



# SPECIAL EDUCATION NEEDS & DISABILITY (SEND) POLICY

*We aim to be the school of choice at the heart of our community.  
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

## Compliance

This SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Introduction

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Wendover Church of England Junior School will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. We will ensure that all staff in the school is able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of Wendover Church of England Junior School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

***Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND students.***

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Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services, health and all other agencies.

### **Aims and Values**

As an integral part of SEND provision we will ensure that:

- SEND pupils will have their needs met.
- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the Special Educational Needs Co-ordinator (SENDCO), have responsibility for the initial informal assessments and establishing of individual education programmes.
- Our school will endeavour to support parents/carers through the process of transition.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- The SENDCO maintains a confidential register of all pupils with special educational needs. Teachers produce relevant provision maps to share information about support.
- All SEND children, whether SEN Support or on an EHC plan, will have an Individual Provision Map (IPM) to identify termly provision and track progress.
- Children's progress in Literacy and Maths is also tracked termly.
- Resources to support pupils with SEND are available.
- Referrals are carried out to external agencies where further support is required for SEND children.
- Class teachers retain responsibility for pupils with SEND and compile the Provision Maps for pupils.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are integrated into the life of the classroom. In addition they have access to individual/small group work.
- There is a smooth transition at each transition stage for the child.

### **Definition of Special Educational Needs**

A child or young person has special educational needs if he or she has 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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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A child under compulsory school age has a learning difficulty or disability if he or she is likely to require “special educational provision” when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- (a) mainstream schools in England,
  - (b) maintained nursery schools in England,
  - (c) mainstream post-16 institutions in England, or
  - (d) places in England at which relevant early years education is provided.
- (Children and Families Act 2014, paras 20, 21)*

### **Roles and Responsibilities**

Provision for special needs is a matter for the school as a whole. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for the day to day operation of the SEND policy.

The SENDCO has responsibility for:

- Co-ordinating provision for children with SEND
- Reporting to the Head
- Liaising with and advising colleagues on the graduated approach to SEN Support.
- Overseeing Individual Provision Maps of all SEND children and class SEND timetables.
- Liaising with parents of children with SEND.
- Contributing to In-service Training (INSET).
- Ensuring that the school complies with the SEND Code of Practice, 2014 guidance.
- Keeping the SEND register up to date.
- Ensuring teachers effectively plan for IPMs and hold review meetings requested by parents.
- Monitoring standards of education and attainment of all children on the SEND Register.
- Ensuring that IPM reviews and Annual Reviews are held.
- Ensuring relevant parties are invited to reviews.
- Ensuring appropriate records are kept.
- Maintaining staff awareness and expertise in dealing with SEND issues.
- Liaising with Special Educational Needs and Disabilities Governor (SENDCO).
- Maintaining links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Working with head and governors on Equality Act, when appropriate.

It is the responsibility of the class teacher to:

- Give all children access to quality first teaching.
- Set up differentiated programmes of work to enable a child to access the full curriculum.
- Inform the SENDCO of any child whose progress causes concern by completing a form and gathering evidence.

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- Keep records and evidence of the child's progress.
- Set up IPMs as appropriate, with the help and advice from the SENDCO and/or reports available, and monitor them.
- Use LSA time to support a child 1 to 1, small group, within the classroom or out of the classroom.
- Ensure the SENDCO has up to date IPMs three times a year.
- Keep parents informed meeting with them every term as a minimum.
- Provide an accurate class SEND timetable to the SENDCO.

### **Inclusion – providing effective learning opportunities for all pupils**

There are three principles that are essential to developing a more inclusive curriculum -

- Setting suitable learning challenges – high quality first teaching.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.  
(*Bucks SEN handbook 2006*)

### **Identification, Assessment and Provision of Special Educational Needs**

Identification of Special Educational Need may come from either parent/carer or by school observations.

The initial identification of Special Educational Need is the responsibility of the class teacher who has concerns that a child is not making expected progress. *A need will be of an educational nature. It may also take the form of an emotional, sensory, physical difficulty if this impacts on the educational development of the child.*

### **Graduated response**

In light of the new SEND Code of Practice, 2014, Wendover Church of England Junior School has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Wendover Church of England Junior School and parents match special educational provision to individual pupil needs.

### **Early Intervention**

If a child joins our school with specialist teacher involvement this is continued and the SENDCO liaises closely with specialists. Prior-to-entry information from previous setting is sought. On entry assessments may be completed for a child and any concerns raised are addressed as educational concerns.

### **Educational Concerns**

Children are continually monitored, observed and assessed throughout their time at the school and any concerns are discussed with the parents and the SENDCO. The class teacher completes an Educational Concern form and gathers evidence about the child's difficulties. Appropriate class-based differentiation is put in place in the classroom to support needs and this is regularly reviewed. Parents are kept informed of each stage. If the provision is not working then the Educational Concerns Form is passed onto the SENDCO along with evidence of concern for further

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assessment and intervention. If the differentiation is working then this will be maintained until no longer required by the class teacher as part of quality first teaching.

