

The Windmill Primary Federation

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Assistant Headteachers: Mrs C. Farnham (Pastoral) & Mr R. Griffiths (Inclusion)



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Special Educational Needs and Disabilities (SEND) Policy

Introduction

All Norfolk maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Needs and Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At The Windmill Primary Federation - West Walton, Tilney St Lawrence, Terrington St John and Walpole Highway Community Primary Schools - we are committed to offering an inclusive curriculum. This ensures the best possible progress for all of our pupils whatever their needs or abilities. The schools use their best endeavors to make the provision required to meet the Special Educational Needs and Disabilities (SEND) of children and young people.

The schools make reasonable adjustments for any disabled children and young people; support medical conditions and inform parents if provision is made for them.

As such, all schools follow the **SEND Code of Practice 0 - 25** (1st Sept 2014) and the **Equality Act 2010: advice for schools DfE Feb 2013** - set out by the Department for Education / Department for Health.

The Code sets out four broad **Categories of Need**:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (includes behaviour issues)
4. Sensory and/or Physical Needs.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy refers to all these pupils.

We believe that early intervention is paramount to the optimum development of the individual child. Early intervention being - Acting effectively on a difficulty or problem as soon as is possible.

All teachers are teachers of Special Educational Needs and Disabilities.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through quality first teaching, teaching style, appropriate differentiation, classroom organisation, use of suitable teaching materials etc.

Definition of Special Educational Needs and Disabilities

Children have special educational needs if they have a **learning difficulty** that 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;
- have a disability that prevents or 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 authority (L.A.);
- are within compulsory school age and fall within the definitions 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 will be taught.

This SEND policy details how **The Windmill Primary Federation** does its best to:

- make the necessary provision for any pupil who has Special Educational Needs and / or Disabilities and ensure those needs are made known to all who are likely to teach them;
- identify and provide for those pupils who have Special Educational Needs and Disabilities to allow those pupils to join in the activities of the school together with pupils who do not have Special Educational Needs and Disabilities, so far as is reasonably practical and compatible with the child receiving the Special Educational Provision and the efficient education of the pupils with whom they are educated.

Duties

Our schools have regard to the **Special Educational Needs Code of Practice** and carry out duties towards all pupils with Special Educational Needs and Disabilities to ensure that parents and carers are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents and carers plays a key role in enabling our pupils with SEND to achieve their full potential. The schools recognise that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents and carers of children with Special Educational Needs and Disabilities will be treated as partners and supported to play an active and valued role in their children's education.

Wherever possible, pupils with Special Educational Needs and Disabilities are encouraged to participate in decision-making processes and to contribute to an understanding of and the assessment of their needs; the reviews and transition processes.

SEND Aims and Objectives:

- to identify and assess the needs of individual pupils with accuracy and sensitivity as early as possible;
- to identify the needs as early as possible so that early intervention can take place;
- to ensure that no discrimination takes place against any pupils and to provide appropriate access to the physical environment, school curriculum and delivery of written information;
- to raise the self-esteem of each child to allow them to succeed;
- to integrate the child socially and academically into the classrooms;
- to encourage them to take appropriate responsibility for their own learning and to extend and develop this over time;
- to ensure that all learners make the best possible progress;
- to encourage a close partnership between parents and carers of children with special educational needs and disabilities the school.

Admission Arrangements

The Governing Body has agreed with the **L.A. admissions criteria** that does not discriminate against pupils with Special Educational Needs and/or Disabilities.

Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Roles and Responsibilities:

- The **Governing Body**, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.
- The Governing Body has appointed a **Link Governor, Mrs. L. Howlett** to take a particular interest in and closely monitor the school's work on behalf of children with SEND, to ensure the SEND policy is fully implemented and its success reported annually.
- The **Executive Headteacher, Ms A. Bailey**, has responsibility for the day-to-day management of all aspects of the schools' work, including provision for the children with SEND. The Executive Headteacher keeps the governing body fully informed.

