



## Wylde Green Primary School

### Policy for Special Educational Needs & Disability Policy

#### Introduction

*At Wylde Green we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils is paramount and practical steps are taken to account for pupils' varied life experiences and needs. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children/ young people with special educational needs and/ or disability (SEND). The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. In addition, provision at Wylde Green Primary School follows guidelines outlined in the Education Act 2011, the Children and Families Act 2014 and Equality Act 2010.*

#### Purpose

The purpose of this policy is to ensure that pupils with SEND are identified, supported and guided throughout their school life, thus enabling them to maximize their learning, achieve their potential and make a successful transition when time to do so.

Definition of Special Educational Needs and Provision:

- Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them,
- Children have a learning difficulty if they:
  - have significantly greater difficulty in learning than the majority of children the same age; or
  - have 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 schools within the area of the local education authority'. (SEN Code of Practice 2014).

The current legal definition of special educational provision for children aged two or over is:

- 'educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in schools maintained by the LA (other than Special Schools)' [Children and Families Act, Section 20].

### **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents, carer's and family
- To communicate with the Governing Body to enable them to fulfill their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

The SENCO has responsibility for the day-to-day management of all aspects of the schools provision for children with SEND. The SENCO is also responsible for keeping the Governing Body fully informed of SEND issues and developments providing appropriate reports and updates as required.

The SENCO in collaboration with the Head Teacher, other strategic staff and the Governing Body takes responsibility for the operation of the SEN policy and coordination of special needs provision, working closely with staff, parents and carers, and other agencies.

The SENCO will:

- have regard for the SEN Code of Practice when carrying out duties towards all pupils with special educational needs;
- do their best to ensure that necessary provision is made for any pupil who has special educational needs
- report to the Governing Body on the SEND policy's effectiveness, including any changes made
- be accountable for the identification and provision for SEND pupils, their SEND

Support plans and reviews; including annual reviews

- liaise with and advise fellow teachers
- manage SEND Teaching Assistants
- be responsible for the monitoring of SEND pupil progress and attendance
- take part in school self evaluation as appropriate
- liaise with parents/ carer's and families
- contribute to in-service training

- liaise with LA support services and other external agencies

Classroom teachers will:

- differentiate appropriately to meet the needs of SEND learners in their class,
- draw to the attention of the SENCO any pupil they feel require intervention because they display, 'significantly greater difficulty in learning than the majority of children the same age

## Facilities for Pupils with Special Educational Needs and Disabilities

Wylde Green is an old Victorian building. There is, however, disabled access throughout the building including widened doorways and a disabled toilet/ changing facilities. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. All members of the school community, including pupils, are invited to inform the school of any disability they have.

### **Admission of pupils with Special Educational Needs**

Applications from parents of pupils with SEND but no statement will be considered on the basis of the Local Authority's published admissions criteria. (Refer to Admissions Policy) Members of the Senior Leadership Team, Early Years staff and SENCO liaise with the nursery schools/ early years providers regarding pupils who require support when they start at Wylde Green Primary School.

Parents/ carer's are invited to speak to the SENCO during Open Days and at the beginning of Reception Year.

### **Identification of pupils with Special Educational Needs**

The 2014 SEND code identifies SEND in four main areas

#### **1. Communication and Interaction including:**

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

2. **Cognition and Learning:** when children learn at a slower pace than their peers, even with appropriate differentiation. These include:

- **MLD (Moderate Learning Difficulties)**
- **SLD (Severe Learning Difficulties)** - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- **PMLD (Profound and Multiple Learning Difficulties)** – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- **SpLD(Specific learning Difficulties)** affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **3. Social, Emotional and Mental Health Difficulties including:**

- a wide range of difficulties that manifest themselves as becoming isolated or withdrawn, displaying challenging or disruptive behaviour.

These may reflect underlying mental health conditions such as anxiety, depression, self-harm or other areas of need such as substance misuse, eating disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorders

#### **4. Sensory and/or Physical Needs, including:**

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

#### **English as an additional language**

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEND, advice will be sought and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

Early identification, assessment and provision for any SEND pupils is very important for the following reasons:

- it can minimise the difficulties that can be encountered within education
- it can maximise the likely positive response of the pupil
- it can allow for a temporary learning need to be overcome and for future learning to be unaffected;
- if the child's learning needs prove less transient when addressed by school alone then external agencies can be brought in earlier and very likely with more success.

Staff may identify a pupil they consider to have special educational needs at any time throughout the year by completing a 4 +1 form. After receiving advice from the SENCO, teaching staff will implement given strategies for an agreed period. The pupil will then be reviewed to decide whether intervention has secured adequate progress, if not the pupil will move on to SEND Support.

#### **Support for Teaching and Learning:**

The NC Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils through:

- Setting high expectations for every pupil, whatever their prior attainment.
- Using appropriate assessment to set targets which are deliberately ambitious.
- Identifying potential areas of difficulty and addressing them at the outset.

