



Special Educational Needs & Disability Policy

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Agreed by Whitchurch Primary School Governing Body	Name
Chair of Governing Body	Peter Tenconi
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Version	Date	Updates
1	May 2020	Policy
2	July 2022	Updated governor information, roles and responsibilities,
3	March 2023	Review and update
4	March 2026	Update of Learning Hub, some language..

Scope

This policy will outline the aims, principles and legislation that is relevant to supporting pupils with Special Education needs. It will describe the identification and early intervention process, partnership with parents and pupil voice and demonstrate the culture of Inclusion that Whitchurch Primary school and Nursery embraces.

Introduction

Whitchurch Primary School and Nursery believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances. We believe that all pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We are committed to the support of all pupils' learning needs and this policy has been written in line with the following legislation;

The Children and Families Act (2014)

Special Educational Needs Code of Practice: for 0-25 years (2015)

The Equality Act (2010)

Definition of Special Educational Needs

Pupils are identified as having a Special Educational Need if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice. (**DfE 2015**)

This defines SEND as:

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

xii. A child of compulsory school age or a young person 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, or
- 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 schools or mainstream post-16 institutions

xvi. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The school provides special educational support for pupils who require

“Special educational provision, that is, provision different from, or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

- **Communication and interaction**
- **Cognition and learning**

- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs including independence.**

SEND Coordinator

The school's provision for pupils with SEND will be coordinated by Debbie Qudsiyeh Assistant Head for Inclusion/SENDCO

The key responsibilities of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- monitoring looked after pupils with SEND
- advising on the Graduated Response to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- managing the Learning Support Assistants who support pupils with SEND.
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Undertaking all statutory applications and reviews for Education Health Care Plans.
- Monitoring progress and supporting staff with assessment and learning
- Oversight of the implementation of the Engagement Model of assessment
- Lead and oversight of the Learning Hub, planning and assessment.

In addition to the SENDCO the following team are also involved in supporting SEND:

Ms Rachel Inniss - Headteacher

Mr Martin Thompson-Lawrie - Deputy Headteacher

Ms Andri Chrysostomou - Pastoral Leader

Darcy Louch and Meera Pandya - Governor Representatives

Admission arrangements

The admission arrangements for pupils with SEND who do not have an EHCP are the same as the school as a whole, unless admission is via the School Fair Access Panel. Children who have an EHCP will be supported by SEN Assessment and Review Service at the local authority. Children with Special Educational Needs transferring from our Nursery into Reception, or from outside Nursery settings to our Reception, have the opportunity to visit the school in an open day, have home visits undertaken by Early years staff and the SENDCO, and staff are also available to visit the child in their current nursery setting.

Children with Special Educational Needs will have an opportunity to visit the school in a small group context, prior to the whole school Transition Day. Staff handover meetings will take place to discuss a child's special educational needs with their future class teacher. An invitation for parents to meet with their child's new LSA at the earliest opportunity in order to discuss their child's needs.

Year 6 children with SEND, transferring to High School, will have the opportunity to participate in a Year 6 transition group, for the duration of their final year. They will partake in additional visits to High Schools, prior to Transition Day and have the opportunity to take photographs of their new school / staff. Children with SEND who require additional support with transition will attend a Transition group run by the Pastoral lead. Annual Review meetings for Year 6 children with Education Health Care Plans take place in the Summer Term. The High School SENCO is invited to attend in order to meet the parents and child to discuss how the school will endeavour to meet the needs of the child.

Accessibility

Whitchurch Primary school and Nursery is an assessable site with the following facilities available for pupils with SEND;

- School purposely built with access for pupils with Physical disabilities
- Electric doors
- Ramps
- Disabled toilets
- Personal Care facilities
- Accessible coat pegs
- Pre-teaching
- Specialist Support Teachers available to visit school
- Educational psychology support
- Disability PE Scheme of Work plus PE sessions run by specialist for pupils with SEND.
- Manipulatives and other supports such as pencil grips, woggle cushions, yoga balls, standing tables
- Learning Hub (specific small group learning for children not accessing the National curriculum via a pre formal or semi formal curriculum.)
- EAL support in class where required.
- Sensory room
- Laptops and ipads and chrome books for years 4 and 5
- Hearing Loop
- Additionally staff are trained in specific areas to support pupils such as administering insulin, using a hoist and positive handling, gastro tube feeding.

