

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Policy for children with Special Educational Needs or Disabilities (SEND)

(This policy should be read in conjunction with the school's local offer for SEND and the Inclusion Policy)

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: November 2018

Review Date: November 2019

Signed: Chair of Governors: Mrs R Davies

Date: 28/11/2018



Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

CODE OF PRACTICE (2014) states:

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education



DEFINITION OF SEN

The SEND Code of Practice (2014) defines Special Educational Needs or Disabilities (SEND) as:

- The law says that a child has SEND if he or she has a learning difficulty or disability which requires special educational provision to be made.
School age children have a learning difficulty or disability if they:
-have a significantly greater difficulty in learning than the majority of children of the same age,
-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.
- Children under compulsory school age have special educational needs if they are likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision was not made for them.

Implementation of this policy in conjunction with the local offer, will support the effective inclusion of pupils with SEND through raising achievement and will enable pupils to participate in the full life of the school.

PRINCIPLES AND AIMS:

The Code of Practice (2014) states the following:

Schools should know precisely where children and young people with SEND are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

MONITORING

- The SENCo will work with parents/carers, pupils, governors and staff to monitor, review and evaluate the quality and effectiveness of the school's procedures for identifying, assessing and providing for the needs of those pupils with SEND



- The Governing Body of Whinmoor St Paul's C of E Primary School and the named SEND Governor will receive a report complete with executive summary, data analysis (relating to SEND provisions/progress) and an evaluation of SEND provision and procedures with school. This will ensure that the operation, administration and effectiveness of the SEND Policy can be monitored
- The SEND policy will be reviewed frequently in order to ensure it reflects changes of national and local policy, legislation and guidelines
- SEND monitoring and provision is an integral part of the school development plan.

ROLES AND RESPONSIBILITIES

Role of the Special Needs Co-ordinator

SENCO – Lea MacLellan

Responsibilities include:

- to help to determine the strategic development of the SEND policy and provision in school with collaboration with the head teacher, governing body and staff
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and will work closely with staff, parents and other agencies
- awareness of the provision in the Local Offer
- working with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- assisting colleagues to set targets and write pupil passports
- contributing to and delivering in-service training to staff in regards to SEND and increasing teacher awareness of SEND
- where necessary implementing, monitoring and reviewing Common Assessment Frameworks ensuring that action points within the process are met
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Provision for children with SEND is a matter for the school as a whole – expectations in regards to teachers and SEN is listed below:

ROLES AND RESPONSIBILITIES – TEACHERS:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Duties:

- all teachers (along with the SENCo and external agencies) are responsible for the early identification, assessment and monitoring/reviewing, teaching and inclusion of pupils with SEND as an integral part of raising standards
- teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- teachers should ensure that children with SEND should be offered full access to a broad, balanced and relevant education. Teachers can ensure this by removing barriers to learning and through the following provisions:
 - the use of inclusive teaching (sustaining effective teaching and planning, responding to the children's diverse needs, effective teaching styles, evaluating and monitoring the quality of your teaching)
 - organising the class timetable to ensure SEND children receive adequate and timetabled support
 - monitoring pupil achievement – continuous assessment
 - effective use of resources
 - differentiation – effective grouping, use of questioning, adult support
 - target setting
- implementation and review of Pupil Passports (x3 times a year) and interventions



- teachers to work in partnership with external agencies (valuing their professionalism and input), SENCo, teaching assistants, pupils and parents/carers to ensure that pupils with SEND reach their full potential
- teachers should use their existing knowledge of the pupil to implement, monitor and review Pupil Passports
- teachers should ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child
- where necessary to complete supporting evidence/summaries and add information to referral forms for a child within their class
- each curriculum co-ordinator has regard for the implications of their curriculum area and SEND provision.

ROLES AND RESPONSIBILITIES – THE GOVERNING BODY:

There should be a member of the governing body with a specific oversight of the school's arrangements for SEN and disability.

The key function of the governing body when considering SEND provision is:

- setting the budget
- monitoring the spending of pupil premium/additional funding
- determining the staff complement
- ensuring that requirements regarding SEND policy and the local offer in regards to SEND are adopted in the school development plan

When considering these factors the governing body should have regard to the SEND Code of Practice (2014). They:

- will ensure that the necessary provision is made for any pupil who has SEND
- through training and information, will ensure that teachers are aware of the importance of identifying and providing for those pupils who have SEND
- will ensure that all pupils who are part of an SEND programme (on the SEND register) are able to join in all school activities where reasonably practical and compatible with their needs and the needs of other children
- will name a person from the governing body to monitor SEND provision.

