

WHITGREAVE PRIMARY SCHOOL

SEND Policy and Information Report



Mrs Redfern - Head Teacher

Rationale

Information in this policy is written in line with the Children and Families Act, 2014 and the revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

All children learn at different rates and at some time during their school career, most children will experience some degree of difficulty, but some will experience a significantly greater lack of progress. Some children may experience problems in gaining full access to the curriculum, resources and facilities of the school and will need the help of additional support, for example: physical access, vision, hearing, motor skills, speech, independence, self-esteem and concentration. This difficulty may be temporary or longer term. It is estimated that some 20 per cent of the school population will have Special Educational Needs at some time during their school career (Code Of Practice 1994).

At Whitgreave Primary School, we are committed to providing a stimulating, appropriate and high quality education for all of our children, to enable them to fulfil their true potential. Some children may need additional or different support or provision to enable them to achieve this. These children may be considered to have an Additional Educational Need. We recognise that the early identification, assessment and intervention are the key to meeting the specific needs of individual children.

We seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs and by identifying and supporting children with learning difficulties in a variety of ways, we hope to achieve this. Furthermore, we aim to enhance pupil's self-esteem, to recognise their achievements and to raise their educational expectations.

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including Education, Health and Social Care. It should be read in conjunction with the following Whitgreave Primary policies:

- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Supporting Children with Medical Needs Policy

Each child is entitled to the best available help to overcome their difficulties and be successful during their school career, regardless of ability, race, gender, or religion. Children with Special Educational Needs or Disabilities should be offered full access to a broad, balanced and relevant education. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes, where learning is broken down into small steps. Others may require the assistance of outside agencies, such as: Educational Psychologists, Speech Therapists or Physiotherapists.

It is vital the views of the child should be sought and taken into account and we recognise that parents have a vital role to play in supporting their child's education too. The views of our pupils are taken in to account in numerous ways. Twice a year, those pupils in receipt of any interventions take part in 'Pupil Interviews' to give their feedback on their sessions. Furthermore, they are involved during target setting for Learning Profiles and during the EHCNA process.

Teachers can respond to individual children needs by providing support for children who need additional help. These aims will be achieved by:

- Ensuring all children experience a learning environment, which is sensitive to their learning needs.
- LA's, schools and settings work together to ensure that any child's Special Educational Needs are identified early.
- The wishes of the child concerned are taken into account in light of their age and understanding.

- Professionals, children and parents work in partnership, with a close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.
- A four-part cycle (based on the Code of Practice 2014) is used, to assess, plan, do and review to ensure an effective special educational provision is in place.
- Interventions for each child being reviewed regularly to assess their impact and the children's progress.
- Education Health Care Plans, where assigned to a pupil, are clear and detailed, made within the prescribed time limits, specify monitoring arrangements and are reviewed annually.
- The employment of Teaching Assistants (TA's) throughout the school, who will work with the teacher/SENCO to support a child or group of children who need learning support, who will be distributed according to pupil's needs.
- Making time for parents, who may have concerns about their child, and discussing their progress on the SEND register. Appointments may be made with the SENCO, Assistant Head, Deputy Head or the Head Teacher.
- Working in partnership with the SEND Governor in order to keep parents, the LA and remaining Governing Body informed of the needs and requirements of children with Special Educational Needs.

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and Working Together to Improve School Attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The Local Offer for Wolverhampton

Knowing what services are available gives parents more choice and therefore more control over what support is right for their child. The Local Offer is a statutory requirement to improve choice for families by providing transparent information in a single place about services available for children and young people aged 0-25 who have Special Educational Needs and/or disabilities. **To read Wolverhampton's Local Offer for SEND please visit: www.localofferwolves.co.uk**

Wolverhampton Independent Advice and Support Service

This external service offers impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. They offer information, advice and support about:

- Education, health and social care matters and relevant law
- Support available in schools, early years and post 16 settings
- Funding arrangements

- How needs are identified and met
- Disagreements and moving forward
- Support at and preparing for meetings
- Help to understand and complete processes and procedures
- Help to participate in discussions and decision making
- Liaising with services and organisations
- Looking at positive outcomes

Definition of SEND

The Code of Practice (2014) defines children with special educational needs as children who have learning difficulties or disabilities which calls for Special Educational Provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents/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 educational authority.

Special educational provision is educational or provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Categories of special education need as outlined by the SEND code of Practice 0-25 years (2014), and provided for at Whitgreave Primary School, are:

Communication and Interaction

- Children and young people 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. 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 in their lives.
- Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

- Support for learning difficulties may be required when children and young people learn 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, through to 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.

Social, Emotional and Mental Health Difficulties

- Children and young people 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, depressions, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyper-activity disorder or attachment disorder.