Identification, Assessment and Provision

At Whitchurch Primary School and Nursery we have a child centred approach to the identification and assessment of SEND, taking into account the nature of the special needs. All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. This is known as Quality First Teaching. Where a pupil is not making adequate progress, class teachers, SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. Pupil Progress meetings held termly support the tracking of progress of pupils and identify actions for teachers.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

Teachers will monitor and assess children over a period of time from an initial concern about progress or attainment. They will put in place differentiated and adapted learning, plan for the pupil and deploy the Learning Support Assistant in the class to provide additional support, (for example, additional phonics support, spellings, times tables practise, reading) If after a period of some weeks there is little or no progress, and the pupil is not working at the level of their peers, a referral to the SENCO will take place.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials.

The SENCO may use a variety of assessments including classroom observations, CAT4 (Cognitive ability Test), Dyslexia Screener, Dyscalculia screener, reading age test.

The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist, Specialist advisory Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. Whitchurch Primary School has access to the following professional agencies, where referrals can be made;

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapist (SALT)
- Educational Psychologist
- Child & Adult Mental Health Service (CAMHS)
- Children's Services
- Children's Sensory Team (CST)

Action by class/ subject teacher (prior to involvement of the SENCO). Class teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do

- Provide differentiated and adapted materials and approaches in class - (Ordinarily available provision)
- Involve parents
- Discuss with pupils their learning needs and set some clear targets
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Continued concerns about progress will result in a referral by the class teacher to the SENCO for further investigations. Parents will be informed that this is taking place.

SEND register

Placing pupils on the school's SEND register will occur when the pupil;

- Has a pre-existing condition that requires support, an EHCP in place or an application in process
- Will be considered when pupils are unable to make appropriate progress and requires experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Interventions have not made a significant improvement.
- Has support from an external agency such as Speech and Language therapy.
- A pupil on the SEND register is coded with a K on the school system Sims.
- Any child on a K code will have a support plan written and targets set and reviewed.
- Support planning meetings will be held three times each year to set targets and monitor progress.

The Graduated Response

Will be led by the class teacher in partnership with the SENCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this may be because special educational needs are creating a barrier to learning.

In consultation with the pupil (according to age and understanding) and parents an Education Support plan will be written to achieve agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that:

- SENDCO /teacher/ will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include ambitious and relevant academic and developmental targets (including for older pupils, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



Provision Map

The school will maintain a report on the SEND provision of the school, to ensure that pupils with SEND can access learning and maximise their achievements. In addition the school liaises with the following services, some of whom offer peripatetic services within the school day, thus enabling pupils to have some therapeutic input in school where appropriate;

- Physiotherapists
- Occupational Therapists
- Educational Psychologist
- Speech and Language Therapist
- CAMHS (Child & Adult Mental Health Service)
- Children's Services
- Children's sensory Team (CST)
- Aspire Leisure Centre (Swimming for PD children)
- Advisory teacher for ASD
- Advisory teachers for sensory impairment

Contact is coordinated by the SENCO

Education Health and Care Plans (EHCP)

An Education Health Care Plan application may be made, with parental consent, on behalf of a pupil where concerns remain about their learning. If a pupil has a significant learning difficulty, and the school requires additional support to meet the needs of the pupil, an application can be made.

Once a pupil has an EHCP, naming Whitchurch Primary School as the pupils school, the SENCO will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND needs change, the local authority will be informed and school will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the EYFS Curriculum and the National Curriculum

At Whitchurch Primary School and Nursery we follow the EYFS Curriculum and the National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum related to their year group, whatever their prior attainment. We make every effort to make adaptations to the curriculum and teaching and the learning environment to meet the needs of individual pupils. During formal assessments access arrangements will be planned for and put in place. As a school we can provide; readers, extra time, concentration breaks, scribes, enlarged print, separate room or use of a laptop.