This school is committed to supporting pupils identified as having SEND within the mainstream classroom. All teachers are teachers of special educational needs and are expected to differentiate appropriately. The SENCO in collaboration with school Learning Mentors and Teaching Assistants are responsible for advising staff to enable pupils with special needs to learn alongside their peers. Every member of staff is provided with information, advice and strategies to support pupils with a variety of SEND needs. When planning curriculum and assessment for pupils all staff take into account the individual needs of pupils highlighted as having special educational needs. Teachers will differentiate planning to enable pupils to gain maximum benefit from the curriculum. This differentiation covers the more able pupils as well as those usually classed as having 'special needs'.

Professional development of all staff is ongoing and for the SENCO and Learning Mentors includes attendance at regular cluster meetings. CPD is provided specifically for Teaching Assistants on a regular basis.

### **Continuum of Provision to Overcome Barriers to Learning**

The school adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/ carer's. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

#### **Stage 1 - School Support 1**

Pupils who are not making adequate progress - but with quality teaching and additional interventions are expected to narrow the gap within approximately two academic terms- are placed in the 'School Support' category. Pupils identified as requiring school support may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success: This may include

- differentiated materials
- specialised equipment
- in-class support
- technical support (hearing impaired)
- intervention groups/ work in the area of concern;
- support from learning mentors
- small teaching groups as appropriate;
- reward charts/ IBP's

#### **Stage 2 – SEN Support 2**

Pupils who have not made satisfactory progress will move along the continuum to SEN Support. This will follow a four-stage cycle: Assess Plan, Do and Review.

### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

### **Plan**

Where it is decided to provide a pupil with SEND support, the pupil, parents/carers, class teacher and SENCO should agree on interventions to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/ carer's. This should be fed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes and outcomes in consultation with the parent/ carer and pupil.

At this point the SENCO may request advice and/or support from external agencies such as the Educational Psychology Service, Pupil and School Support Team, Communication and Autism Team, Social Care, Health professionals etc.

A SEN Support Plan (previously an IEP) will be drawn up between the pupil, parents/ carers and school identifying the pupils needs to improve their long-term outcomes. This will be reviewed three times a year. The class teacher will be assigned to lead on the SEN Support Plan, supported by the SENCO and outside agencies where required.

### **Stage 3 –Statement of SEN/Education Health and Care Plan**

For a small number of pupils, it may be necessary, in further consultation with parents/ carers and external agencies, to consider whether to ask the LA to initiate a statutory assessment. A description of the pupil's needs together with information about the special provision already made for the pupil will form the basis on which the LA can consider whether statutory assessment is necessary. Pupils who qualify for an Education Health Care Plan are set individual long and short term targets. Strategies to meet these targets will be included on their SEN Support Plan. All pupils who are in receipt of a statement or EHCP are reviewed annually on a formal basis, when parents/ carers, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend an annual review.

Students who have an active Statement of Special Educational Needs outlining provision to be implemented by the school and external agencies will automatically be placed in this category.

\*Please note all Statements will be reviewed, with a view to moving to an EHCP over a three year period. From September 2014, no new statements will be issued

### **External Support**

Agencies include:

- The Educational Psychology Service
- School Medical Service
- Sensory Service (Hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Pupil and School Support Service
- School Nurse Team
- Communication and Autism Team
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service
- Parent Partnerships
- Virtual Schools to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in school and in their area and how to access them. The schools local offer can be found on our school website as can a link to the LA site

### **Partnership with Parents/ Carers**

The school believes that parents and carers hold key information and have a critical role to play in their children's education. For this reason we actively seek to work with parents of pupils with SEND. All teachers, the SENCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents and carers. We recognise that some parents and carers require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents/ carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEN support then parents/ carers will be asked for their views prior to any decision being made. Parents/ carers will be fully informed of any additional programmes in place for their child.
- Parents'/carers' views will be sought when a pupil's support plan is drawn up and suggestions as to how these can be supported at home will be given
- Parents/ carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents/ carers comments are sought prior to the review report being drafted and incorporated into the final report

### **Consulting with pupils with SEND**

Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEN reviews and meetings with their teacher. Parents/ carers are encouraged to discuss any problems or concerns with school and with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the SENCO as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

### **Transition Arrangements**

The SENCO will contact all secondary schools identified for pupils with SEND and will give appropriate information prior to transition. For those pupils in receipt of a Statement or EHCP, the SENCO will invite secondary school staff to attend Annual Reviews/ termly reviews as appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the SEN review process.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website

SEND and Pastoral Team

Sendco: Clare Bird

Family Support Worker: Mrs Karen Swingler

If you have any concerns or queries regarding Special Educational Needs or disabilities please contact any member of the SEND and Pastoral Team on the school number 0121 373 2691 or email [enquiry@wyldegrn.bham.sch.uk](mailto:enquiry@wyldegrn.bham.sch.uk).

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website.

- The Equal Opportunities Policy
- Medical Conditions Policy
- Local Offer- school and Local Authority
- \* Review Framework

The policy should be reviewed annually or sooner in the event of revised legislation or guidance.

Adopted 25.4.16

Review Date: April 2019

