

# Willow Tree Primary School

## Special Educational Needs and Disabilities Policy

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# Willow Tree Primary School – Special Educational Needs and Disabilities

## Introduction

This policy is written in line with the requirements of: -

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012
- Supporting Children with Medical Needs 2014

This policy should be read in conjunction with the following school policies and documents: Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding Policy, Medicines Policy, Local Offer for SEN, School SEN report, Admissions Policy, Inclusion Policy, Behaviour Policy, Intimate Care Policy, Single Equality Policy.

- We also pay due regard to the recommendations made in the Salford LA Guidance for Practitioners Documents

## What is SEN?

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014):

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child 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 educational facilities of a kind generally provided for others of the same age in mainstream school

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities.

# Willow Tree Primary School – Special Educational Needs and Disabilities

## Aims

At Willow Tree we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- Secure early identification of SEN and have set out the process used for identification and monitoring of pupils.
- All teachers are teachers of SEND;
- Everyone should be included, children will feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child's education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- School will promote positive outcomes in the wider context of social and personal development.
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children will be confident individuals who live fulfilling lives.
- All children should have access to an adapted , first hand curriculum which meets individual needs;
- Children with SEN and/or a disability should not be treated less favourably;
- Children will make successful transitions through their school life.

## Who are the named staff?

SENDCo: Claire Moore (member of the SLT, Inclusion Manager) can be contacted on:  
Tel: 0161 921 2850 or email: [wilowtree.primaryschool@salford.gov.uk](mailto:wilowtree.primaryschool@salford.gov.uk)  
The nominated governor for SEND: Mrs Sarah Hicks

All school staff have a responsibility for pupils with SEND in their class. Teachers ensure Quality First Teaching with appropriate adaptation and personalisation provided to meet need. We believe that Quality First Teaching underpins everything we do at Willow Tree and that SEN provision is underpinned by this.

Staff are aware of their responsibilities towards pupils with SEND including whether pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school.

## Identification and Assessment

## Willow Tree Primary School – Special Educational Needs and Disabilities

At Willow Tree, pupils' needs will be identified and met as early as possible. Need is identified through summative and formative classroom assessment, advice from outside agencies e.g. Speech and Language Therapy and parent information.

There are four areas of need as stated in the SEND Code of Practice, 2014.

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary SEN need of a pupil, we also consider the needs of the whole child and how contributing factors may also impact on a pupil's progress. These include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a cared for child or child accessing other support from children's services
- Being a child of a service woman/man.

## How Do We Implement the Graduated Approach Model at Willow Tree Primary School?

The school believes in early identification of children with SEN needs.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be then be added to the SEN register usually at SEN support.

There should be agreement about the provision that is required to support the child.

Willow Tree will adopt the Local Authority recommended guidance on placing children at School Intervention Bands A, B and C. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The progress of children with SEN will be monitored through assess, plan, do, review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the pupil's needs develops.

Willow Tree follows a graduated approach to SEN support as detailed in Salford's Thrive model.

### **SEN Support:**

Quality first teaching is characterised by teaching a pupil in ways and at levels which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through adaptations, but if the pupil still makes less than expected progress, the school will do more to help and the child may be identified as having a special educational need/s (SEN). All staff are responsible for identifying pupils with SEN.

### **At band A/B:**

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an adapted curriculum. The help will be recorded on an Individual Learning Plan which will only record provision that is additional to, or different from, the year group curriculum and will focus on three or four individual SMART targets that match the pupil's needs. Support and targets will be reviewed termly. This review will include the child, parents, class teacher and, where appropriate, the SENDCO

## Willow Tree Primary School – Special Educational Needs and Disabilities

- SENDCO will take the lead in -
  - Any further assessment of the child;
  - Planning future interventions for the child in discussion with colleagues;
  - Monitoring and reviewing the action taken.

**Pupils are only identified as having special educational needs if additional or different action is being taken.**

Less than expected progress is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

If there are continued concerns that the pupil is making less than expected progress, the class teacher will discuss these concerns with the SENDCO. At this stage (Band B) SENDCO and class teacher, in consultation with parents, may ask for help from external agencies. Some individualised interventions may also be needed.

