



## SEND POLICY

Special Educational Needs (SEN) and/or Disabilities (D)

Agreed: February 2019

Review: January 2020

Signed; Andrew Sewell Headteacher

Signed: Rebecca Philips Chair of Governors

Walcott and Mrs Mary King's Primary Schools are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in school.

### **1. What are special educational needs and disabilities (SEND)?**

Our Schools adopts the definition of special education needs as stated in the Special Education Needs Code of Practice (June 2014), where further detail can be found.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

### **2. What is a disability (D)?**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

### **3. What needs do we have experience of supporting at our school?**

Walcott and Mrs Mary King's Primary Schools are mainstream schools with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder and medical difficulties.

Walcott and Mrs Mary King's Primary Schools adopt a 'whole school approach' to special educational needs which involves all staff adhering to the SEND code of practice 2014. The school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. (See the Inclusion Policy) This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

### **4. SEND Stages**

Stage 1 - Cause for concern/on-going monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. Areas of concern will be identified and strategies will be developed to meet the needs of the pupil. Some children may access additional support through intervention.

Stage 2 – SEND register

This is a formal stage, where children are identified on the schools' SEN register and where support is detailed through an Individual Support Plan. On an Individual Support Plan, targets are identified to meet the needs of each individual child. The following people may contribute to the plan: class teacher, parents/carers, pupils, SENCO, teaching assistants and Head Teacher. Targets are reviewed to meet the evolving needs of the pupil.

Stage 3 – Educational Health and Care (EHC) Plan

When a child's needs are proven to be beyond what the school can offer, external provision may be applied for. This would enable the school to provide appropriate additional or specialist resources. Not all requests for an EHC plan are successful, as this decision is made by a Local Authority panel. Where the EHC plan is not issued, the school will continue to provide support and gather evidence for re-application if necessary.

The child's parents or the young person are fully included in the EHC needs assessment process from the start and are continuously involved in the review process.

The provision set out in the pupil's EHC plan will be closely monitored by all those involved and reviewed annually. If a pupil makes sufficient progress, an EHC plan may be discontinued by the Local Authority.

## **5. The SEND Team**

The Special Educational Needs Co-ordinator (SENCO)

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. The SENCO will co-ordinate provision for pupil with SEND and liaise with parents, staff and external agencies.

Head SENDCO Mrs Helen Sharman NVQ SEND

Walcott SENDCO Mrs Naomi Miller.

Teaching Assistants (TAs)

Our TAs work mainly within class based Phonics, Guided Reading, Speech and Language, English and Mathematics sessions, supporting identified children. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies.

TAs work with children with EHC plans according to the direction of the class teacher. They plan with the class teacher, SENCO and/or external agencies to support the child's targets and record their work. They also liaise with external agencies, where appropriate, and parents. Support is tailored to suit the individual needs of the child as identified within their EHC plan.

## **6. Relationships with Parents/Carers**

Parents are welcome at any time to discuss any concerns that they may have about their child's needs. Parents'/carers' are fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

Throughout all stages of support, parents'/carers' are kept informed. The SENCO will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.

The school can provide information about the Liaise (SEND information, Advice and Support in Lincolnshire) to all parents of pupils with special educational needs and/or disabilities. Parents of any pupil identified with SEND may contact Liaise for independent support and advice.

## **7. Access the Curriculum**

Children with SEND will be encouraged to access a differentiated curriculum, in an environment that best suits their need. All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning.

## **8. External Support Agencies and Teachers**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND, e.g.

The school receives regular visits from the STT (Specialist Teaching Team) to carry out assessment and give insight into the best way forward for supporting these children.

In addition the school may seek advice from a range of external agencies. Such referrals will always be first agreed with parents'/carers'.

## **9. The School Building**

The school complies with the Disability Discrimination Act, ensuring equal access to both the school's building and curriculum. There is wheelchair access to the buildings and both schools have toilets for the disabled.

## **10. Admission and Inclusion Arrangements**

The schools admissions criteria does not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Lincolnshire LA admissions policy, which is available on the school website. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

The LA policy offers school places as a first priority to children with exceptional medical or social needs. Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

## **11) Implementation and monitoring of policy**

This policy is most effective with the support of all Staff and the full Governing Body. The Head teacher and SENCO will monitor its implementation.

Our SEN policy will be effective when:

- Children's social and emotional needs are met through pastoral care.
- Children with SEN are identified early.
- Children with SEN are given support through a differentiated curriculum, ISP targets and intervention .
- An accurate register is kept of all pupils receiving this support.
- Assessment and record keeping is completed to ensure the correct level of differentiated planning is identified for all children.
- Staff feel confident in planning for and implementing ISP targets in class.
- Pupils identified with SEN reach desirable outcomes.
- Pupils achieve the best of their ability.
- A whole school approach ensures that all staff are aware of the emotional and social needs of children with SEN.

## **12) Related policies**

Joint Behaviour policy

Joint Health and Safety policy