SENDCo (SEND Co-ordinator) – **Mr R Griffiths** has responsibility for:

- ensuring the schools' SEND policy is followed;
- co-ordinating provision for children with Special Educational Needs and Disabilities;
- liaising with and advising fellow teachers;
- ensuring that relevant INSET is available to all members of the staff who work with SEND children, either within school, by attending courses, or from input from outside agencies invited to staff meetings;
- assisting in the management of TAs - Teaching Assistants;
- overseeing the records and paperwork of all children with Special Educational Needs and Disabilities;
- liaising, alongside class teachers, with parents of children with Special Educational Needs and / or Disabilities;
- liaising with external agencies, including Health and Social Services and voluntary bodies.

Pastoral Team

The aim of the Pastoral team is to support vulnerable children and their families.

Main bases are situated at West Walton C. P. School and Tilney St Lawrence C. P. School.

The Team:

- Assistant Head Teacher (Pastoral) – Mrs C Farnham
- Parent Support Advisor Alternate Designated Professional for Child Protection / FSP – Mrs P Thurston
- Parent Support Advisor / Alternate Designated Professional for Child Protection / FSP / EHA – Mrs C Carlisle
- Play therapist – Mrs T Finlay
- Animal therapist– Mrs J Woodcock

Early Identification, Intervention and Provision

The continuous cycle of assess, plan, teach (do) and review, takes account of the wide range of abilities, aptitudes and interests of children.

The majority of children will learn and progress within these arrangements.

Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have Special Educational Needs / Disabilities.

Identification

In YN (Nursery at West Walton) and YR (Reception – all schools) we assess each child's current levels of attainment on entry. This is through teacher assessment and complying with Early Years Foundation Stage Profile in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years and provide starting points for the development of an appropriate curriculum.

In Y1-6 ongoing observation and assessment of the progress of individual children will provide information about areas where a child's next steps for learning can be planned. Under these circumstances, teachers may need to consult the SENDCo to consider how a child's special needs / disabilities may be met.

Categories of Need

A child, who despite receiving support and differentiated learning opportunities, is identified as having Special Educational Needs / Disabilities when they:

- (Communication and Interaction) - have considerable communication and/or interaction difficulties which hamper progress;
- (Cognition and Learning) - make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- (Cognition and Learning) - show signs of difficulty in developing literacy or mathematics skills which result in significantly low attainment;
- (Social, Emotional and Mental Health) - present persistent social, emotional or behaviour difficulties which are not improved by the usual pastoral or management techniques;
- (Sensory and / or Physical Needs) - have sensory, emotional and physical needs.

Adequate progress can be defined, in a number of ways, by:

- (Communication and Interaction) - improvements in speech, communication and interaction to an acceptable level;
- (Cognition and Learning) - closing the attainment gap between the child and their expected level for their age;
- (Cognition and Learning) - preventing the attainment gap growing wider;
- (Cognition and Learning) - ensuring access to the full curriculum;
- (Social, Emotional and Mental Health) - demonstrating improvement in mental health issues / behaviour, social, emotional;
- (Social, Emotional and Mental Health) - demonstrating improvement in self-confidence, self-esteem.
- (Sensory and / or Physical Needs) - demonstrating an improvement in self-help or personal skills.

Monitoring Children's Progress and Provision

If the child already has an identified Special Educational Need / Disability, this information is transferred through from the Early Years setting.

The SENDCo and the child's class teacher uses this to provide starting points for the development of a POAP (Pupil on a Page)

Nature of Intervention

In supporting children who have Special Educational Needs and Disabilities, the schools adopt:

- support for the child within the class;
- ongoing observation and assessment to provide regular feedback about the child's achievements and experiences as a basis for planning the next steps of the child's learning (Continued - **Assess, Plan, Do, Review** – see attached sheet)
- appropriate differentiated work;
- flexible groupings within the class;
- some group or individual support within or outside the classroom;
- use of focused support staff;
- increased specialist expertise;
- full involvement of parents in implementing a joint learning approach at home;
- different learning materials or specialist equipment (including ICT);
- school bespoke, national and/or county support programmes of intervention;
- staff development and training to introduce more effective strategies.

ASSESS:

Regular class assessment data identifies pupils making less than expected progress / baseline assessment data on entry indicates concerns.

