

Waterside Primary School



SEND Policy

Date agreed by Academy Council:

Date for Review: September 2024

This policy will not now be reviewed unless changes to procedures or Legalisation occur.

At Waterside Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome, and endeavour to work with parents, children and other agencies as well as members of the community to create opportunities for positive outcomes for all our children.

Meeting the needs of SEND pupils:

We are committed to the promotion of the achievement of all of our learners. Our support for children with SEN is underpinned by the three principles of the National Curriculum:

1. Setting suitable challenges
2. Responding to our pupils' diverse learning needs
3. Overcoming any barriers to learning and assessment for individuals or groups of pupils

This policy builds on our Shaw Trusts Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Trust Body will ensure that appropriate provision will be made for all pupils with SEN.

Links to other Policies

This Policy links to the following policies including but not limited to:

- Prospectus
- Teaching and Learning Policy
- Accessibility Plan
- Behaviour Policy
- SEND Schools Local offer
- Children with Medical Conditions
- Inclusion Policy

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum for all pupils.

Staff aim:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities

- To ensure that we have a child outcome orientated system of support involving children and parents in decision making.
- To work together with Health and Social Care to create positive outcomes for children.

Definition of Special Educational Needs:

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

All pupils at Waterside Primary School receive quality first teaching. This means that the range of teaching and learning styles are used and that appropriate learning objectives are set for all children with curriculum that is matched to their needs. All our classes are supported by Teaching Assistants, and pupils are offered additional intervention programmes where needed. Some children also need support from our nurture team at Lunch times and during afternoon sessions.

At Waterside the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You would normally be informed about your child's general progress and targets each term through school reports and parent's evenings. If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special education needs (SEN) be placed on the SEN register. Parents will be informed and consulted before this to discuss the children's strengths and areas for development, in order for us to tailor the support to suit the needs of the child.

We liaise with staff to monitor the pupil's progress and plan further intervention where progress is slower than expected.

Roles and Responsibilities

SENDCO

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

- Overseeing the day to day operation of the schools SEN policy
- Assisting teacher with identifying SEND needs, ILP planning, execution of plan and review
- Coordinating provision for children with SEN • Liaising with, advising and contributing to in-service training of teacher and other staff

- Liaising with the DSL designated teacher where a child has SEN
- Advising on a graduated approach to providing additional SEN support • Ensuring that the records of all children with SEN are kept up to date
- Liaising with the parents of children with SEN
- Being a key point of contact for all external agencies who may be providing SEN support and advice to children and families
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and smooth transition is planned
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority
- Ensuring that the school, head teacher and governing body meet their responsibilities under the Equality ACT (2010) with regard to reasonable adjustments and access arrangements.

Teaching Staff

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

- Being responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- Using high quality teaching, differentiated for individual pupils and responding to pupils who have or may have SEN.
- Making regular assessments of progress for all pupils, supported by the SEN or leadership team. Where pupils are falling behind or making inadequate progress given their age and starting point ensure they given extra support.
- Working with the SENCO to assess whether a child has a significant learning difficulty if they continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Follow school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils • Participating in implementing four types of action to put effective support in place – Assess, Plan, Do Review
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Updating and writing new ILPs for children in consultation with the SENCO. • Consulting with parents and involving parents in decisions taken about their children with SEN.
- Working with SEN pupils on a daily basis to deliver the ILP targets within differentiated planning
- Be involved in the development of the school's SEN policy We accept that all teachers and TA's are teachers of children with Special Educational Needs.

Trust Governing Body

The role of the Governing Body is clearly outlined in the Governing Body Handbook. This role includes the following-:

- 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 (2014) when carrying out these responsibilities • Being involved in monitoring and subsequently reviewing the school's SEN policy
- Ensure that the school publishes information about: the arrangements for the admission of disabled children; the steps taken to prevent disabled children being treated less favourably than others; the facilities provided to assist access of disabled children; and their accessibility plans.
- Ensure that arrangements are in place to support pupils at school with medical conditions.
- Ensure that there is a qualified teacher designated as SENCO for the school and work with them.
 - Ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated appropriately.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision taking account of the Code of Practice (2014)
- Keeping the Governing Body well informed about SEN within the school and supporting them to carry out their responsibilities.
- 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 and consulting parents, and that these strategies encourage involvement in their child's education
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. Our admission arrangements reflect the inclusive nature of our school.

Allocation of resources

All schools in Staffordshire receive funding for pupils with SEN in these main ways:

1. The basic budget covers teaching and curriculum expenses for all pupils
2. The delegated SEN budget (based on the LA formula, and generated in part by numbers on the SEN Register) covers the additional support required
3. SEN Standards Fund, allocated annually to LAs by the DfES subject to matched funding. Staffordshire County Council LA delegates the maximum amount to schools as per the DfES guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEN projects and training.
4. Specific funds allocated to pupils with statements EHC plans still impacts on the budget. The costs of the SENCO is set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEN.'(5.35)

The DfES state that 'core or base budget' refers to sources 1 and 2 above. Waterside Primary School follows LA guidance to ensure that all pupils' needs are appropriately met.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Use of Provision mapping based on the assessments to prioritise intervention work
- Their performance in National/Early Years curriculum judged against level descriptions
- Standardised screening or assessment tools.
- Reports or observations
- Records from feeder schools, etc.
- Information from parents

The above information, once gathered, will help to-:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach
- Ensure appropriate teaching and learning experiences.
- Implement the graduated school response using the Assess, Plan, Do, review model.