

Willow Tree Primary School – Special Educational Needs & Disability Policy (SEND)

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 instil life-long learning aspirations for everyone through a range of activities.

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 set out the process used for identification and monitoring of pupils.
- All teachers are teachers of SEND;
- Everyone should be included so to 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 a differentiated, first hand curriculum which meets individual needs;
- That children with SEND and/or a disability should not be treated less favourably;
- Children will make successful transitions through their school life.

Who are the named staff?

SENCo: Claire Moore (member of the SLT, Inclusion Manager), She can be contacted on: Tel: 0161 921 2850 or email: wilowtree.primaryschool@salford.gov.uk

Early Years SEN Manager: Barbara Ford

The nominated governor for SEND: Carol Weston

All school staff have a responsibility for pupils with SEND in their class, to ensure Quality First Teaching with differentiation and personalisation is 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, whether or not 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

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014 Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- 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 need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

How do we implement The Graduated Response Model at Willow Tree 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 (Band A).

There should be agreement about the SEN support 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 support provided consists of a four - part process: -

Assess Plan To Review

This is an ongoing 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.

1. Band A

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 differentiation but if the pupil makes less than expected progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated curriculum. Smart targets will be set and relevant support will be put in place and these will be reviewed at termly pupil progress meetings.
- SENCO 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

2. Band A and B

The pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is making less than expected progress, the class teacher will discuss these concerns with the SENCO.

- The SENCO will gather information from the pupil, parents, and class teacher. The information gathered will help the school to decide what help may be needed. The help may be recorded on an Individual Learning Plan which will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs. Progress against targets will be reviewed at least once every six months and the outcomes will be recorded. This review will include the child, parents, class teacher and Inclusion Manager. At this stage (Band B) SENCO and class teacher, in consultation with parents, may ask for help from external agencies. Some wave 3 interventions may be needed.
- SENCO should take the lead in -
 - Ensuring advice given from external agencies is taken on and evidenced in the ILJ;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

3. Band B and 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.

4. 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 learning objectives 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
- * Any other person the SENCO or parent/carer considers appropriate

Transition

For pupils who hold an EHCP preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase. There will also be review planning meetings to support transition from our school to secondary education.

Phases are organised as follows:

- Phase 1 – Nursery & Reception (Phase Leader – Mrs Janet Evans)
- Phase 2 – Years 1 and 2 (Phase Leader- Miss Lisa Jones)
- Phase 3 – Years 3, 4, 5 and 6 (Phase Leader – Mrs Becky Young)

S.E.N. 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. Currently, as of September 2015, Willow Tree School has: -

62 children on Band A support,

15 children on Band B support,

3 children on Band C support

10 children have statements of SEN or EHCP (Bands D-G).

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 pupil's needs more effectively:

Interventions

Special books and resources

The school receives additional funding for pupils with Statements / 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 needs the more support is provided through the Salford model of Support Intervention Bands A, B and C.

What is the role of the SENCO at Willow Tree?

- Overseeing the day-to day operation of the schools SEN policy and review its effectiveness;
- Co-ordinating 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.

What is the role of the SEN Manager at Willow Tree?

Refer to Early Years SEN Policy

Continuing Professional Development

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. The academic year 2018/19 there will be training in Emotionally Friendly Schools Accreditation, managing anxiety in the classroom. Individual staff will also attend relevant training such as too worried to learn. The SENCO is responsible for auditing the needs of staff in respect of SEND CPD.

Schools Complaints Procedure

Please refer to Complaints Policy

Admissions

We follow The Salford LA 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.