Further assessment (using School Assessments).
Observations

Parent and carer views and any difficult family circumstances

External Advice if required: e.g. Norfolk County Council Local Offer; Child Support Service, Short Stay School; other professionals



REVIEW:

Formal Assessment

Observations

SENDCo collates information and reviews all impact of support / interventions on individuals and overall impact.

POAPs updated as live documents and reviewed per half term

EHCP - Education, Health and Care Plan reviewed in formal meeting, at least annually.

(HCP - Health Care Plan may also need to be reviewed, at least annually)

PLAN:

Quality First Teaching, including differentiation and small group support.

Interventions - *'Additional to or different from' a normal differentiated curriculum.*

POAP: *Students strengths, difficulties, methods of support/ reasonable adjustments identified. Set up with SENDco, Parents and carers, child and teacher (Sometimes other professionals).*

Adjustments to the school environment.

Apply for specialist equipment; any additional professional involvement.

DO:

Quality First Teaching
TA support
Working on POAP targets
Small Group Support
Interventions
One-to-one support
Use specialist equipment provided



Record Keeping

The SENDCo and class teacher have responsibility for ensuring that the records are kept up to date and available.

All hard copies of paperwork are kept confidentially in locked cupboards.

Information is kept on the school's information system – 'Pupil Asset'.

This includes such things as:

Basic information / SEND difficulties (ranked) / Levelling and progress / Assessment data / Medical notes / Current POAPs / Health Care Plans and as well as any other significant documents relevant to the child.

On transfer, a copy of the POAP and all other paperwork is sent to the receiving school.

Access for SEND Pupils to the Curriculum

Each pupil with SEND has an entitlement to a curriculum, which is broad, balanced, relevant and differentiated with progression and continuity. This includes access to the Foundation Stage and the National Curriculum. We support the principle of maximum participation in the National Curriculum for pupils with SEND in a setting which is as unrestricted as possible. All pupils with SEND have access to the full range of resources and opportunities available in the school. They are entitled to equal regard, just as they are entitled to equality for opportunity in learning. Their access to the curriculum is facilitated by whatever means necessary; to ensure that success is achieved.

Inclusion

We recognise that those with SEND may be at risk, but that they should be included in school life as far as is possible.

Inclusion in education involves the processes of increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and communities of local schools.

Inclusion is concerned with the learning and participation of all pupils vulnerable to exclusionary pressures, not only those with impairments, but also those who are deemed as 'having Special Educational Needs and Disabilities'.

All pupils have a right to an education in their locality.

Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.

Vulnerable and Disabled pupils with or without SEND will be catered for sensitively to enable full access to the curriculum.

The SEND Code of Practice

When a class teacher or the SENDCo identifies a child with Special Educational Needs, the class teacher provides interventions that are additional to those provided as part of the school's usual differentiated curriculum.

The triggers for intervention are concern, underpinned by evidence.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school support staff, the SENDCo may contact them (with parental and/or carer permission).

The SENDCo supports (or carries out) further assessment of the child, assisting in planning for them in discussion with colleagues and monitoring the action taken.

The child's class teacher remains responsible for working with the child on a daily basis and for planning and setting targets.

Parents are consulted and kept informed of the action taken to help the child and of the outcome of this action.

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents. External support services, will usually see the child so that they can advise teachers on aims / targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for involving other professionals, despite receiving individualised support the child:

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having a POAP with listed strategies to support
- has sensory, physical or emotional needs, and requires additional specialist equipment, regular advice or visits by a specialist service.

When schools seek the help of external support services, those services overview the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Pupil on a Page (POAP)

Commenced in line with the new SEND Code of Practice, the POAPs are formulated by SENDCo, class teacher, child and parents and carers. All parties are fully involved. Sometimes it may be also possible to involve outside professionals.

