



WELLESLEY PRIMARY SCHOOL

Special Educational Needs Policy

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
4	October 2018	Policy Reviewed:	Heather Small
5	October 2019	Policy Reviewed:	Heather Small
6	October 2020	Policy Reviewed:	Heather Small
7	October 2021	Policy Reviewed	Heather Small

Summary

This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014)
- Statutory guidance on supporting pupils at school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021

This policy has been written by the SENCO in collaboration with the Senior Leadership Team, Governors as well as all staff and parents of pupils with SEND.

Section 1 - Overview

1.1 In our school we aim to offer excellence and opportunity to all of our children, whatever their ability or needs. We have high expectations of all our children, and aim to ensure that all children know that they are valued. The curriculum is differentiated in a variety of ways to ensure that the needs and learning styles of all pupils are catered for. Every teacher at Wellesley Primary School is a teacher of ALL pupils, regardless of their abilities or needs.

1.2 The SENCO of Wellesley Primary School is Mrs Vicki Slee. In 2012, she completed the accredited National Award for SEN Coordination, and has mentored new SENCOs through this award for Bath Spa University. She can be contacted at school, via the school office. Mrs Heather Small, Head teacher, is the SEN advocate on the Senior Leadership Team.

Section 2 - Aims

2.1 At Wellesley Primary School, we aim to provide a broad and balanced curriculum which is relevant, accessible and meaningful to all pupils, and which provides opportunities for every child to succeed. Our school motto is 'Aim High, Reach For The Sky', which

reflects the high aspirations we have for the achievement of, and outcomes for, all pupils in the school, including those with Special Educational Needs and Disabilities.

Objectives

2.2.1 Staff endeavour to identify and provide for pupils with Special Educational Needs and Disabilities as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

2.2.2 We work wholly within the guidance of the SEND Code of Practice 2014.

2.2.3 We regularly monitor the progress of all children in the school, in order to identify any who may require additional support.

2.2.4 We operate a 'whole pupil, whole school' approach to the management and provision of support for children with Special Educational Needs and Disabilities. This means that we put the 'whole child' at the centre of our planning and provision, and that all staff are involved in providing the best possible outcomes for the children.

2.2.5 We provide relevant training and support for all staff.

2.2.6 We value working with parents in order to gain a better understanding of their child, and involve them in all stages of their child's education.

2.2.7 We value working with outside agencies in order to fully support children. We regularly work alongside specialists such as Speech and Language Therapists, Educational Psychologists, the Inclusion Support Service and the Behaviour Support Service.

2.2.8 We aim to create an environment where all children take responsibility for their own learning by creating a climate of warmth and support, where all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.

Section 3 – Identifying pupils with Special Educational Needs

3.1 According to the SEND Code of Practice 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 of compulsory school age or a young person has a learning difficulty or disability if they

- 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs can be 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

3.2.0 Within the overall term 'Special Educational Needs', the Code of Practice 2014 identifies 4 broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical needs

3.2.1 Communication and Interaction.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (CoP 2014 6.28-6.29)

3.2.2 Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (CoP 2014 6.30)

3.2.3 Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (CoP 2014 6.32)

3.2.4 Sensory and / or Physical Difficulties

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (CoP 2014 6.34)

3.3 The purpose of identifying children with Special Educational Needs is to work out the action that we need to take, not to fit a child into a category or to assign them a label. We identify the needs of pupils by considering the individual needs of the whole child, and not just their Special Educational Needs.

