

Water Street Primary School

Special Education Needs Policy (SEND)

2020-2021

Elliot Street, Skipton, North Yorkshire, BD23 1PE

Tel: 01756 793026

E-Mail: admin@waterstreetschool.org.uk



Introduction

Our school community works together to create a secure, stimulating and happy learning environment where **all** pupil's needs are met and challenged regardless of gender, ethnicity, ability or background so that they can achieve their best, becoming confident individuals who make successful transition onto the next phase of their learning and into adult life.

We are committed to providing high quality teaching and learning for **all** pupils. Our SEN policy is to ensure we support each individual pupil, whatever particular additional needs are present, to reach their full potential.

Each teacher within our school is a teacher of SEN who values the contributions and skills of the pupils within their care and supports the continuing development of each pupil. Our teachers work closely with teaching assistants, parents, specialist teaching services as well as Health and Social Care professionals. We believe that strong working partnerships between all involved adults are key to enabling our pupils to achieve their best.

Special Educational Needs Co-ordinator (SENCo): Miss Cathie Longman (contact details above)

Governor with responsibility for SEN: Mrs Jay Cundell-Walker (contact via school)

Partnership with Parents / Carers

Our aim at Water Street School is to work in partnership with parents / carers in the best interests of the child. We follow the SEN Code of Practice (2014) which includes the following key principles:

- to have positive attitudes towards parents, respecting the validity of differing perspectives
- to recognise the pressures that parents / carers may be under because of the child's needs
- to acknowledge the importance of parental knowledge and expertise in relation to their child

Further information for parents / carers is available on our website including:

- the school SEN Report, our contribution to the Local Offer
- the Local Authority's SEN Local Offer
- the school policy for managing the medical conditions of children

This policy was written by the school SENCo, a member of the Senior Leadership Team, in consultation with governors, staff, parents and carers of pupils with special educational needs

Aims – what we want for our school community	Objectives – how we plan to achieve this
<ul style="list-style-type: none"> for all pupils to feel safe and valued 	<ul style="list-style-type: none"> by providing a caring, supportive and inclusive learning environment in every part of our school
<ul style="list-style-type: none"> for all pupils to acquire skills, knowledge and values so that they can develop their full potential academically, socially and emotionally. 	<ul style="list-style-type: none"> by giving all pupils access to a broad, balanced and inclusive curriculum which is carefully differentiated and enhanced to match the range of abilities within our school community
<ul style="list-style-type: none"> for all pupils to have their learning needs met so that they can work towards the highest levels of achievement 	<ul style="list-style-type: none"> by identifying and providing for pupils who have special educational needs, providing teaching and learning experiences to suit the needs of all pupils by providing support, advice and training for all staff working with pupils
<ul style="list-style-type: none"> to enable all pupils to be active participants in their own learning journeys 	<ul style="list-style-type: none"> by giving pupils ownership of, and taking shared responsibility for, their own progress academically, socially and emotionally
<ul style="list-style-type: none"> to recognise and act on a full range of expertise about individual pupils so that the best outcomes can be achieved for all 	<ul style="list-style-type: none"> by building and nurturing strong, positive links with families, encouraging active, shared involvement in decision making by building and nurturing strong, positive links with community groups and external specialist professionals which will enhance the learning experiences of all pupils
<ul style="list-style-type: none"> for our school to fulfil its statutory duties in relation to provision for SEN to the advantage of our whole school community 	<ul style="list-style-type: none"> by working within the guidance provided in the SEND Code of Practice, 2014

Water Street Primary School has a commitment to support **all** pupils throughout their time with us and as they move between phases of education. All teachers at Water Street are teachers of SEN who successfully provide for the diverse needs of pupils through focused, effective, differentiated teaching. The whole school community, including teachers and classroom staff, before school and lunchtime staff, the head teacher and administrative staff, parents, pupils and governors, share the responsibility of providing for and supporting **all** pupils.

Identifying Special Educational Needs:

The Special Educational Needs and Disability Code of Practice (2014) states that:

A child is identified as having Special Educational Needs if they have a *difficulty with learning* that calls for special educational provision to be made.

To have a *difficulty with learning* means that the child:

- (a) has significantly greater difficulty in learning than the majority of children of the same age
- (b) has a difficulty or disability which prevents or hinders their use of educational facilities generally provided within a mainstream school for children of the same age.

Difficulties with learning may arise from any of four broad areas; Communication and Interaction, Cognition and Learning, Social, emotional and mental health or Sensory and/or physical.

