



Winmarleigh Church of England Primary School
POLICY FOR SPECIAL EDUCATIONAL NEEDS AND
DISABILITY

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Winmarleigh Church of England Primary school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs which require particular action by the school. Children may have special needs throughout or at any time during their school career.

Teachers take into account these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post 16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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 are being taught.

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This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school and is to be used with governors, staff and parents & carers of pupils with special educational needs and disability.

SECTION 1: Aims and Objectives

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that all children have a voice in this process.

SECTION 2: Identifying Special Educational Needs

'A child or young person has Special Educational Needs 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*
- *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.*
- *requires provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'*

SEN Code of Practice 2015 (p15 & 16)

Broad Areas of Need according to the SEN Code of Practice

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and / or physical impairment

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving SEN Support.

SECTION 3: SEN Support

Identification:

- a) any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be assessed by a designated member of staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO will be consulted as needed for support and advice; they may wish to observe the pupil in class.
- d) If a pupil has recently been removed from the SEND Register they may require continued monitoring. From this point, Parent's Evenings will be used to monitor and assess the progress being made by the child.
- e) Parents and Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

When identified The Graduated Approach will be followed which takes the form of Wave 1, 2 and 3 support:

WAVE 1 – Quality First Teaching and Differentiation:

- Teachers will ensure pupils access the curriculum through appropriate levels of differentiation.
- Use of additional resources in the classroom to support the child: pencil grips, writing slopes, coloured overlays, printing on coloured paper, position in the classroom, visual time tables, visual prompts, behaviour and reward charts etc.

WAVE 2 – Intervention:

- Teachers and teaching assistants will provide the child with further support in small group interventions, these will be monitored via an 'Intervention Record Sheet' and reviewed regularly by the school SENCo to ensure impact. Interventions may include:

‘Time to Talk’, ‘Fast Track Phonics’ and ‘Write from the Start’. Teachers also plan interventions that are personalised to the needs of the children.

WAVE 3 – Personalised Interventions:

- Children will receive one to one support to match their individual needs, this may be provided by the class teacher or teaching assistant.

Records will be kept of the impact of the above approach by class teachers, under the direction of the SENCo, as advised in the Code of Practice 0-25 Years – “Assess, Plan, Do, Review” (Paragraph 6.45 – 6.56). This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The teacher will maintain the personalised plans and keep them updated.

ASSESS – The teacher and SENCO will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists such as Speech Therapists, Occupational Therapists, Specialist Teachers and Educational Psychologists (Paragraph 6.61) and the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. The SENCo will be responsible for making referrals to specialists and will work alongside class teachers and parents to ensure they are fully involved in the process. Information may also be gathered using person-centered tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centered tools will be employed to facilitate this. This means that the pupil and their parents / carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short term and longer term. Parents and pupils will take away a copy of the plans for the term, which will include details of Wave 1, 2 and 3 support, outcomes, actions and provision to be used. A review date will also be set.

DO – The strategies and interventions agreed in the plan will be implemented and progress monitored using the school’s usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and / or through qualitative observations.

REVIEW – The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found
on the school website.45141

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

SECTION 4: Statutory Assessment of SEN and Education, Health and Care Plans (EHCP)

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise, and the outcomes for the child are not improving despite SEN support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual education plans (IEPs)
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework & Team Around the Family (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist, Specialist Teacher
- views of the parent/carer and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents / carers and / or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents / carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Annual Review of the EHC Plan

EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child, whom pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be (child)-centered, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer / issues we are struggling with
- action plan

Any amendments to the EHC plan will be recorded. The SENCO will record the outcomes of this meeting and the Headteacher will ensure that it is sent to the LA. The School SENDo will be present at the annual review and will be responsible to making any changes to the EHCP plan following the review meeting.

Criteria for exiting Special Educational Provision

A child may no longer require SEN support, where they;

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

SECTION 5: Partnerships

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk/SEND

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and success are shared. Parents are made aware of the Information, Advice

and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target-setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The SEN Policy is available on the school website (or on request from the school office) and if any changes are made to the policy, parents are notified.

Medical issues are first discussed with the parents / carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his / her GP.

All staff have undertaken Child Protection training and this is updated according to statutory requirements. If a teacher is concerned about the welfare of a child they should consult the SENCO and / or Designated Senior Person (DSP).

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, The Traveller Service.

The school's DSL: Mrs Lucy Campbell

SECTION 6: Admissions

Pupils with special educational needs will be admitted to our School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. The Admissions Policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

SECTION 7: Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school's website.

SECTION 8: Roles and Responsibilities

The Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs, the governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate and report annually to parents and carers on the success of the school's policy for the children with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs (Mrs Linda Sutcliffe). The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Headteacher

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher / SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

In our school the SENDCO:

- manages the operation of the policy;
- co-ordinated the provision for and manages the responses to children's special educational needs;
- supports and advises colleagues;
- oversees the records of all the children with special educational needs;
- acts as a link between parents and carers;

- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- Contributes to the professional development of all staff.

Teachers are responsible for:

- having a knowledge of the pupils who have been identified as having special educational needs and ensuring a termly School Support Plan is in place;
- providing support for children who need help with communication, language and literacy;
- planning to develop children’s understanding through the use of all their senses and a variety of experiences;
- planning for children’s full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

SECTION 9: Bullying

Bullying is taken very seriously at Woodplumpton St Anne’s CE Primary School. To view the school’s policy on behavior and anti-bullying, see the school’s website.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Woodplumpton St Anne’s CE Primary School endeavor to generate a culture of support and care among pupils.

SECTION 10: Training and Resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters and will attend termly Cluster Meetings.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days, staff meetings and externally provided CPD to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- TA support
- CPD
- Teaching resources
- IDSS / specialist support

Funding received for a EHC Plan is allocated to ensure appropriate provision and records will be held and updated regularly by the SENCo and Headteacher.

SECTION 11: Storing and Managing Information

The confidential nature of SEND information is fully recognised at Winmarleigh Church of England Primary School. Hard copy files are stored in the office, whilst electronic files are stored on the admin network which is password protected.

SECTION 12: Monitoring and Evaluation of Implementation of Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated and progress against annual targets is reported to Governors annually via the school's Governor Representative for SEN (Linda Sutcliffe).

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in September 2024.

SECTION 13: Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Winmarleigh Church of England Primary School publishes its accessibility plans within its Local Offer. This can be found on the school website.

SECTION 14: Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- more serious on-going concerns should be presented in writing to SEND Governor, who will inform the Chair of Governors.

Parents are informed about Information Advice and Support Services (formerly Parent Partnership).

END OF DOCUMENT