### **Single Category of SEND - SEN Support**

Under the new SEND Code of Practice 2014 there is no longer School Action or School Action Plus. The new approach to identifying SEND will be through a school based category of SEND, identified from the following SEND categories:

#### **Cognition and learning needs include:**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

#### **Emotional and mental health include:**

- Emotional and mental health difficulties (ESD)

#### **Communication and interaction needs include:**

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

#### **Sensory and/or physical needs include:**

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

### **SEN Support**

When a child is identified as needing provision **additional to or different from** that provided as part of normal class activities, the intervention of the SENDCO will be requested by the class teacher. Teachers will have completed an Educational Concern Form, including appropriate evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not supported by the behaviour management techniques employed by the school and is not make expected progress academically;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

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At this stage the SENDCO will further assess the child and additional support will be discussed with class teacher, TA and parents and action taken. An Individual Provision Map (IPM) will be written and reviewed termly, unless it is appropriate to do this sooner.

If, in spite of appropriate support being provided, the child does not make progress school will consult with parents, external agencies may be involved to further support the child. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of their peer group
- Needs specialist advice for a particular need, erg. Sensory, physical, emotional

*If a child is making good progress and the gaps in achievement is reducing between them and their peers they will no longer require an IPM, they will be monitored by the SENDCO for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.*

### **Statutory Assessment of SEND**

In a very few cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEN support. If this should be the case then a request may be made to the LA for an Education and Health Care Plan (EHCP).

This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide additional resources. The purpose of the EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

### **Assess, Plan, Do and Review**

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW.

### **Identification & Assessment**

SEND children will be identified through teacher/TA observations and assessments and through completion of the Educational Concerns process (detailed above). Concerns may also be raised through standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns, the student's own observations or by external agencies.

### **Plan**

Where it is decided to provide a pupil with SEN Support Plan, the parents will be notified. The teacher and the SENDCO should agree, in consultation with parents and the child, discuss the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim being that the child will make appropriate progress, along with a clear date for review.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Individual Provision Maps**

Individual Provision Maps (IPM) will include the area of concern, type of provision, short-term realistic and measurable targets related to the areas of concern, success criteria for achieving the target as well as next steps, tracking of progress using APP and the date the provision starts.

When reviewing the targets a traffic light system will be used. Green shows the provision is successful and the child is making progress. Amber shows partial success and red indicates that this particular provision is not successful and will need to be changed.

### **Review Process**

Provision Maps are to be reviewed at the end of each term, with input from the student, parent/carers, teachers, and learning support staff and outside agencies (if applicable). If it is appropriate the child will be taken off IPMs and monitored for a further term.

Children with an EHC Plan have set short term targets which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out in the IPM and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made. Children participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets on paper.
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

### **The Role of the Governing Body**

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Wendover Church of England Junior School is the responsibility of the Head Teacher and SENDCO in conjunction with the support of colleagues in the Learning Support Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

### **Assessment and Monitoring**

All children are assessed and monitored throughout their schooling and their progress is recorded. Several screening procedures are used. These are detailed in the Assessment Policy. Pivats assessments are in place and are used to track the progress of SEND children.

Non-verbal communication is used throughout the school, by all adults in all aspects of the curriculum in order to cater for different learning styles. It is also varied by the teachers to keep interest and focus. This is achieved by:

- Hand signals eg 'Give Me Five', hand claps for the children's attention.
- Gestures and facial expressions eg eye contact.
- The use of visual cues eg diagrams, mind maps, symbols, pictures.
- Equipment to keep children's attention eg writing slopes, foot rests, cushions, different sized chairs, carpet spots.
- Explaining concepts in more than one way.
- Limiting visual distractions in the classroom where the teacher delivers the majority of lessons.

### **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the 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 should include:

- Identifying children and young people with SEND and assessing their needs.
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEND.
- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting.

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- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- Named contacts for parental concerns.

### **Monitoring**

#### By Governing Body:

It is the Governors' responsibility to ensure that the school has a nominated Governor who monitors the implementation of this policy. In addition Governors may focus on SEND issues as part of their programme of school visits.

#### By SENDCO:

The SENDCO is responsible for:

- Inspection of each IPM and class IPM.
- Sampling work of SEN support children.
- Adding pupils to/removing pupils from the SEND register.
- Tracking the achievements of SEND pupils in comparison to their peers.
- Ensuring that all staff have or are able to access appropriate training to ensure quality first teaching is taking place in every class.

**Date of review: Autumn 2021**