Early identification of SEN is of key importance at Water Street Primary School. Academic progress of pupils is closely monitored so that slow progress or lack of progress is quickly picked up and acted upon (please see Assessment Policy for details).

Pupils at our school can be identified as having SEN in the following ways:

- through information or concern from pre-schools, previously attended schools or other professionals from Education, Health or Childrens Social Care
- through information or concerns shared by parents
- through on-going teacher assessment in core areas of learning which indicates:
 - significantly slower progress than peers with a similar starting point
 - progress that is slower than that shown by the pupil previously
 - progress that does not close the attainment gap between the child and their peers
- through on-going teacher observation of changes to social, emotional and mental health development

For a majority of pupils, progress will be made and learning needs met through quality first teaching, differentiation and organisation within the classroom which is the responsibility of each class teacher. Our school closely monitors quality first teaching across the school through an annual monitoring programme to ensure best practice in teaching and learning is in place for every child.

Should a child have difficulties with learning despite this, they may be overcome by additional provision put in place by the class teacher with advice and support as appropriate from the leadership team, subject leaders and the SENCo. Additional provision may include:

- careful consideration and adaptation of classroom organisation, teaching materials and teaching and learning styles
- inclusion in small group teaching sessions, including same day intervention

If for some pupils, despite adaptations being made, concern remains about academic progress or social, emotional and mental health development, the class teacher will meet with the SENCo. Together, and in close consultation with parents / carers, they will look at all the evidence – formal assessments and progress data, comparative data with other pupils, professional views and opinions and information from parents / carers and the child themselves. It may then be agreed that the pupil requires help that is

additional to or different from the help that is normally available within the classroom and this is called SEN Support.

In this way, our school identifies Special Educational Needs in order for action to be taken, adaptations to learning made and provision put in place so that **all** pupils are able to achieve to the very best of their ability.

A Graduated Approach to SEN Support

When a child is identified as requiring SEN Support, our school will put in place effective educational provision, removing barriers to learning, so that the child is able to make good progress from their starting point. The level of SEN Support will depend upon the needs of the individual child and will follow a four-part cycle in which decisions and actions will be revisited and reviewed in light of a growing understanding of the child's needs and of the type of support that is enabling them to make good progress and secure good outcomes. This cycle is known as the Graduated Approach and it is a personalised response to the needs of each child. (Code of Practice, 2014)

- **Step 1: Assess** – our school will work to establish a clear analysis of the child's needs taking into account the knowledge and expertise of the child, parent, classroom staff and, if appropriate, external support services. This analysis will be recorded by the class teacher on an Inclusion Passport which will be reviewed and updated on a nine-weekly basis.
- **Step 2: Plan** - the class teacher, SENCo, parent and child discuss together and agree the interventions and support to be put in place as well as the expected impact and a date to review. Intervention, support and targets agreed will be recorded by the class teacher on the Inclusion Passport.
- **Step 3: Do** - the class teacher takes the lead for working closely with the child, and with any teaching assistants or specialist staff involved, to carry out the planned interventions and support.
- **Step 4: Review** - the effectiveness of the support or intervention is reviewed in terms of the child's progress and outcomes. This review includes the class teacher, parent, child and SENCo. Changes may be agreed to the support that is in place in light of the child's progress. Outcomes of the review will be recorded by the class teacher on the Inclusion Passport.

'Good progress' for a child with SEN may be progress which:

- closes the attainment gap between the child and their year group
- prevents the attainment gap growing wider
- is similar to that of children starting from the same attainment baseline
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates and improvement in self-help, social, independence or personal skills

Managing pupils' needs on the SEN register

At our school, a child who receives SEN support is included on the SEN register. This list is the organisational means by which the school can closely monitor and provide for the needs of individual children who require SEN support. This happens in the following ways:

- the graduated approach (assess, plan, do, review – see above) is put in place to accurately match provision to need for each child and is called the SEN cycle
- the SEN cycle is recorded by the class teacher in an Inclusion Passport. Each cycle is annotated onto the Passport and kept in the class SEN file.
- there are four SEN cycles within a school year, approximately every 9 term-time weeks
- parents / carers are an integral part of the reviewing and planning meeting for each cycle, contributing their knowledge and expertise about their child
- the child may take part in the reviewing and planning meeting or may have a separate discussion with their class teacher. The aim is for the child's views to be best heard and responded to.
- at the end of the school year, one complete Inclusion Passport is printed out in full ready for the new school year.

For pupils with a high level of need, provision and monitoring of SEN support may be organised and recorded differently, as appropriate for the specific needs of the child. However, it will always include the graduate approach and regular reviewing and planning meetings.

