



“Together we learn, Together we succeed”

SEND Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
January 2014	R Cappello	21/11/22	FGB	R. Moffat	November 2023

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Introduction

This policy is based on the **Special Educational Needs and Disability (SEND) Code of Practice (2014)**. Further information regarding SEND at Welbourne can also be found in the **SEND School Information Report**, which is also on the website.

Aims of this Policy

1. To communicate how the school will have regard to the SEND Code of Practice when carrying out its duties to all pupils with special educational needs and disabilities.
2. To define special educational needs and the school's provision for pupils with special educational needs or children with a disability.
3. To inform parents how Welbourne Primary School will ensure that the necessary provision is made for any pupil who has special educational needs or a disability.

Review Arrangements

This policy will be reviewed annually by the SENCO and SEND provision evaluated as part of the school review cycle and a summary reported to the Governing Body annually by the SENCO.

Legislation and Compliance

This policy complies with the statutory requirements in the [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 \(2014\)](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN Information Report.

School Vision Statement

At Welbourne Primary School, we value all children equally and understand and accept that we have a real impact on shaping children's lives and futures.

School vision for Special Educational Needs and Disability

It is our aim that every identified child:

- a. Is fully included in school life, regardless of special educational needs, disabilities, or any other factor that may affect their attainment or ability to feel integrated into school.
- b. Is a successful learner at a pace appropriate to their abilities and development (this includes those who require a faster pace of learning than their peers).

- c. Has their strengths recognised and valued and their difficulties supported, whether these are social, physical, medical, emotional or academic.
- d. That all adults fully accept differences in others and work together to promote individual and group success and achievements.

Objectives for Special Educational Needs and Disabilities.

The school will always aim to:

- Ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs or a disability in order to provide an appropriate education for pupils with SEND.
- Allow pupils with SEND equal access and opportunity to join in the activities in the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- Encourage a strong focus on high aspirations and improved outcomes for children with SEND, which will develop positive self-esteem and enable them to succeed in their education and make a successful transition into adulthood.
- Develop partnerships with parents, external agencies and the LA in order to meet the needs of children with SEND.
- Work towards the realisation of the school vision for SEND by:
 - developing expertise in using inclusive teaching strategies.
 - developing 'Quality First Teaching' for all children.
 - developing planning and the content of the school's curriculum.
 - developing the resources available within school.
 - developing the school's physical fabric to facilitate inclusion.
 - developing the use of technology to support SEND pupils.

Definition of Special Educational Needs

Children have special educational needs if they have a ***learning difficulty*** or a disability that calls for ***special educational provision*** to be made for them that is different from or in addition to that provided for other pupils.

Children have a ***learning difficulty*** if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education area.
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language of their home differs from the language in which they will be taught or due to behavioural difficulties.

Children will have needs and requirements that may fall into at least one of four areas, many children will have inter-related needs.

The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of needs are:

1. **Communication and interaction**, for example, Autistic Spectrum Condition (ASC), Asperger's Syndrome, speech and language difficulties.
2. **Cognition and learning**, for example, dyslexia, dyspraxia.
3. **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD).
4. **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

For children of three years or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. For children under three, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age supported through the Children's Centre.

Key Principles of the School's Special Educational Needs and Disability Practice Admissions

Pupils with special educational needs and disabilities will be admitted to the school in accordance with the requirements of the 1996 Education Act and the Local Authority Admission Policy. All pupils are welcomed into the school and the school will seek appropriate support as necessary to ensure that individual needs are met.

Allocation of Resources

- The money allocated to SEND is used for provision that is additional to, or different from, the educational provision made generally for children of their age.
- The Personal Budget allocated in an Education Health Care Plan (EHCP) will be discussed with the parent/carer and reviewed annually.
- The Governing Body ensures that the statutory requirements are met with regard to children who have specific allocations in their statements.

Special Facilities and Provision

We believe wholeheartedly in equal opportunities and inclusion and the school building currently presents few difficulties in terms of access. However, if the need arose some modifications within the classrooms would have to be considered as reasonable adjustments.

Partnership with Parents

We welcome discussion with parents about the way the school manages the needs of children with SEND. This policy and our SEND Information Report is available on the School Website.

Partnership with parents plays an essential role in enabling children with SEND to make expected progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. The school values the partnership with all parents (including those who have children with SEND) and is keen to support them in playing an active and valued role in their children's education.

Parents will be informed immediately by the class teacher if the school feels that their child may have special educational needs. The class teacher will share the support or interventions to be put in place with parents and will feedback to a parent with the support of the SENCO. Parents will also be invited to review meetings/team around the family meetings with the teacher and the SENCO as required.

