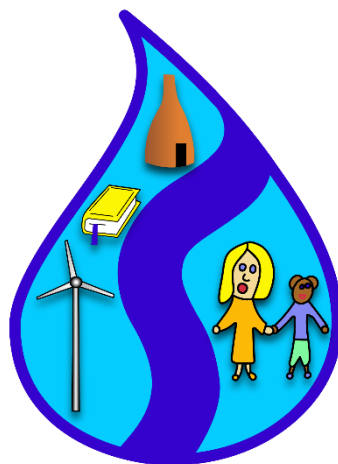


Waterside Primary School



Empowering Learners to achieve their dreams

Special Educational Needs and Disabilities (SEND) Policy



**Shaw
Education
Trust**

Our commitment and Intent

Waterside Primary School is committed to an enjoyable and inclusive education which offers all pupils the chance to succeed, and fulfil their potential, regardless of ability. At Waterside Primary School we strive to support all children to enable them to achieve at school. We have high aspirations for all of our children and respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

In order to do this, many steps are taken to support them through their learning journey. High quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

There is a commitment to meet the diverse needs of every child in every classroom, this includes children that fall within the four areas of need outlined in the SEND Code of Practice (2015). Additional support is provided when required with the intention of increasing access to the curriculum by removing barriers, raising attainment, encouraging ambition and improving skills for life-long learning.

This policy complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- The SEND Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001),
- The Equality Act, 2010,
- Children and Families Act, March 2014,

Aims

The aims of our special educational need and disability policy and practice in our school are:

- To make reasonable adjustments wherever appropriate (known as ‘targeted’) for those with a learning need or disability by ensuring increased access to the curriculum and/or the environment.
- To ensure that children and young people with SEND (Special Educational Needs and Disabilities) engage in the activities and curriculum of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adaptive curriculum in response to the following four areas of need:
 - ◆ Communication and interaction

◆ Cognition and learning

◆ Social, mental and emotional health

◆ Sensory/physical

➤ To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership with our families.

➤ To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

➤ To support pupils with medical conditions by being fully inclusive in all school activities by ensuring consultation with parents alongside health and social care professionals.

➤ To work in a cooperative and productive partnership with The Shaw Education Trust, the Local Authority (LA) and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' Code of Practice 2015

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 high 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. 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. 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.

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 SEND 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:

- Accessibility Plan
- Behaviour Policy
- SEND Schools Local offer
- Children with Medical Conditions

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.

Roles and Responsibilities

SENDCo

The SENDCo plays a crucial role in the school's SEND 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 school's SEND policy
- Assisting teacher with identifying SEND needs, ILP planning, execution of asses, plan do review procedures.
- Coordinating provision for pupils with SEND
- Liaising with, advising and contributing to in-service training of teacher and other staff
- Liaising with the DSL designated teacher
- Advising on a graduated approach to providing additional SEND support
- Ensuring that the records of all children with SEND are kept up to date
- Liaising with the parents of children with SEND

- Being a key point of contact for all external agencies who may be providing SEND 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 SEND.
- Making regular assessments of progress for all pupils, supported by the SEND 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 SENDCO 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 SENDCO to decide the action required to assist the pupil to progress.
- Updating and writing new ILPs for children in consultation with the SENDCO.
- Consulting with parents and involving parents in decisions taken about their children with SEND.
- Working with SEND pupils on a daily basis to deliver the ILP targets within differentiated planning
- Be involved in the development of the school's SEND 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 pupils with SEND
- Ensuring that pupils with SEND 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 SEND 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 SENDCO 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 SEND, 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 SEND provision taking account of the Code of Practice (2014)
- Keeping the Governing Body well informed about SEND within the school and supporting them to carry out their responsibilities.
- Informing parents of the fact that SEND 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 SEND in these main ways:

1. The basic budget covers teaching and curriculum expenses for all pupils
2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEN Register) covers the additional support required
3. SEND 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 SEND projects and training.
4. Specific funds allocated to pupils with statements EHC plans still impacts on the budget. The costs of the SENDCO 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 SEND.'(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 SEND 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.

For further information please visit our website where you can find our SEND information report and other key information.

[SEND | Waterside Primary School](#)