Warren Road Primary School
EXCELLENCE FOR ALL

Special Education Needs and Disability (SEND) Policy

This policy should be read in conjunction with the latest School SEN Information Report.

Introduction

Warren Road Primary School ("the School") is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The School provides a broad and balanced curriculum for all children and recognises that pupils will attain different levels at different times and that some will require an increased level of support in order to maintain progress. This policy indicates the steps that will be taken to ensure that pupils' progress is being monitored and what action is to be taken to increase the opportunities for success. Provision for pupils with SEND is a matter for the school as a whole; all teachers are teachers of SEND and share responsibility for meeting their needs and promoting their welfare.

Compliance

This policy complies with the Children and Families Act 2014 (and related regulations) and pays regard to following legislation and guidance:

- **Equality Act 2010**
- **SEND Code of Practice 0-25 (updated 2015)**
- **School Admissions Code of Practice**
- **SEND Regulations (2014)**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)**

This policy has been developed by the school SENCo in liaison with the SEND governor, the Senior Leadership Team (SLT), staff and parents of children with SEND.

Aim

At Warren Road Primary School, we aim to remove barriers to learning to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent learners. Where needed we will make reasonable adjustments to make this happen. We will support children to help them to develop a positive self-image and we will offer them purposeful learning experiences. We value our collaborative approach, ensuring that the voices of the children and their parents/carers are included. Aspirations of pupils and their families are recognised, valued and developed; no child will be discriminated against because of disability or learning difficulty. We aim to create an environment where there is a place for everyone and there is a feeling that they belong.

Objectives

1. To identify pupils who have special educational needs and disabilities (SEND)

2. To develop and monitor appropriate provision for pupils who have SEND

3. To follow the guidance provided in the SEND Code of Practice (2015)

5. To ensure that the provision of support is met through quality first teaching and appropriate intervention as required

4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work alongside parents and relevant staff and implement the policy

6. To provide support, advice and training for all staff working with pupils who have SEND

7. To value contributions from parents, carers and the child and to ensure that they are fully involved in discussions and decisions

8. To seek and act upon advice from outside professional agencies to meet pupils' needs

9. To monitor the progress of pupils to ensure they reach their potential

10. To acknowledge the aspirations of the pupils and their parents and carers

Roles and Responsibilities

The role of the SEND Governor is to support the school in evaluating and developing quality teaching and learning and assessing the impact of provision for pupils with SEND.

It is the expectation within our school that teachers provide inclusive quality first teaching for all children. Consultation with the SENCo and parents ensures that further intervention and support is developed and monitored for pupils with SEND.

The key responsibilities of the SENCo are in line with the SEND Code of Practice (2015) and can be found listed in the school's SEN Information Report. It is an expectation that the SENCo works closely with the Headteacher, teaching staff, local committees and outside specialists to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

SEND governor: Mr R Hulme

SENCo: Mrs G Read

SEND link to SLT: Mr J Ellis (Headteacher)

The SENCo reports to the Headteacher who maintains overall responsibility for SEND and the SENCo is part of and supported by, the following teams:

Safeguarding: Mr J Ellis, Miss S Palmer, Mrs G Read, Mrs E McCracken

Meeting medical needs: Mrs G Read, Mrs E McCracken and Mrs M Wright

All information is stored in line with the school's Data Protection Policy on information management and confidentiality and is located on the school website.

Identifying Special Educational Needs

A child with SEND is defined as:

- having significantly greater difficulty in learning than the majority of others of the same age, or
- having a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

We recognise the importance of early identification and are committed to identify children's special needs as early as possible. The skills and levels of attainment of all children are assessed on entry, building on information from previous settings. The purpose of identification is to work out what action the school needs

to take, not to fit a child into a category. As part of this process the needs of the whole child will be considered, not just the special educational need.

Other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need. This might be:

- Disability, where a reasonable adjustment under Disability Equality legislation can enable a child to make appropriate progress
- Attendance
- Health and welfare (including social and emotional needs)
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Services personnel or within the traveller community

A rigorous system of monitoring progress and academic attainment across the school takes place on a termly basis identifying children who are not making expected progress and may include progress in other areas such as social skills and behaviour.

A Graduated Response to SEND Support

Class teachers are responsible and accountable for the progress and development for all children in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of those with SEND. This will involve making reasonable adjustments to meet the individual needs of pupils. The School regularly and carefully reviews the quality of teaching for all children as part of the professional monitoring process. Staff training and year group planning provides further opportunities to improve teachers understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered.

Before SEND provision is made, the SENCo and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the SEND Code of Practice (2015): cognition and learning, communication and interaction, social emotional and mental health and physical difficulties with additional guidance for autism and specific learning difficulties. This document can also be used to identify appropriate strategies for classroom use. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may also be sought.

The SEND Code of Practice (2015) identifies the Graduated Approach as being: Assess, Plan, Do and Review and this process starts to monitor the impact of support given to pupils while assessment is undertaken.