Families that need additional support can work with the Family Support Worker/SENCO who can refer them to the Early Help Team who will decide if the child is to be allocated outside agency support. [Speech and Language, Autism, Education Welfare, Education Psychology]. A medical referral to the Child Development Centre at St Ann's Hospital may also be discussed at this time.

The school will provide information to all parents of children with SEND should they require independent support and advice.

Involving Children

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. The school will make every effort to involve even the youngest children in discussion about their needs. Children are encouraged to participate in all meetings and Structured Conversations, to give their thoughts and opinions.

The Role of the SENCO

The SENCO is Ms. R Cappello.

The SENCOs role and responsibilities include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Liaising with and advising fellow teachers and staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Maintaining the school's SEND register and overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including Local Authority support and educational psychology services, health and social services and voluntary bodies.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Reporting to Governors on a regular basis.
- Being link staff member for the school counsellor and Dramatherapist.
- Managing and supporting the continuing professional development of Teachers, Teaching Assistants and Teaching Assistants working with children with SEND and those with EHCPs.
- Contributing to the in-service training of staff

The Role of the School Family Support Worker

The Family Support Worker is Ms. J. Lambert

The Family Support Worker is responsible for:

- Liaising with all parents and offering support and advice to parents.
- Liaising with external agencies including social services, housing and benefit agencies and other voluntary bodies and charities.

The Role of the Special Educational Needs (SEND) Governor

The SEND Governor is responsible for:

- Working with the Headteacher and the SENCO to determine the strategic development of the SEND policy and provision in the school.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this, assisting the governing body in fulfilling its SEND responsibilities.
- Ensure that the relevant information is communicated to the governing body enabling it to fulfil its role in evaluating the success of the education which is provided to pupils with SEND.

Links with Other Schools

The SENCO regularly attends the Haringey SEND meetings. These can be a valuable source of information with regard to developments and provision made in other schools and centres.

The records of all pupils transferring to other schools, for whatever reason, will be passed on to the receiving school along with any other information which would support the new placement. Parents/carers are entitled access to any such records or information.

Links with Other Professionals

The school maintains extensive links with support agencies and other professionals and uses them for individual support and to advise teachers. Professionals currently involved with the school include:

- Early Help Team/Forum
- Educational Psychologist
- Educational Welfare Officer
- CAMHS
- Speech and Language Therapist
- School Nurse
- Speech, Language and Communication Services

- Social Services
- Child Development Centre
- School Counsellor
- Family Support Team (Under fives)
- Learning Mentor

Training

As a school, we are committed to further our knowledge of any new developments that enable acceleration towards our SEND vision. Various staff members will attend courses and information will be shared and evaluated regularly through informal arrangements and through INSET.

Children whose first language is not English

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects and in their home language. The SENCO will support in this process. Where possible, assessment information will be gathered in the child's home language.

Whole School Responsibility

Provision for children with SEND is a matter for the school as a whole. All members of staff have important day-to-day responsibilities, as do the Governing Body, the Head teacher and the SENCO.

All teachers are teachers of children with SEND.

Quality First Teaching is at the heart of the work in each class and is part of a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. The majority of children will learn and make expected progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range, and who are not making the **expected progress**, may have special educational needs. If a teacher feels that this is the case, then they will discuss their concerns with the parent and then complete a 'Welbourne Inclusion Form' if necessary. This will then be discussed at Inclusion Team Meetings and further actions will be discussed with the parents and documented by the Inclusion team.

Every class teacher is responsible for the tracking of interventions and these are reported on Impact Evaluations. These are shared termly in Impact evaluations with the Senior Management Team.

Graduated Response and Early Identification

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

- Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing at the expected level. Under these circumstances, teachers will initially discuss this with a parent and put an

intervention into place. This may involve a consultation with the SENCO to consider what else might be done.

It should also be recognised that some difficulties in learning may be caused or made greater by the school's learning environment. Therefore, the class teacher will look carefully at the following matters, supported by the SENCO, in order to decide whether these could be developed to enable the child to learn effectively:

- Classroom organisation
- Teaching materials
- Teaching style
- Adaptive teaching.

This is referred to as fourfold assessment.

- If this does not lead to good or better progress then the class teacher will complete a Welbourne Inclusion Form.

Expected progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- matches or betters the child's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the child's emotional and mental health.

Assessment and Provision in the Early Years

The school is committed to the early identification of special educational needs and progress during the Early Years Foundation Stage (Nursery and Reception) will be closely monitored. In the Early Years Foundation Stage the government's Early Learning Goals sets out what most children will have achieved by the end of the Foundation stage/ school Reception year.

