

SEND Policy



WILLINGTON PRIMARY SCHOOL

This policy should be read in conjunction with The Special Educational Needs (SEND) Code of Practice, The SEND Information Report and the following:

- Equality Statement
- Equality Information and Objectives
- Accessibility Plan
- Medical Needs Policy

The Special Educational Needs (SEND) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard.

The Code sets out four areas of SEN:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical Needs

The appointed SEND Co-ordinator for Willington Primary and Nursery School is Mrs. E Barnett.

Definitions

As a school, this is our definition of Special Educational Needs:

Children have Special Educational Needs where their learning difficulty or disability calls for special educational needs provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational provision is educational or training provision **that is additional to, or different from**, that made generally for other children or young people of the same age by mainstream school.

These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

Rationale

At Willington Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and consider the additional support required by those children with Special Educational Needs (SEN). We recognise that all pupils are entitled to a quality of provision that will enable them to thrive and achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with parents, extended families, pupils and other agencies. This allows us to provide a positive educational experience for all our pupils including those with a special educational need or disability.

We aim to provide a safe and caring learning environment where all of the children can enjoy learning, experience success, increase their self-respect and aspire to reach their full potential. Children are at the heart of our school, and we take great pride in developing our pupils to be the best that they can be.

Aims

As a school, we aim:

- To follow the guidelines set out in the SEN Code of Practice.
- To identify if a child has any special educational needs or disabilities as early as possible.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to our broad and balanced curriculum.
- To work in partnership with parents, carers and pupils, seeking their views in developing learning outcomes and suitable provision for each child.
- To use a graduated approach of assess, plan, do, review to provide effective provision and support for children with SEND.
- To create an environment that meets the special educational needs of each child.
- To provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside their peers.
- To support the positive development of every child's emotional and mental wellbeing as we believe that high levels of wellbeing are associated with improved academic outcomes.
- To raise staff awareness of, and expertise with, SEND through continuous training and development.
- To work closely with other professionals and agencies, outside support services and other schools.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The following are the main contacts for SEND at Willington Primary School:

- Mrs Emma Barnett is the designated Special Educational Needs and Disabilities Coordinator (SENDCo)
- Mrs Katie Harker is the Head Teacher
- Miss Sue Hine is our designated SEND Governor

Roles and Responsibilities with regard to SEND are designated in the following way:

The SENCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Contribute to the professional development of all staff
- Track the progress of pupils with SEND
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

Class teachers are responsible for:

- The progress and development of **every** pupil in their class.
- Producing a Short Note or termly SEN Support Plans, monitoring progress and identifying children's outcomes in planning.
- Working in partnership with parents and carers to review progress, seek their views and provide regular updates on provision and support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

The SEND governor will:

- Have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that there is a qualified teacher designated as SENCO.
- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability and the implementation of the SEN Code of Practice.

- Ensure that the SENCO has adequate time to carry out duties and is able to influence decisions about SEN.

Identification and assessment of Children with SEN

Early identification is vital. As a school, we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child to identify areas where they are improving and where further support is needed. Any pupils who are falling below their individual targets and who are significantly outside of the range of expected academic achievement will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. This is initially through differentiated activities and support, but may also include 1:1 or small group work within the class environment where possible, to boost progress and get a child back on track for meeting their individual targets. The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are known as '**Short Notes**' and will be added to the pupil's record and a copy given to their parents. At this point the child will be placed on our Monitoring List.

The class teacher, SENCO, child and their parent assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Short Note will be reviewed according to need but this will be within a school term. A decision will then be made collaboratively on whether to:

- End the Short Note as no further support is needed and outcomes met, or
- continue with a Short Note to identify and monitor progress towards outcomes, or
- to move to a SEND Support plan with a more detailed approach identifying the child's needs, outcomes and the provision necessary to meet those needs. At this stage, the child's name will be added to the school's SEND register.

