



Special Educational Needs and Disabilities **(SEND) Policy 2020 (Review 2022)**

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Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “= a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Our Aim

At Wrangle Primary school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners, and staff continually assess ensuring that learning is taking place.

Our whole school system for monitoring progress includes regular pupil progress meetings and staff engage in regular CPD.

We acknowledge and draw on parents’ knowledge and expertise in relation to their own child.

Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.

- To ensure that every child experiences success in their learning and achieves to their full potential.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- 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.

Identifying Special Educational Needs or Disabilities

Children with SEND may be identified using the routes which contribute to the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress, they are discussed with the SENDCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Learners may fall behind in school for various reasons. At Wrangle Primary School we are committed to ensuring all learners have the best opportunities to learn and progress, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those children with a learning difficulty that requires special educational provision will be identified as having SEND.

Identifying and Assessing SEND

Class teachers are responsible for the progress and development of the children in their classes, including the access to adult support and resources. The first step in responding to children who have or who may have SEND, is high quality teaching which is differentiated for individual children.

The quality of teaching for all children, including those at risk of underachievement, is regularly and carefully reviewed using a range of methods. This includes reviewing and, where necessary, improving, teachers' knowledge of a range of SEND and their understanding of strategies to identify and support vulnerable children.

When deciding whether to make special educational provision, a range of information about the child's progress, including accurate assessment, is considered. The class teacher will share this information with the SENDCO and a decision will be made on the best way forward for the child.

If the child is considered to have higher levels of need, then we will draw on the expertise and specialised assessments from external agencies and professions.

Supporting Children's Needs on the SEND Register

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt access to the curriculum, this may include using:

- Visual timetables
- Writing frames
- Laptops, ipads or other alternative recording devices
- Peer and buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome any barriers.

Managing Children's Needs on the SEND Register

Once a child has been identified as needing SEND support, an Individual Education Plan will be produced. This is then reviewed, at progress meetings once a term. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1, in a small group or part of the whole class teaching) which has been put in place to enable the child to achieve these targets.

During the term, adults who work with the child will record short comments about the progress made towards each target so at the end of the term the evidence of progress made is comprehensive and consistent. In addition to this, SEND support is recorded on a provision map, which describes the interventions and actions that we undertake at Wrangle Primary school to support learners with SEND across the year groups. We modify the provision map regularly, and it changes regularly as our learners and their needs change.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and learning at Wrangle Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan, this application is made to the Local Authority. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the Special Educational Register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review,' required in the Code of Practice. Records are kept of these meetings and copies are available to parents. Thereafter, parents are invited regularly to review progress that has been made, set targets and agree future provision.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Targets for children identified as needing SEND support are deliberately challenging in an attempt to close the attainment gap between the children and their peers. Interventions are crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCO who monitors overall progress after the intervention.

Transition Arrangements

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Wrangle Primary school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners, including those with SEND. Plans to ease transition to new classes will be discussed with parents and their children at their review meetings and may include

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.

Transition to secondary schools will be start discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Your views

Wrangle Primary school is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND policy declares our offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please see Local Offer document and Accessibility Policy.