Children will progress at different rates during the Early Years Foundation Stage. The key test of the need for action is evidence that a child is not making expected progress.

Where a child appears not to be making expected progress then it may be necessary to use alternative approaches to facilitate/accelerate learning. If, despite this, the child does not make expected progress, then the child will be identified as having special educational needs and intervention will take place. This is referred to as **SEND Additional Support**.

Welbourne Children's Centre will also undertake early identification of a child's needs and will undertake a Single Agency Referral Form if required.

Assessment and Provision in the School

The school assesses each child's current levels of attainment every term during the year, through the on-going use of assessments for reading and maths. Welbourne writing assessment grids are used to assess progress in writing. Pupils at Year 2 and Year 6 will be assessed by the standard KS1 and KS2 SATS and standards.

The school will assess each child to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child and ensure adequate progress within the class.
- use the assessment processes to identify any barriers to learning and individual strengths.
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps and targets for the child's learning.
- involve parents in implementing a joint approach at home and school.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessments at SENCO reviews. This may include

- different learning materials or special equipment.
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- staff development and training to introduce more effective strategies.
- access to Local Authority support services for one-off or occasional advice on strategies or equipment.
- some group or individual support.
- referral to outside agencies as required.
- referral to internal support agencies available e.g. Dramatherapist / Counselling

Inclusion and provision of support

It is the aim of the school to provide all support in the most inclusive manner available.

This means that children with SEND should take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a short term solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

This will include:

- small group withdrawal with a TA using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to participate in class activities.
- the re-integration of all children with SEND into all class activities with initial support to enable and encourage the children to apply the skills and independence they have developed.
- the reduction of support and encouragement towards full involvement of all children as and when it is deemed appropriate.
- discussions regarding support that can be put into place at the weekly Inclusion Panel meetings.

Technology

We see technology as integral part of learning for all pupils and also a valuable resource for SEND pupils. Consequently, all staff plan for and use a wide range of technological resources to support SEND pupils:

- Speaking and listening resources for EYFS such as Easy Speak microphones and Easy Go keyboards
- Bee Bots and Pro Bots
- iPads for children with statements (when appropriate)
- Clicker 7 to support writing on all laptops
- Lap tops in each classroom
- Communication in Print / InPrint
- Large keyboards and screens

School request for Statutory Assessment

Where a child is on SEND Support and has demonstrated significant cause for concern, a request for statutory assessment may be made by the school to the Local Authority.

The school will provide the LA evidence about the child's progress over time, documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- Provision maps
- Impact Evaluations
- Welbourne Inclusion Forms (WIFs).
- Assess, Plan, Do, Review meetings.
- Application for Inclusion Top Up funding in the Early Years as appropriate.
- Records of meetings with Parents/Carers and their outcomes.
- Information about the pupil's health including the child's medical history where relevant.
- National Curriculum levels of attainment in all subjects.
- Educational and other assessments e.g. from an educational psychologist.
- Views of the parent/carer and of the child.
- Involvement of other professionals such as health, social services or education welfare.
- Staff intervention feedback.
- Paper work from Structured Conversations and any other meetings with parents / carers.
- Pupil Passports.

Statutory Assessment of Special Educational Needs

Where the evidence presented to the LA suggests that the child's learning difficulties have not been responded to by relevant and purposeful measures taken by the school, and educational provision which cannot be reasonably provided within the resources available to mainstream schools, the LA will consider the case for a Statutory Assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education Health Care Plan (EHCP) or Inclusion Funding in the Early Years.

An EHCP will be written in consultation with the child, the parents, school and other relevant professionals.

All children with EHCPs will have long-term targets set for them that have been established after consultation with the parent/carer and outside agencies. These targets will be set out in the EHCP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the EHCP will continue to be the responsibility of the class teacher.

Annual review of an EHCP

All EHCP's must be reviewed at least annually. The school will invite the parents, and any professionals involved, to a meeting where they will consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. The feelings and opinions of the child will be sought before and after the meeting. If appropriate, the child will be invited to the meeting. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. If the Annual Review is a transition review (year 2 or 6) the Local Authority will be invited to attend. An invitation will be sent to the Local Authority if a change of placement is being requested for a child too.

Progress towards the targets set through the EHCP is monitored on a fortnightly basis by the SENCO.

Complaints procedures

The school follows the standard procedures for complaints as outlined in the school's Complaints Policy and Haringey's Guidelines for schools.