Involving Specialist Staff

As part of the provision for individual children, our school will involve specialist staff, including those from outside agencies, when:

- a child continues to make little or no progress
- advice on early identification of SEN is needed
- school based staff require additional advice in order to provide the best teaching and learning environment
- continued involvement of specialist staff is necessary for good outcomes.

Decisions to involve specialist staff are made with agreement between the class teacher, SENCo and parents / carers. Support and advice from specialists will make up part of the SEN cycle above.

Our school accesses specialist advice from services including:

- Education Psychology
- Cognition and Learning Support Service
- Communication and Interaction Support Service
- Social, Emotional and Mental Health Support Service
- Support Service for Hearing Impaired Children
- Support Service for Visually Impaired Children
- Physical / Medical Support Service
- The Prevention Team / Family Support Workers
- The Healthy Child Team (school nurses)
- Children's Social Care
- The Health Service (including Paediatricians and Speech and Language Therapy)

For the majority of these services, our school follows a referral process:

- a referral form is completed in draft by the class teacher in consultation with the SENCo. The form includes sections in which to gather the views of the child and parent / carer
- the referral form is shared with parents / carers and amendments agreed

- contact from the specialist service is made and dates agreed for class-based observations, one-to-one work or discussions with staff and/or parents / carers
- a written report from the specialist service is circulated to class teacher, SENCo and parents / carers
- next steps from the report are agreed at a reviewing and planning meeting, such as new support and intervention to be put in place for the child
- continued involvement of specialist staff is dependent on discussions at reviewing and planning meetings based on the progress and needs of the child

Statutory Assessment of SEN

If our school is unable to meet with all the agreed provision for a child from its existing resources, finance and staffing expertise; and the outcomes for a child are not improving despite the SEN Support in place; then, in consultation with parents / carers, the school may request a statutory assessment from the Local Authority, which in a small number of cases may lead to an Education, Health and Care Plan.

Our school, in consultation with parents, will provide evidence about the child's progress over time and the SEN Support they have received which may include:

- the child's individual plans
- records of reviewing and planning meetings with pupils and parents including outcomes
- Common Assessment Framework (if applicable)
- medical information (if applicable)
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- the views of the parent / carer and child
- involvement of outside agencies

If the Local Authority agrees to a Statutory Assessment, it must assess the education, health and care needs of the child. The Local Authority must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents / carers
- the child
- the school
- an educational psychologist
- Health
- Social Care
- anyone else that parents / carers request
- a specialist teacher for the visually impaired or hearing impaired (if appropriate)

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan. Further information can be found on the Local Authority website at –

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer> .

The SENCo will take the lead role in managing the administrative process by liaising with the Local Authority.

Annual Review of an Education, Health and Care Plan

For children with an Education, Health and Care Plan, our school may increase the number of SEN cycles (assess, plan, do, review) from four within a school year to six depending on the needs of the child.

There will be an annual review of the Education, Health and Care Plan initiated by the SENCo who will invite parents / carers, the child, relevant professionals from within school, relevant professionals from outside agencies and any other people at the request of the parent. Any suggested amendments to the

Education, Health and Care Plan will be recorded by the SENCo, along with the outcomes of the meeting, and these will be sent to the Local Authority.

Criteria for Exiting the SEN Register

Having accessed SEN Support for a period of time, it may be agreed at a reviewing and planning meeting that the child no longer requires it. This may be because:

- the child makes and maintains progress significantly quicker than that of their peers
- the child closes the attainment gap between themselves and their peers
- the child makes significant progress with wider development of academic, social or emotional skills, so that they no longer require provision that is additional to or different from their peers.

Decisions regarding exiting the SEN register would be taken during reviewing and planning meetings with the involvement of parents / carers, the child, any involved specialist staff, classroom staff and the SENCo. They would be positive decisions, celebrating the success of the child.

After exiting the SEN register, the child may still access the additional provision available as part of quality first teaching within the classroom. This could include careful consideration and adaptation of classroom organisation, teaching materials and teaching and learning styles as well as small group teaching and intervention.

Supporting children with medical needs:

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs and may have an Education, Health and Care Plan which brings together health and social care needs as well as their Special Educational provision and the SEN Code of Practice (2014) is followed.

Our school's policy on medical needs can be found on the school website (see front page).