The POAP includes:

- The likes interests of the children, provided by the children where possible
- information offered by the parent or carer views – official diagnoses and problem areas; medical conditions; difficulties at home / school; any comments;
- areas of difficulty are recorded in line with the new Code of Practice under the four categories of – Communication and Intervention; Cognition and Learning; Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs; These are recorded in simple easy to access language as barriers and difficulties
- teacher targets set for the child – as appropriate, reflecting the difficulties the child has;
- sometimes other targets set by the SENDCo and /or other professionals;
- the teaching strategies recommended by the SENDCo and other professionals;
- the provision to be put in place / intervention groups / TA support etc.
- outcomes (to be recorded when the targets are reviewed);
- any positives – contributed by parent and teacher;
- for LAC children targets are taken from the PEP
- Targets from EHCP where applicable

These are set up on a pupils arrival or once they have met the school threshold for SEND. They are live documents updated as needed but reviewed every half term by the SENDco. Parents and carers and the child are invited to attend review meetings with the class teacher and contribute towards an updated POAP.

The completed POAP is discussed with the childs parents and modified if necessary. The child and parents opinion is recorded where possible in the comments section

Statutory Assessment

School Request for a Statutory Assessment

Where a request for a Statutory Assessment is made by school to an L.A. the child will have demonstrated significant cause for concern. The L.A. will need information about the child's progress over time, and will also need documentation in relation to the child's Special Educational Needs and Disabilities and any action taken to deal with those needs, including any resources or special arrangements put in place. The school provides this evidence for this.

This information may include:

- POAPs for the pupil;
- the pupil's health including the child's medical history where relevant;
- educational and other assessments e.g. from an Educational Psychologist;
- views of the parents or carers and of the child;
- involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the Local Authority (L.A.), working co-operatively with parents, the child's school and, as appropriate, other agencies such as Health and Social Care, as to whether a statutory assessment of the child's special educational needs is necessary. A child is brought to the L.A.'s attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by Health or Social Care. Where the evidence presented to the L.A. suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision the L.A. will consider the case for a statutory assessment of the child's special educational needs.

The L.A. may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's Special Educational Needs is such as to require the L.A. to determine the child's special educational provision through an EHCP – Education, Health and Care Plan.

An EHCP includes:

- the pupil's name, address and date of birth
- details of all of the pupils special needs / disabilities / medical needs
- identification of the special educational provision necessary to meet the pupil special educational needs
- expected outcomes
- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision.

All children with EHCPs have targets / outcomes set for them that have been established after consultation with parents, child and school as well as other involved professionals.

Where possible targets are delivered, in the normal classroom setting. However, some children gain greater benefit from being withdrawn from the classroom at times during the week to carry out their Programme of Work one to one with a Teaching Assistant.

The delivery of the interventions recorded in the EHCP / Home School Passport continue to be the responsibility of the class teacher.

Copies of the POAPS are sent home.

Annual Review of a Statement of an EHCP

All EHCPs and statements must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. They are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP/ statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at Key Stage 3 (KS3). It will then be possible for the parents to visit these schools and to consider appropriate options within similar timescales to other parents.

The SENDCo of the receiving school will be invited to attend the final annual review in the primary school of pupils with EHCPs, to allow the receiving school to plan appropriately ready for the start of the new school year. This will also enable the pupil and the parents to be reassured that an effective and supportive transition will occur. A Y6 transition meeting in the Summer Term will finalise support requirements.

Additional In-school Support

Teaching Assistants

The Windmill Primary Federation believes in providing as much additional support for SEN and children with disabilities as is possible. There is a high level of TAs within the schools, as well as those already supporting children with an EHCP. All monies received in the schools' budget are used directly to employ TAs.

Pupil Premium / Pupil Premium Plus

Some pupils receiving Pupil Premium / Plus are also on the SEND register. The schools use this money to provide extra booster sessions / interventions with staff to support their progress and development.

Children's Centre

A close working partnership between the schools and the Children's Centre means that information can be shared about new children who will enter the schools. This enables early intervention and supporting of families to take place.

Special Schools SEND Support

The Federation has links to Special Educational needs schools in Wisbech (Meadowgate) and King's Lynn (Churchill Park) and works with them in order to gain support and advice, as well as for Staff Development training. Some support is via outreach using the Norfolk S2S – Schools to Schools support service.