If it is felt necessary, or after reviewing learning outcomes, we will plan for a School Support Plan in partnership with the child and their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Social, Emotional and Mental Health

We recognise the importance of promoting high levels of wellbeing and mental health within our children. We believe that wellbeing is of central importance to learning and attainment. For

children who may be finding an aspect of school life challenging, this can lead to difficulties with low self-esteem, confidence, resilience, self-worth amongst other factors that can be detrimental to overall wellbeing. We actively seek to ensure that all pupils have full access to our PSHE curriculum and Zones of Regulation is used to support identified children.

If pupils begin to present with a possible SEMH difficulty, staff will seek advice from the SENCO and any concerns linked to safeguarding are logged on CPOMS. If these concerns continue, a short-note will be completed with the child and their parent to discuss strengths, recent concerns and plan next steps. The child will be placed on the school monitoring list.

If a SEMH difficulty remains a concern, pupils may be assessed using a BOXALL assessment and a personalised plan will be put in place, with access to a key adult and to one or more of our tailored intervention programmes. The impact of the plan and intervention programmes will be assessed and next steps planned to ensure all of our pupils are happy, confident, resilient and emotionally and mentally healthy.

SEN Support

At Willington Primary School we follow a graduated support approach which is called “Assess, Plan, Do, Review”. This means that we will:

Assess a child’s special educational needs – through discussions with parents, formal and informal in school assessments, observations, use of specialist and specific assessment materials, advice sought from specialist professionals.

Plan the provision to meet your child’s aspirations and agreed outcomes – This may include targeted intervention based on advice from professionals or needs identified by in school staff, access to specific ICT equipment or programs, different learning activities, specialist or adapted resources, additional adult support.

Do put the provision in place to meet those outcomes – each child’s support plan will identify the provision required.

Review the support and progress – support plans are reviewed at least termly and new targets, where necessary, will be set.

Every support plan will be reviewed every term, or half-term if necessary. If changes need to be made, then a review meeting will be set up to discuss next steps. However, in most cases, this review will take place once a term.

If the support plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or programmes being put in place. The new strategies in the support plan will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for top-up funding or an Education and Health Care Plan will be made to the LA. A range of written evidence about the child will support the request.

Referral for Educational, Health and Care Plan

If the child continues to demonstrate significant cause for concern, or after advice from the Educational Psychologist or other professionals, a request for top-up funding or an Education and Health Care Plan will be made to the local authority. A range of written evidence about the child will support the request. Parents or school are the only partner who can request an Education, Health and Care Assessment.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

Transition Arrangements

We recognise that transition between classes, key stages and schools can be difficult and traumatic for all children, but especially children with Special Educational Needs and Disabilities. Therefore, we take steps to ensure that any transition is as smooth as possible. We have end-of-year transition meetings between class teachers and our SENCO to support a smooth and stress-free transition, but to also make sure that effective provision for all children continues into the next stage of their education. Additional transition arrangements are also made for those children that need this.

Recording SEN

Records are kept on all children with SEN, detailing steps taken to support them. An on-line system called 'Arbor' is used to record information on SEN pupils and provision. Record files are kept by the SENCO.

A SEND folder is also held by each class teacher containing all relevant information e.g. 1-page profiles, support plans, reports, assessments etc for the children with SEND in their current class. These are passed up with the class each year.

All confidential SEND data and report writing is stored and maintained in line with the school's policy. Once a child transfers to another educational setting (KS3, specialist provision or change of schools) data will be transferred securely to the SENDCo at the next placement.

SEN Register

This is a file kept by the SENCO online using Arbor. It indicates which children have SEN and what their primary need is. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

Monitoring arrangements

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up support plans for children, and creating a provision map for interventions in each class. Transition meetings are held at the end of the school year to prepare children and teachers for their new classes/cohorts of children.

This policy will be reviewed by the SENCo at least annually or earlier if any changes to the information are made during the year. It will be approved by the Governing Body.

Signed: E. Barnett

Date: February 2025

Date to be Reviewed: February 2026