Monitoring and Evaluation of Special Educational Needs Provision

Monitoring and evaluation of SEN provision is an integral part of our whole school systems to monitor achievement, teaching, leadership and management and includes:

- monitoring and evaluating interventions, including value for money
- analysis of data examining the progress of different vulnerable groups of children
- learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on Inclusion Passports
- completion of statutory functions by the SENCo
- discussions with families and pupils
- feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

In addition, the school monitors its SEN provision against the critical success factors listed in the Code of Practice (2014):

- that the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met
- that the SEN needs of any child are identified early
- that best practice is exploited when devising interventions
- that the wishes of the pupil are taken into account
- that education professionals and parents work in partnership
- that interventions for each pupil are reviewed regularly.

Training

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils. This may be in the form of specialist, externally-provided training for individual staff in relation to the specific needs of a child they teach or support. In addition, staff in school are given regular SEN INSET identified by whole school cohort requirements or by a need for SEN updates.

The role of specialist staff from external agencies in providing training for staff is significant. Through professional discussions about an individual child's needs, school staff develop their professional understanding of SEN which can then be transferable to other children.

Roles and Responsibilities:

The Governing Body, in cooperation with the head teacher, determines the school's policy and approach to provision for children with SEND in line with current statutory guidance (CoP 2014). They establish appropriate staffing and funding arrangements and maintain an overview of the school's work, monitor data for vulnerable groups of children and challenge leadership through informed questioning. There is a **named governor for SEND** who is a champion of SEND pupils and who meets with the SENCo to discuss and evaluate the success of the school's provision.

The head teacher has the overall responsibility for the provision and progress of all learners, including those with SEND. Responsibility for coordination of Inclusion and SEN provision is delegated to the SENCo.

The **SENCo** (a teacher with appropriate qualifications or experience) has responsibility for day-to-day operation of the school's SEN policy and for coordinating provision for pupils with SEN. The SENCo:

- refers to and liaises with external professionals, parents and fellow teachers
- supports the staff team in maintaining up to date knowledge and practice in relation to SEN, reflecting the needs of the current school community including organising or providing INSET
- supports staff with decision making for adding or exiting children to the SEN register
- co-ordinates and monitors provision for children with SEN
- oversees the records for all children with SEN
- ensures the school follows the latest statutory guidance

The teaching staff know and follow the school procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for the day-to-day teaching and learning of **all** pupils to ensure good life outcomes and they ensure quality first teaching for **all**. They have a key role in consulting and communicating with parents / carers of children in their class. They have a key role in consulting and communicating with the child.

Parents partner with school. They discuss and share knowledge and information about their child as part of on-going discussions and decision making, jointly working towards positive outcomes for their child.

With encouraging and enabling, the **child** is responsible for telling their teacher and parent / carer as much as they can about their learning. They do this by:

- taking part in meetings with the class teacher and parent / carer. This may be by their physical presence, or may be by 'writing' a report for the meeting
- talking with their teachers and parents / carers about their learning and school experience on an informal, day-to-day basis.

Storing and Managing Information

Confidentiality

Our school is committed to the health and well-being of its pupils and will ensure that staff, parents and children can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

The confidential nature of SEN information is fully recognised at our school. Hard copy files are stored securely in a locked cupboard as well as within the teacher's cupboard of each classroom. Electronic files are stored on the school's password protected network.

[The school's confidentiality / privacy policy can be accessed via the school office.](#)

Data Protection

Our school gathers and uses personal information about staff, children parents and other individuals who come into contact with the school to enable it to provide and other associated functions. In addition, there may be legal requirements to collect and use information to ensure that the school complies with its statutory obligations.

[The school's Data Protection Policy can be accessed via the school office.](#)

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Written accessibility plans and strategies can be accessed via the school office.

Complaints Procedure

If a parent / carer has a complaint about the SEN provision within school they should initially contact their child's class teacher to discuss the problem. Should it be necessary, either the parent or the class teacher may then wish to refer to the SENCo and/or head teacher.

School staff will provide evidence of provision in place and endeavour to explain fully to the satisfaction of the parent.

If the problem is still no resolved, parents may refer to the school's complaints policy which can be found on the website: <https://www.waterstreetschool.org.uk/about/school-prospectus-policies>

Bullying

Our school takes the issue of bullying very seriously. Statistically, children with SEN are more likely than their peers to experience bullying and consequently, staff and governors endeavour to generate a culture of support and care amongst **all** pupils.

The school's anti-bullying policy can be found on our website at:

<https://www.waterstreetschool.org.uk/about/school-prospectus-policies>

Reviewing this Policy

This policy was approved by Governors: November 2020

The policy will be reviewed annually and the next review date is: November 2021