SRBs – Specialist Resource Bases

The Federation makes use of local Specialist Resource Bases (SRBs) for short term placement for children with severe Behavioural Difficulties, Speech and Language problems or ASD.

Links with Outside Agencies

Children may be referred to outside agencies for assessment, extra support, and/or advice for planning specific programmes of work e.g. Engage Child Support Team, Schools to Schools (S2S) SEND School Outreach Support; Early Years Team, Access through Technology (ATT), Virtual School Sensory Support Service VI and HI, Occupational / Physio-therapy; Speech and Language and where appropriate – Looked After Children Services, Norfolk Pupil Attendance Service

Allocation of Resources

The non-statutory special needs allowance, available in the Resource Allocation, is spent, in consultation with the Resources Committee, on providing appropriate teaching assistant hours to support SEND. An agreed amount yearly is spent on SEND resources, which will be available to supplement mainstream resources.

(Refer to current School Improvement and Development Plan for allocated budget and Cluster allocation arrangements.)

Resources

The Windmill Primary Federation provides / arranges for the necessary resources to enable staff to carry out the requirements for each individual SEND child. Advice is sought from outside professionals where necessary.

For example:

Personal laptops with appropriate software (ATT)

Sloping boards, Pencil grips; specialist rulers etc

Sloping cushions; steps; specialist seats, ear defenders, fiddle toys

Coloured overlays (SENDCo tests for this)

Physical motor skills programs and equipment – Physi-Box System (SENDCo)

In-Service Training of School Staff

Professional development for all school staff with SEND children is monitored in order to develop and deliver an effective and appropriate programme of work.

INSET is gained from:

- Feedback at staff meetings of knowledge gained at courses by staff
- INSET at staff meetings, after school sessions and INSET days, based on developing the knowledge of teaching and non-teaching staff
- Advice for dealing with specific problems when sought from outside agencies
e.g. Behaviour Support, English as a Second Language, Educational Psychological Services

Partnerships with Parents

It is the policy of the Windmill Primary Federation to work closely with parents and to involve them as fully as possible in their child's education. This is extremely important when children have SEND. Parents are notified immediately a concern is raised. Opportunities for discussion are made on an appointment basis and parents are involved in the agreement of targets and may put forward their opinions and wishes for their children.

SEN and Disabilities linked policies

Please refer to other Windmill Primary Federation policies / reports for more details:

e.g.

SEND Information Report

Managing Medical Conditions Policy

Accessibility Policy

Equality Policy

Safeguarding Policy

Behaviour Policy

Complaints Procedure

Parents and carers may feel that a complaint about the provision for their child's Special Educational Needs is justified, they should follow the normal complaints procedure:

- Discuss with class teacher
- If problem is not resolved, take complaint to SENDCo or Pastoral Assistant Head
- If problem is still not resolved the parents may take their complaint to the Executive Headteacher
- Parents may then contact the Governing Body followed by the L.A. This must be a formal written complaint. It will then be a matter for the Governors of the school or the L.A. to decide whether the complaint is justified and the school will respond accordingly.
Refer to Complaints Procedure Policy.

Criteria for Evaluation of SEND Policy

We will use the following criteria to evaluate the success of our SEND policy:

1. Progress made by pupils:
 - informally through teacher assessment
 - formally through Foundation Stage Profile to final year assessment
 - monitoring of Individual Pupil Tracking kept on 'Pupil Asset'
2. Increase in pupil's motivation
3. Positive change in pupil's behaviour
4. Increased pupil self-esteem
5. Positive feedback from parents and pupils
6. External monitoring via the L.A. and OFSTED

Review

This policy will be reviewed yearly but also updated within a year if need be.

Due regard is paid to Social Inclusion – Pupil Support, the SEND Code of Practice 0-25, the Equality Act 2010: advice for schools DfE Feb 2013 and Child Protection.

This Policy was written by Mr R Griffiths
The Windmill Primary Federation Assistant Head and SENDCo.
To be reviewed January 2019

Approved by Staff:

Approved by Governors:

Monitoring & Evaluation: Staff & Governing Body
Review: Jan 2019