



# SEN Policy

**Status and review cycle: Legally Required      Bi-Annual review required**

**Reviewed: LBG**

**Ratified by governors on: April 2015**

**Next review date:      April 2017**



## **Aims**

The White Horse Federation (WHF) believes that every teacher is a teacher of every child – including

- those with special educational needs and/or disabilities. 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 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. At WHF we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes.

We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

## **Objectives**

Our objectives are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEND and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

## **Definition of Special Educational Needs**

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



A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

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.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

These areas are:

### **Communication and Interaction**

This covers difficulty with different aspects of speech, language or social communication

### **Cognition and Learning**

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

### **Sensory and/or physical needs**

(SEND Code of Practice, 2014. P97)

### **Definition of Special Educational Provision for TWHF**

For children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of this age in schools.

## **Identification of Special Educational Needs**

### **Quality First Teaching**

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leadership Team (SLT) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having SEND there will be additional monitoring by staff in order to gauge their possible difficulties.
- b) The child's class teacher will adapt the curriculum to meet individual needs.



- c) The SENDCo will be consulted in order to ascertain if further support and advice may be needed.
- d) Parents 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.

## **SEND Support**

If a child has been identified as having a special educational need, appropriate provision will be put into place.

The WHF follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENDCo and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage

### **Plan**

Planning will involve consultation between the teacher, SENDCo, parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the personalised learning may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants (TA) to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will provide strategic support during this stage.

### **Review**



Reviews of a child's progress will be made termly. The review process will evaluate the impact of the personalised learning plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENDCo will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans can involve the Local Authority (LA) providing extra resources to help a child. These could include extra funding to support the child in school, specialised equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENDCo, and possibly other professionals.

## **Roles and Responsibilities**

### **SENDCo's Role**

The SENDCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing day to day operation of the SEND policy;
- managing class and individual SEND records;
- coordinating provision for children with SEND;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND following initial consultation with the class teacher;
- links with other education settings and outside agencies;
- liaising with other schools on transition;
- ensuring that SEND records are up to date;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

### **Class Teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers have high aspirations for every pupil. With advice and support from the SENDCo, clear targets are set and reviewed regularly. Teachers seek practical advice, teaching strategies, and information about the types of special educational need from the SENDCo.



Teachers involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children are sought and regular updates on progress provided.

In order for staff to keep up to date with information, they have access to:

- The WHF SEND Policy;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupil's Special Educational Needs and/or Disabilities, including pupil profiles,
- outside agency reports, targets set and copies of their IEPs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through the Local Offer available on each school's website.

## **Principal**

It is the Principal's responsibility to;

- oversee all SEND provision in school;
- support and monitor the work of the SENDCO;
- manage the SEND budget.

## **Governors**

The governing body of an academy school must ensure that:

- the necessary provision is made for any child who has special educational needs;
- where the SENDCO, the Principal or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties
- towards all children with special educational needs, providing strategic support to the Principal;
- the SEND policy is published on the school website;
- a qualified teacher is designated as SENDCO;
- arrangements are in place to support children with medical conditions;
- information regarding the arrangements for the admission of disabled children is published, including 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

The Governors of each school within the WHF are responsible for entrusting the Principal with the duty of ensuring that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.



## **Supporting pupils and families**

At WHF, we believe that a close working relationship with parents is vital in order to ensure: early and accurate identification and assessment of SEND leading to appropriate intervention and provision;

- continuing social and academic progress of children with SEND;
- personal and academic targets are set and met effectively.

We involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions.

This may be through:

- discussions with the class teacher;
- parents evenings;
- discussions with the SENDCo or other professionals;
- target setting and monitoring of provision
- EHC Plan reviews

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the Local Authority SENDIASS where specific advice, guidance and support may be required.

In accordance with the Equality Act (2010), parents can access the school's SEND Local Offer and policy via the school websites.

## **Supporting pupils with medical needs**

At WHF we recognise that pupils with medical conditions may need additional support so that they have full access to education, including school trips and PE where appropriate. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health 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. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

## **Evaluating the success of provision**

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The success of SEND provision and personalised learning for children with SEND are recorded on their provision map or other appropriate format which is updated on a regular basis. This helps to identify whether provision is effective.



## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate.

The SENCo regularly attends relevant SEND courses, disseminating relevant information to staff and the Principal.

## **Bullying**

The WHF will not tolerate harassment or bullying of children with SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The WHF will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information. This can be found on the school website.

## **Accessibility Plan**

The Accessibility Plan is available on the school website.

## **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

## **Transition arrangements**

Many strategies are in place to enable a pupil's smooth transition to and from a WHF school, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- all pupils attend a transition session where they spend some time with their new class teacher;
- additional visits are also arranged for pupils who need extra time in their new school/class;
- the SENDCo will liaise with secondary schools to pass on information regarding pupils with SEND.

## **Funding**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the SENDCo or Principal who will then assess individual needs. Should it be felt that a child requires additional funding then a request is made to the Local Authority.



Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

**Review date: April 2017**

## **Appendix**

At The Croft we have been successfully awarded the Dyslexia Friendly schools award status for our inclusive teaching. (March 2016)

What does this mean?

As a school, we now have an increased awareness of Dyslexia. As a team we are more aware of the struggles a dyslexic learner may face, and are working hard to use a range of teaching approaches that support all learners.

Our approaches at The Croft:

- All our classrooms have visual timetables to guide the children through the school day.
- Our interactive whiteboards will have a 'buff' background to reduce the glare.
- We are now using buff coloured paper for school letters and learning sheets- a lot easier on the eye.
- Stuck zones are available for children to use if they need it. Stuck zones have handy numeracy and literacy resources such as Dictaphones, highlighters, numicon, number lines etc.
- Our school preferred font is Comic Sans- this is a dyslexia friendly font!
- We encourage cursive handwriting to support the flow of our writing.
- We use different colours within text to separate sections of writing.
- Numbers/days/months are displayed in classrooms for support with sequencing.
- Key spelling words displayed somewhere around the room for learners.
- All staff have an awareness of different learning styles within their class.
- All lessons are differentiated to support the varying needs within the classroom.
- Children have access to multi-sensory learning opportunities
- Children are able to record their learning in a variety of ways- mind maps, diagrams, bullet points, pictures etc.
- Collaborative learning is encouraged to enable children to share their ideas and work as a team.
- If a teacher believes a child in their class may have dyslexic tendencies, they will pass this information on to the SENDCo for further screening.

What to do if you believe your child is dyslexic:

- In the first instance, speak to your child's teacher. Explain your concerns and ask if they see similar issues in school. If a member of your child's family is also dyslexic it is really useful if this information is shared.
- The class teacher will pass this information on to the SENDCo who will do some initial screening tests. She will also observe your child in class and talk to them about their learning. She will inform you of the results and suggest the next steps to support your child.



What will school do if they believe your child is dyslexic:

- Either the class teacher or SENDCo will speak to you about the patterns that we have noticed within your child's learning.
- We will ask for your permission to do some initial screening tests to determine specific areas that we can support your child with.
- If further support is needed, we will make a referral to the Swindon Dyslexia advisory team who can offer further support and guidance.

If you have any concerns about your child's learning, it is always best that you come and speak to either your child's class teacher (in the first instance) or the SENDCo (Karen Baker), and together we can support your child to achieve their full potential.