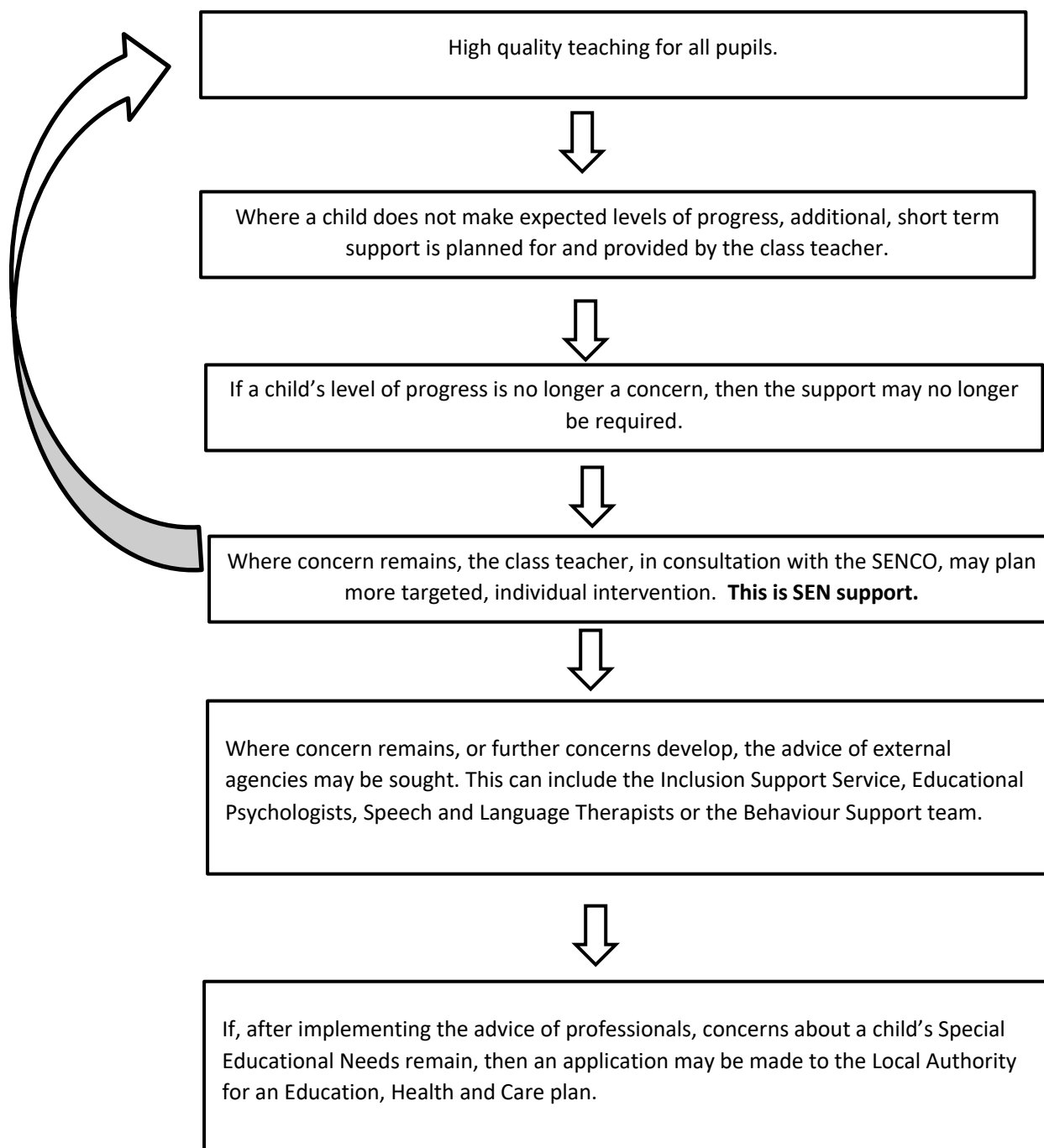
3.4 Many aspects of a child's life may affect a pupil's progress during their time at school, and at times children may require additional support with specific areas of the curriculum. This does not mean that a child necessarily has Special Educational Needs. Children with Special Educational Needs have access to support which is additional to, and different from, that which is normally available to all pupils.

Section 4 – A Graduated Approach to SEN support

4.1 All children at Wellesley Primary School have access to high quality whole-class teaching. In most cases, this will be enough to ensure that children make the expected levels of progress. However, there may be times when children require some additional support, outside of what is available to the majority of pupils.

4.2 Children are encouraged to take responsibility for their own learning, whatever their ability or needs.

4.3 The school follows a graduated approach to SEN support, which is detailed below:



4.4 Class teachers remain responsible for the progress of all of the children in their class, including where the children access support from teaching assistants, or specialist support staff.

4.5 Where it is being considered whether a child requires additional support at an SEN support level, the class teacher will work in collaboration with the parents of the child, and the SENCO, to determine the specific needs of a child, and to plan appropriate support. A range of information will be drawn upon when making this decision, such as progress and attainment data, attendance data, observations, and early assessment materials.

4.6 The school follows an Assess – Plan – Do – Review approach for children who need specific support or substantially different provision. This is where the needs of the child are assessed by the teacher, SENCO and parents. Following this, a plan for support will be developed, clearly citing actions that the school and parents will carry out. Once the plan has been implemented for an agreed period of time, it will be reviewed and, if necessary, a new plan will be made. Children will be given the opportunity to give their views and opinions, and where appropriate, will be involved in planning their support. Parents will be involved in the writing of this plan, and will be given copies in order for them to carry out their agreed actions at home.

4.7 Class teachers will meet with the parents of children with Special Educational Needs three times a year in order to plan and review support. (This could be face to face or virtually.) Where a child has an EHC plan, one of these meetings will form the Annual Review. Parents are also welcome to attend parent's evenings.

4.8 All referrals for additional support from professionals such as Educational Psychologists are completed through the Access and Response team, who are based at the Westgate Centre in Yate. Referral of a child to speech and language therapist follows a discussion with the therapist at a liaison meeting, held 3 times each year. Before a referral for external agency support can be made, the school must typically provide evidence that they have tried to support the child with in-house interventions first.

4.9 At times, children may have a diagnosis or pre-existing condition which means their progress may need to be monitored more closely; however the needs of the child may be able to be met through quality teaching and classroom strategies. In this situation, children may be listed on the SEN register, but may not be receiving additional interventions outside of those which are part of daily classroom practice. This may be the case for some children with ADHD or ASC for example. Support is tailored to meet the individual needs of children, and not all children will require specific targeted interventions in order for them to make progress; however their needs will still need to be recognised and considered by the staff working with them.