ROLES AND RESPONSIBILITIES – THE HEADTEACHER:

School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The Head teacher will work within the SEND policy and local offer in regards to SEND adopted by the governing body to:

- determine, organise and implement the curriculum for the school including that for pupils with SEND
- deploy the staff as necessary, including the functions of the SENCo
- report regularly (on behalf of the SENCo) to the governing body on all issues relating to SEND.



ROLE OF PARENTS/CARERS

We aim to develop a collaborative working partnership with parents and carers of pupils with SEND. In recognising the vital role in the learning process the partnership between parents/carers and school has to play, Whinmoor St Paul's Primary School has an ethos of welcoming and valuing parents/carers comments and concerns with regards to the education and welfare of their child.

At all stages in the SEND process parents/carers are kept informed via the class teacher and SENCo of their child's progress and the SEND process being undertaken. Their views and concerns are valued and acted upon and any decisions made are made in partnership with parents/carers.

The opportunity for parents/carers and teachers to share concerns and/or discuss individual pupil's progress is met through the open evenings and SEND review meetings held during the school year. The head teacher and class teachers are available to meet with parents/carers after school.

It is also the policy of the school that the pupil's own opinion and wishes will be taken into account and that the pupil will be encouraged to take some personal responsibility for his/her own progress.

ASSESS, PLAN, DO and REVIEW – THE GRADUATED RESPONSE

Whinmoor St Paul's has a clear and graduated approach when supporting pupils with SEND:

- Early Identification - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

ASSESS

- Class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs - drawing 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
- The SENCO also draws on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services
- This assessment is reviewed regularly. This helps to 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
- In some cases, outside professionals from health or social services may already be involved with the child. School liaise with the professionals to help inform the assessments



PLAN

- Where it is decided to provide a pupil with SEND support, school formally notify the parents/carer
- The teacher and the SENCO work in consultation with the parent/carer and the pupil to put appropriate adjustments, interventions and support in place
- All teachers and support staff who work with the pupil are made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required
- Parents are made aware of the planned support and interventions and, where appropriate, these plans seek parental involvement to reinforce or contribute to progress at home.

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 teacher, they still retain responsibility for the pupil
- Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how this can be linked to classroom teaching
- The SENCO supports 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 support.

REVIEW

- The effectiveness of the support and interventions and their impact on the pupils progress is reviewed in line with the agreed date
- The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents.
- The class teacher, working with the SENCO, revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Where a pupil has an EHC plan, the schools co-operates with the local authority in the review process.

INVOLVING SPECIALISTS

When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, then school considers involving specialists from outside agencies. School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. School always involves a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents/carers are always involved in any decision to involve specialists. The SENCO and class teacher, together



with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

INVOLVING PARENTS AND PUPILS IN PLANNING AND REVIEWING PROGRESS

Schools provide an annual report for parents on their child's progress. Further to this, school complete 3 review meetings with parents/carers to discuss how their child is progressing in regards to their SEND. Where a pupil is receiving SEND support, school talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the pupil and the school. These discussions are led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or the SENCO.

CURRICULUM

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning means that pupils with SEND will be able to study the full national curriculum.

ADMISSIONS

Pupils are admitted to Whinmoor St Paul's C of E Primary School within education department guidelines regardless of the pupil's needs. Pupils with SEND are treated as fairly as all other applicants for admission into school. (Priority will be given to CLA or a child with an Educational Health Care plan. This is accordance with the guidelines of Children Leeds).

COMPLAINTS

The school takes complaints very seriously. It is the policy of the school to reply to any complaints within twenty four hours of the complaint being made. Initially, complaints are dealt with by the head teacher. Any issues arising from the complaint are reported as part of the school report to the governing body by the head teacher.

TRANSITION ARRANGEMENTS

SEND support includes planning and preparation for the transitions between phases of education. To support transition, school shares information with the relevant setting. The length of the transition process is very much dependent on the individual and their needs. Prior to an SEND pupil transferring to another school it is Whinmoor St Paul's Policy to provide the school (where ever possible) with a verbal or written report. This is in addition to the completion of transfer documents required by Children Leeds. Any



appropriate SEND documentation will be forwarded to the school by the SENCO. The SENCO will notify the appropriate outside agencies with details of the pupil's new school.

IN-SERVICE TRAINING

A full list of SEND training/CPD undertaken by all members of the school staff is recorded on the SENCO's annual report.

Equalities Act

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.