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical Needs

- Some children and young people 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 and young people 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The schools also recognise that children may have additional needs which impact on progress and attainment, but that are not categorised as SEND, these include, but are not limited to:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Child or Young Person in Care (CYPIC)
- Behaviour (can be as a result of an underlying SEND need)

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Planning for Children with SEND

Children with Special Educational Needs have learning difficulties that call for special provision to be made. It is vital that any child's Special Educational Needs are identified early and teachers, special educational needs professionals and parents work in partnership to plan for these needs.

When a child has been identified as having learning difficulties, an appropriate curriculum and specialist targets can be set in place. A range of strategies that make full use of all available classroom and school resources can be used. This level of support is called SEN support. The child's class teacher will offer interventions that are different from or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs, working in partnership with the child and their parents/carers and the staff in school.

We will record the strategies used to support the child within a Learning Profile. The plan will also show the targets set for the child and the teaching strategies to be used. In most cases, this review will take place once a term.

If the Learning Profile review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new Learning Profile.

The new strategies within the Learning Profile will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate a high level of need, a request for an Education, Health and Care Plan will be made to the LA. A range of written evidence about the child will support the request.

Assessment

Early identification of children's special educational needs is vital. The earlier action is taken, the more responsive the child is likely to be, identifying needs at the earliest point and making effective provision improves long-term outcomes for the child or young person. Assessment is not a single event - it is ongoing and continuous, regular assessment will support the identification of children who are making less than expected progress given their age and individual circumstances.

Teachers are responsible and accountable for all the pupils in their class wherever and with whoever the children are working. The progress of children with Special Educational Needs is monitored by the Class Teacher and SENCO and is in line with school practice through observation and assessments.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Using the assessments made, the SENCO works closely with parents and teachers to plan an appropriate programme of support.

Learning Profiles

Learning Profiles are written and reviewed at least three times a year; however, this will happen more regularly if staff feel it is required. They are written for children identified on the SEND Register as either Stage 1 or Stage 2 and for those pupils with an EHCP.

- The child's strengths and successes
- A maximum of three short-term targets relating to addressing the key barriers to learning for the child
- Child and parental comments (and signatures)
- The teaching and learning strategies to be used
- The provision to be put into place

Education, Health and Care Plans (EHCPs)

Introduced in September 2014 to replace Statements of Special Educational Needs, the Education, Health & Care Plan or EHCP is a document which sets out the Education, Health and Social Care needs a child has and the support that is necessary to cater for those needs.

An EHCP will be applied for as part of the 'graduated approach' and usually if a child has complex needs requiring additional support in school or specialist provision. Parents play a key role in providing information about their child that is carefully considered when the EHCP is drawn up.

The EHCP is a legally binding document. It is binding on not only the local authority, but also on local health services (Care Commissioning Groups). Statutory Annual Reviews For a child who has an Education Health and Care Plan the LA has a statutory duty to formally review his/her EHCP, at least annually.

Annual Review Meetings are organised in school by the SENCO once an EHCP has been written for a child. The annual review is conducted in four parts:

- Collection and collation of information
- Annual Review Meeting
- Inclusion Manager's/SENCO's report of the Annual Review Meeting
- LA Review Annual Review Procedure

Dyslexia Friendly Status

The British Dyslexia Association's (BDA) defined Dyslexia as: Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments. Across all languages, difficulties in reading fluency and spelling are key markers of dyslexia. Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity. The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences. Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia. Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

Being a Dyslexia friendly school not only helps us to meet the needs of Dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using Dyslexia friendly methods are able to benefit and that, in essence, more children are able to benefit when Dyslexia friendly methods are adopted throughout school.

We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning and behaviour. Therefore, our children are made aware of Dyslexia via assemblies, PSHE and National Dyslexia Week. Furthermore, we hold a 'Dyslexia Day' once a term. Positive role models are continually discussed around school. In classrooms, you will find an Additional Needs Folder which contains any information you will need to know about our pupils who are Dyslexic, or show some Dyslexic tendencies. This is updated on a regular basis by the SENCO, in conjunction with the Class Teacher.

Here at Whitgreave Primary School, we believe in educating and supporting our Teachers, Teaching Assistants, Parents and Governors on the signs of Dyslexia and how best to support our pupils with these tendencies within all of their lessons. We have a clear Referral Pathway to route concerns - this can be discussed in further detail with any member of staff.

Transition

When joining the school, parents and children will be invited to meet with the SENCO and Head Teacher, have a look around the school and meet the staff. Further visits may be planned to support the young person's transition if it is deemed necessary. Any concerns or queries regarding provision should be raised at this initial meeting. If other professionals are already involved with the young person, a 'Team around the Child' meeting may be held to discuss the child's needs and share current strategies in use and progress towards goals. Records will also be requested from the child's previous school.

