Children Looked After) funding is Mrs. Warren.

Storing and managing information

Information regarding a child's SEN is held by the class teacher and the Head teacher/ SENCO. Each class teacher has an Action File for their year group which contains past and current copies of 'Pupil Passports' (previously referred to as IEPs) and other relevant documentation for individual children within their class. The SENCO has copies of this information and also keeps a log of intervention for individual children where appropriate. All records are treated as confidential and are stored in stock cupboards which are not accessible to children or other adults. Such information will only be communicated to persons involved with the knowledge and agreement of the child's parents, the Head teacher or the SENCO. 'Pupil Passports' are monitored on a termly basis and SEN files are collected in at the end of the school year for moderation by the SENCO. Copies of 'Pupil Passport' reviews and new targets are sent to parents/carers following discussion/review meetings. Information about all children, including their special educational needs is recorded and updated on the SIMS system.

Accessibility

The school is mainly on one level thus ensuring easy access for wheelchairs or for children or adults with walking aides. There are two disabled toilets, one on the EYFS/KS1 corridor and one near the library. The school works very closely with the relevant support services and staff to ensure that disabled pupils are able to access the curriculum and the school environment. A separate Accessibility Policy is available on the school's website.

Dealing with complaints

The school follows Trafford LEA's procedure for dealing with complaints from parents and also its own procedures as outlined in the Complaints Policy which is available on the school's website. The school does seek to form good relationships with parents and would hope that all complaints could be dealt with at an early stage. If the parents of children with SEN have a cause for concern, they should arrange an appointment with the SENCO, who will deal with matter initially. Complaints can usually be solved by informal discussions with the SENCO, Head teacher and class teacher.

Bullying

The Willows Primary School is proud to have very few instances of bullying. All classes follow a structured curriculum which caters for pupils' personal, social, health and emotional needs. The school also participates in National 'No Bullying' week on an annual basis. Should any instances of bullying occur, these are dealt with according to the school's Anti-Bullying Policy which can be found on the school's website.

Equal opportunities

The same balanced curriculum and appropriate levels of differentiation and support will be offered to all pupils, irrespective of gender, race, religion, physical or intellectual ability. (See the school's separate Equality Policy)

Reviewing the policy

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan.

Last Reviewed and Updated: October 2019