- The SENCO will also take the lead in -
  - Ensuring advice given from external agencies is taken on and evidenced in the Individual Learning Plan (ILP);
  - Planning future interventions for the child in discussion with colleagues;
  - Monitoring and reviewing the action taken.

### **2. Band C**

If the pupil continues to make less than expected progress a review meeting will be held and a decision with parents will be made about referring a pupil for formal assessment. Outside agencies will be involved at this stage.

### **3. Education, Care and Health Plans**

An EHCP will be provided after a Statutory Assessment if the LA, after considering the evidence, agree to this. However, a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child. These are used to develop targets that are:

- \* Matched to the longer-term objectives set in the EHCP
- \* Established through parental/pupil consultation
- \* Set out in a Plan
- \* Implemented in the classroom
- \* Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- \* The pupil's parent
- \* The pupil if appropriate
- \* The relevant teacher
- \* A representative of the SEN Inclusion and Assessment Team
- \* The Educational Psychologist if involved in the last twelve months
- \* Any other person the SENCO or parent/carer considers appropriate

Reviews at Willow Tree are held in a person centred manner with the views of the parents and child being central to the review process.

For pupils with SEN, including those with an EHC, preparation for transition is critical to ensure continuity of provision. To secure this handover meetings will be held by the class teacher in the summer term. These meetings will be overseen by the SENDCO. The views of the parents and child will also be sought and incorporated as far as possible into the support provided in school. For

## Willow Tree Primary School – Special Educational Needs and Disabilities

children with an EHCP there will also be additional transition meetings involving the chosen secondary school to support transition from our school to secondary education.

### SEN Budget

We use a Costed Provision Mapping Tool to budget for the support and interventions for all children with Special Educational Needs and additional learning needs.

#### Allocation of resources

The LA provides the school with money in its school budget towards meeting pupils' SEND.

The school spends this money on:

Learning support teaching assistants

Training for all teachers and learning support assistants so they can meet pupils' needs more effectively

Interventions

SEN resources

The school receives additional funding for pupils with Education Health Care Plans.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe the need, the more support is provided through the Salford model of Support Intervention Bands A, B and C.

### What is the role of the SEND Lead at Willow Tree?

- Overseeing the day-to day operation of the schools SEN policy and review its effectiveness;
- Coordinating the provision for children with SEND;
- Liaising with and supporting teachers and teaching assistants;
- Co-ordinate with link SEND governor and report annually to governors;
- Co-ordinating the work of LSA's in collaboration with Phase Leaders and SLT
- Advising on the deployment of resources and the school's delegated budget
- Overseeing the assessments and records of all children with SEND;
- Liaising and supporting parents and carers of children with SEND;
- Contributing to whole staff team CPD in relation to SEND;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Maintaining an up to date SEND List
- Review CPD needs in relation to SEND
- Pay due regard to **The Disability Discrimination Act (DDA), The Single Equality Act** of 2010 and requirements for accessibility planning.
- Ensure all school policies do not discriminate against children with SEND or treat them less favourably;
- Initiate and conduct annual statutory review meetings.
- Producing a SEN Information Report and termly/annual report to governors.

### Continuing Professional Development

## **Willow Tree Primary School – Special Educational Needs and Disabilities**

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. Individual staff will also attend relevant training. The SENCO is responsible for auditing the needs of staff in respect of SEND CPD.

### **Schools Complaints Policy**

Please refer to the complaints policy. A paper copy of this can be obtained from the school reception

### **Admissions**

We follow the Salford Local Authority Policy on admissions

### **Supporting Children with Medical Conditions**

We have a list of children with Medical Needs and support them with their medical needs where necessary. We are compliant to the 2014 Supporting Children with medical conditions. See Policy

### **Accessibility**

At Willow Tree we are aware of our duties under the Single Equality Scheme. We have a Single Equality Policy.