Admission Arrangements of Disabled Pupils

We endeavour to be a fully inclusive school. Our Admission Policy is based upon the agreed Wolverhampton LA Admissions Policy. Normal admission arrangements will be followed for pupils with 'SEN or Disabilities,' unless the child has an EHCP. In this case the SENDSTART Team within the LA will liaise with Miss Davies (as SENDCO) and Mrs Redfern (as Head Teacher) about the allocation of a place within a Year Group.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having

Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Our School is committed to anti-discriminatory practice to promote equality of opportunity, prevent disabled pupils from being treated less favourably and valuing diversity for all children and families. We aim to promote the involvement of all pupils with disabilities in all classroom activities. All staff are following LA and school policies and procedures to support pupils with disabilities and ensure that classrooms have a clear and accessible layout and are communication friendly environments. We aim to ensure that pupils with a disability are able to be fully involved in school life and the curriculum and are offered the opportunity to participate in activities both inside and outside the classroom by making reasonable adjustments.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access at most entrances and sections of the school
- Clearly signposted Fire Exits around the buildings
- Carpeted classrooms to aid hearing impaired pupils learning
- Exterior lighting to improve evening access
- Disabled Toilets located in both buildings and disabled parking is available at the main entrance
- Production/purchasing of classroom resources to support a range of needs in teaching and learning

The Role of the Governing Body

The Governing Body, in cooperation with the Head Teacher determines the schools policy and approach towards the provision for children with Special Educational Needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA 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 Governing Body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with Special Educational Needs, at Whitgreave Primary this is Jayne Pownall. The SEND Governor ensures that all governors are aware of the school's SEND provision.

Whitgreave Primary School operates its own Complaints Procedures Policy. It is the job of the school Governors to ensure that complaints made are handled in the correct procedure, as stated in the policy, which can be accessed from school or via the website.

The SEND Link Governor is Jayne Pownall.

The Role of the SENCO

The SENCO at our school is Mrs Jody Dingley, and the SEND Support Teacher is Miss Alexandra Bunn. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head Teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Role of Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

The Role of Parents and Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The Role of the Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Partnerships with Parents/Carers

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.

There are regular meetings each term to share the progress of special needs children with their parents. 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.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is not making the relevant progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

If children do not make the relevant progress or if they have low attainment, they will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN,
- They are known to external agencies.
- They have an Education, Health and Care Plan (EHCP),

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our Management Information System, (SIMS), and will be made accessible to staff in a Learning Profile.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Bullying

The schools are highly inclusive and have a zero tolerance policy towards bullying of any kind. The schools detailed Anti-Bullying Policy can be found on the school website.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The Head Teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for Continuous Professional Development.

Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and Language Therapists
- Specialist Teachers or Support Services
- Educational Psychologists
- Occupational Therapists, Speech and Language Therapists Or Physiotherapists
- General Practitioners or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services

Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to request a meeting with a Deputy Head Teacher or the Head Teacher. Where complaints are still left unresolved, parents can then make a formal complaint, following the details set out in the Complaints Policy.

Monitoring the policy

This policy will be reviewed by Jody Dingley **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Governing Board.

Frequently Asked Questions

1. How do the staff at Whitgreave Primary know if children need extra help?

We liaise effectively with our feeder settings. We use information provided as starting points for the development of an appropriate curriculum for all the children. Children who join us from other settings are supported using information gained from their previous school. We use this information to ensure they receive the support and intervention they need.

We also know when pupils need help if:

- Concerns are raised by parent/carers.
- Concerns are raised by teachers and teaching assistants and this is based on lack of progress, changes in progress or pupil's behaviour.
- A child asks for additional help in a subject.

2. What should I do if I think my child may have Special Educational Needs?

If a parent/carer has concerns then they should contact your child's Teacher or Mrs Dingley, the SENCO.

3. How will I know how the school supports my child?

The SENDCO is Mrs Dingley. Her key responsibilities are:

- Overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEN;
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Ensuring that each pupil's education programme is planned by the Class Teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the Teacher or Teaching Assistant in class.
- If a pupil has needs related to more specific areas of education, such as spelling, handwriting, Numeracy and English skills etc., then the pupil will be placed in a small focus group. This will be run by the Teacher or Teaching Assistant. The length of time of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a Year Group Provision Map (this is a record of the interventions, timings, attendance and impact of the intervention). If you have any queries relating to the interventions, please do not hesitate to contact the class teacher or Miss Davies.
- Acting upon advice gathered in Pupil Progress meetings, which are held each term. This is where the Class Teacher meets with the Head Teacher and Deputy Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order to further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. In this instance, a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carer.

4. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special educational needs their work will be differentiated by the Class Teacher to enable them to access the curriculum more easily
- Teaching Assistants will be allocated to work with the pupils in a one to one, small focus group or deliver an intervention to target more specific needs.
- If appropriate, specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, pens/pencil grips or easy to use scissors.

5. How will I know how well my child is doing?

- You will be able to discuss your child's progress at Parent's Evening.
- Your child's Class Teacher will be available at the end of the school day if you wish to raise a concern.
- Mrs Dingley will happily meet with you to speak in more detail about your child. Appointments can be made by visiting the school office.

6. How will you help me to support my child's learning?

- The Class Teacher may suggest ways of how you can support your child's learning.
- Mrs Dingley will meet with you to discuss how to support your child.
- The Class Teacher and/or a member of Senior Leadership Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If Outside Agencies or Educational Psychologists have been involved - reports, suggestions and programmes of support will be provided for use at home.

7. What support will there be for my child's overall well-being?

We offer a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistants, or Senior Leadership Team being readily available for pupils who wish to discuss issues and concerns.
- Referrals to the Reflexions Team
- Referrals to the Pastoral Team

Pupils with Medical Needs

- If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Miss Winfield will oversee this process, in conjunction with Mrs Dingley.
- Staff receive Epipen training delivered by the school nurse on an annual basis.
- Staff receive Asthma training delivered by the school nurse on an annual basis.
- A Designated First Aider is in school at all times.
- Where necessary and in agreement with parents/carers, medicines (where the medication is a matter of routine for the child wellbeing) are administered in school but only where there is a signed medical consent form in place to ensure the safety of both the child and the member of staff.

8. What specialist services and expertise are available at or accessed by the school?

At time it may be necessary to consult with outside agencies to receive their specialised expertise. These agencies include:

- Specialist Teacher (previously referred to as the 'Area SENCO')
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adult Mental Health Service)
- EWO (Educational Welfare Office)
- Sensory Inclusion Service
- Social Services
- Children's Therapy Services (Speech and Language/Occupational Therapy)
- GEM Centre (Paediatricians)
- School Nurse
- Wolverhampton Outreach Service

An Educational Psychologist (EP) is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to interventions previously put in place for them. Potential involvement from an EP is discussed with parents/carers prior to any referral being made and once a referral has been made this is discussed at a Multi-Agency Support Team (MAST) meeting.

In order to help understand pupil's education needs better, the EP will meet with staff in school and parent/carers to gather information and to give feedback after any assessment has been completed.

He/she will offer advice to the school and parent/carers on how best to support the children in order to take their learning forward.

9. What training are the staff supporting children and young people with SEND had or are having?

- How to support pupils with speech and language difficulties (ELKLAN)
- Workstation Support
- Sensory Seeking (provided by Outreach)
- Phonics Training
- Dyslexia Friendly practice
- Cool Kids (Gross motor skills)
- Cool Characters (Fine motor skills)
- Pastoral support for those children with SEMH needs

10. How will my child be included in activities outside the classroom including school trips?

Educational Visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of one to one support is required, school will ensure this child has a TA on the trip.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the building accessible to all.
- Disabled toilet in the main reception area.
- Wide doors in all parts of the building.

12. How will the school prepare and support my child when joining Whitgreave Primary or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Dingley is always willing to meet parent/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Dingley liaises with SENDCo's from Secondary Schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Dingley, the Secondary School SENDCo, parents/carers and, where appropriate, the pupil.
- Pupils new to Whitgreave will have a home visit completed to allow us to share specific information with you about your child, prior to them starting.

13. How are the school's resources allocated and matched to children's Special Educational Needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the Class Teacher at pupil progress meetings or if a concern has been raised by them at another point in the year.
- Resources may include deployment of staff depending on individual circumstances.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultations with the Class Teacher and Senior Leadership Team. Decisions are based on the termly tracking of pupil progress and as a result of assessment by outside agencies.

- During their school life, if further concerns are identified due to the lack of progress or well-being then other interventions might be arranged.

15. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the Class Teacher.
- During Parents Evening.
- During discussions with Mrs Dingley and/or other professionals.
- When it is time for a Learning Profile/EHCP to be reviewed.

16. Who will I contact for further information/If I have a complaint?

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558930. The first port of call should always be your child's Class Teacher as they see your child on the most regular basis. If this does not alleviate your concerns, then please contact:

- Head Teacher: Mrs Sarah Redfern
- SENDCO: Mrs Dingley

Any complaints should be addressed via the Complaints Policy, accessible on our School website.