Section 5 – Criteria for exiting the SEN register

5.1 When the school follows the advice of external professionals, such as Educational Psychologists or Speech and Language therapists, or where the school plans specific targeted interventions for a child, it is hoped that they will make increased progress.

SEN

Following this they may no longer require additional support which is considered to be outside of that which is provided for all children in the school. If this happens, then the class teacher, SENCO and parents may decide that a child no longer needs to be placed on the SEN register.

5.2 If a child is removed from the SEN register at any point in their school career, their progress will continue to be closely monitored to ensure that it is maintained. If concerns re-appear about a child, a graduated approach as detailed in 4.2 can begin again.

Section 6 – Supporting Pupils and Families

6.1 The first point of support for parents and families is the child's class teacher. However, there are other sources of support available in school such as Mrs Heather Small (head teacher) or Mrs Vicki Slee (SENCO).

6.2 Information about SEN provision in school can be found on the school website.

6.3 Supportive Parents <https://www.supportiveparents.org.uk/> is a charity which offers impartial advice and support to parents whose children have Special Educational Needs or Disabilities. They can support parents through various processes, including transitions to secondary school and assessments for Education, Health and Care plans.

Section 7 – Supporting Pupils at School with Medical Conditions

7.1 All children in school are supported to ensure full access to education, including school trips and PE lessons. If adaptations to activities need to be made, this will be discussed with parents and carers prior to events taking place.

7.2 Parents have a duty to inform the school of any medical conditions that their child may have, and also update the school should any conditions change. This includes more common medical conditions such as allergies and asthma, as well as any other medical conditions or needs that a child may have.

7.3 The school complies with its duties under the Equality Act 2010. This policy should be read in conjunction with the school's Single Equality Plan.

Section 8 – Monitoring and Evaluation of SEND

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8.1 The progress of all children in school is carefully monitored by class teachers, head teacher and Senior Leadership Team. The progress of children with Special Educational Needs and Disabilities is also monitored 3 times a year by the SENCO.

8.2 The children have the opportunity to give their views and opinions through pupil questionnaires and pupil conferencing.

8.3 Where provision is not considered to be effective, then interventions are changed and adapted in order to ensure that all pupils have the best possible opportunities to make progress.

Section 9 – Training and resources

9.1 The school subscribes to the Local Authority Inclusion Support Service, which provides tailored training for schools, as well as advice and support with provision for specific pupils. The training is matched to reflect the needs of the children in school and to develop the quality of teaching.

9.2 Mrs Vicki Slee, SENCO, regularly attends Local Authority Cluster meetings in order to keep up to date with local and national SEND updates, and also attends the yearly SEN Conference.

9.3 When a child with specific needs starts the school, training is sought for teachers and teaching assistants where it is considered it is needed.

9.4 Resources to support the teaching of children with SEND may include staffing support, specific tools such as sloping writing boards, pens with certain grips or technological support such as laptop software or iPads.

Section 10 – Roles and Responsibilities

10.1 The SEN Governor – Mr Stewart Osgood – has specific oversight of the school's arrangements for provision for children with Special Educational Needs and Disabilities. At meetings of the governing body, the SEN governor helps raise awareness of SEND issues, is involved in developing SEND practices within school, as well as giving the governing body up to date information about the quality and effectiveness of the school's provision for children with SEND.

10.2 SEN Teaching Assistants – some teaching assistants work with specific children in school. Their work is directed by the class teacher, in collaboration with the SENCO. A teaching assistant who works with a specific child will always be involved in meetings with external agencies and professionals who are also working with the child.

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10.3 The Designated Teacher with responsibility for Safeguarding is Mrs Heather Small, and in her absence the most senior teacher – in most cases this would be the Deputy Head, Mrs Liz Harding-Adams.

Section 11 – Storing and Managing Information

11.1 Documents are stored in various places, depending on what they are and what information they contain. Some information may be held by the class teacher in order to support their teaching. Each child has an SEN folder, kept in a central location in school, which details all of the SEN support they have received during their time at school. These folders may also contain letters from medical professionals.

11.2 Confidentiality is taken very seriously at Wellesley Primary, and any documents which are deemed to hold confidential information are destroyed securely.

11.3 The SENCO laptop is password protected.

11.4 A secure email system is used to send documents when making a referral to the Access and Response Team for support from an outside agency.

11.5 The above are all done in line with GDPR requirements.

Section 12 – Reviewing the Policy

12.1 This policy will be reviewed annually by the SENCO, head teacher, Staffing & Curriculum Committee and SEN governor, in line with recommendations in the new code of practice. The policy is ratified by the Full Governing Body.

Section 13 – Complaints

13.1 The first contact if you are unhappy with the provision your child is receiving should be your child's class teacher. If you would like to discuss the matter further, you can make an appointment with the head teacher or the SENCO.

13.2 The school's Complaints Policy can be found on the school website.