Assessment

Pupils on an EHCP or in the process of having needs assessed for an EHCP will have access to the Learning Hub. The Hub runs daily small group learning sessions for pupils not accessing the national curriculum, who need a bespoke curriculum. Our groups entail pre formal and semi formal pathways and identified outcomes are assessed. Planning is undertaken to meet the specific needs of the pupils, as identified on their EHCP.

In addition, Pupils who are identified as having SEND will be assessed in a variety of ways, within the year group they are in. Where a pupil is not accessing the National Curriculum, and is not at a pre key stage of learning, an alternative model of assessment will be undertaken. The Engagement model assesses pupils in 5 areas and grades accordingly.

The five areas of Engagement are;

- Anticipation,
- Exploration,
- Persistence,
- Realisation,
- Initiation.

If a pupil is identified as needed to be assessed via the Engagement Model parents will be informed and information shared as part of a report.

SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register, it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6000. In exceptional cases the school can apply to the LA for top up funding. Pupils who have an Education Health & Care Plan will have an

agreed package of support from the Local Authority. Harrow Early Years also provide a fund for pupils with SEND who are under the age of 5.

Governing Body

The governing body must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Code of Practice (2015) page 10.

Data and record keeping

Whitchurch Primary School and Nursery will collate data on the following details of pupils with SEND to support their outcomes and ensure the effective monitoring and targeting of support is delivered.

- Each pupil referred to the SEND department or having therapeutic support from an external service will be placed on the SEN register and a file created. . All documentation is confidential and kept locked and secure at all times.
- Number of pupils with SEND,
- Numbers of Pupils with an EHCP
- The level of support pupils received and the amount of progress they make
- The data of pupil progress
- The impact of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs for staff
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies

Working in Partnership with Parents

All parents and carers of pupils with special educational needs at Whitchurch Primary School and Nursery are considered to be our partners. As a school we are dedicated to supporting parents to;

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Whitchurch Primary School and Nursery will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- Respect parents' wishes and feelings and consult with them
- focus on the pupil's strengths as well as areas of additional need
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

We sincerely hope that all differences of opinion can be discussed and resolved within the school, however, should any parent wish to make a complaint, parents can write to the head teacher, governing body or Local Authority.

Pupil Views

We are dedicated to supporting pupils with their learning and will develop learning conversations with pupils to enable them to express their views and wishes. Pupils will be encouraged to talk about their learning, what works best for them, and what their preferred way of learning is. All pupil views will be taken into account. (according to age and understanding this may be with support of school staff, parents, or counsellors).

Alternative Provision

Whitchurch Primary school and Nursery is committed to inclusive practise, and will work very hard to foster an inclusive culture and support all our pupils with SEND. However, we acknowledge that at times parents may wish to place their children at an alternative school. In this case the school will support the successful transition of pupils with SEND by ensuring the new placement receive all relevant information. We will further support parents by allowing visits to the new school and having positive conversations with pupils regarding their new school, in consultation with parents.

Staff Training and Professional Development

All staff take part in regular, ongoing professional training and development. Regular training for learning support assistants is also provided. For specific duties such as hoisting or positive handling training, staff will be signed up according to the needs of the pupil they support. Any member of staff can apply to attend webinars, online training or courses on specific areas of interest.

The SENCO is responsible for offering training as part of a CPD timetable, and also offers training on evidence based interventions such as Toe by Toe reading support.

A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Sourcing external professionals to provide training sessions in school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken.

Escalation

Any parent who is concerned about their child with regard to SEND should initially speak to their class teacher. If they are not satisfied with the response they can take the following steps:

- Contact Head of Phase (Early Years - Miss Nicola Ward, yrs 1 - 3 Miss Rachelle Francis-Dottin, Yrs 4 -6 Mrs Kat Portou)
- Contact SENCO (Mrs Debbie Qudsiyeh)
- Contact Deputy Headteacher (Mr Martin Thompson-Lawrie)
- Contact Interim Headteacher (Miss Rachel Inniss)
- Contact Local Authority SENARS team.