Assess: In identifying a child as needing SEND support, the SENCo gathers information to analyse the child's needs. Where there is little or no improvement in the child's progress, more specialist assessment may be required.

Plan: Interventions based on the outcome of assessment are planned by the class teacher and a review period is agreed.

Do: The class teacher remains responsible for working with the child on a daily basis and for delivering the intervention with appropriately trained staff. With support from the SENCo, they should oversee the intervention.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be set and reviewed as part of the school's cycle of progress monitoring. Records of interventions are kept through class provision maps, or possibly individual provision maps. Individual provision maps are used for pupils with a high level of complex needs, often with a number of external agencies involved. The effectiveness of interventions is regularly monitored on a half termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

If, despite support, children do not make expected levels of progress or continue to need support in excess of quality first teaching approaches and reasonable adjustments, ~~a~~after formal consultation with parents, a decision may be made to place a child on the SEND register.

Monitoring and Supporting Children on the SEND Register

Where longer term support is required or children have a diagnosis of need from outside professionals, parents will be officially informed that the child has been placed on the SEND register. Once on the SEND register the Graduated Approach must again be followed:

Assess: This includes both formal termly data on attainment and informal assessments to identify individual barriers to learning for children. This may take the form of discussions or observations and advice from outside agencies may be requested.

Plan: Advice and recommendations incorporated into planning, class provision maps or individual provision plans.

Do: interventions put in place, following recommendations or planning with time limits.

Review: Monitor effectiveness of intervention and adapt to meet individual need. Further advice may be sought where necessary.

All interventions are planned and monitored by the class teacher and phase leader and delivered by staff with appropriate training. Records of interventions are kept on class provision maps. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently where necessary. Individual targets are assessed as part of school's monitoring cycle.

As children's needs are met provision may alter. Provision is regularly discussed with the Headteacher, School Leadership Team and SENCo, with input from class teachers and support staff.

Additional Support

While the needs of the majority of children will be met from within the school's own resources, some children will have a higher level of complex needs which require significant levels of additional support from within school and outside agencies. In this situation the school is guided by the Bromley Banded Funding Guide and may make an application for a Pupil Resource Agreement (PRA- Bromley specific and only available to Bromley schools) or an Education Health and Care Plan (EHCP) needs assessment. The school would need to make clear in this situation that a significant level of additional support is required to meet the child's needs and a high level of resource is being used to support the child. Where a PRA or EHCP is granted for a pupil, the SENCo will liaise with the parents and Local Authority to plan support for the child and regularly review the progress and impact using the Assess, Plan, Do and Review cycle. Parents can make an EHCP application independent of the school, via the Local Education Authority website.

Criteria for Exiting the SEND Register

Children's performance is regularly reviewed and if working successfully and achieving their potential without the need for support that is additional to or different from their peers, in consultation with parents, they may be taken off the SEND register.

Supporting Pupils and Families

Information for parents can be found on:

- School website
- SEN Information Report
- Bromley Education Matters Website
- Bromley Local Offer Website

Admission Arrangements

Unless a child has an EHCP which names the school, admission into the school follows the same procedure as for any other child. See the school's Admission Arrangements policy and local authority website. Where there is an EHCP, the parent will be required to provide certain information to the Local Authority (LA) who deal with the admission arrangements.

Accessibility

Where possible, the school considers the needs of disabled pupils prior to entering the school so that the need to make ad hoc responses to an individual disabled pupil is reduced, creating an environment where provision for disabled pupils is seen as on par with and not different from other pupils.

Barriers to learning are removed by ensuring the curriculum is carefully planned to take account of all learning styles and needs, enabling every pupil to access the curriculum and make good progress. For example, teachers receive training in SEND areas, such as dyslexia and autistic spectrum disorder to ensure teaching is accessible to all learning styles. Staff work with external specialists and parents to draw up a list of adjustments and specialist equipment to support pupils. Please see the school's Accessibility Plan for further information.

Access Arrangements

The SENCo coordinates access arrangements for children with additional needs that may affect their performance in examinations. This may be the provision of a scribe, enlarged transcript, a separate room or additional time. In doing this, the school will follow strict guidelines set out by the Assessment and Reporting Arrangements document published annually by the Department of Education.

Transition Arrangements

Successful transition between classes, key stages and schools is supported where needed by the SENCo

Starting school:
Before starting school the SENCo will meet parents and staff from preschools where pupils have a specific need identified. Children start on a part-time basis in groups building up gradually to a full-time timetable. Where a specific need is identified, specialist provision may be implemented for individual children.

Yearly transition:
At the end of each school year children visit their new class to meet the class teacher and an information sharing meeting will take place with the new teacher.

Secondary transfer:

On transition to secondary school the SENCo shares information with the new school and all reports are forwarded to new settings. Transition meetings are arranged on an individual basis if needed where the SENCo can discuss the specific needs of the child and the nature and level of support which has had the most impact. Children often have an extra induction day in new settings for transition.

Supporting Children with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so they can have full access to education, including physical education and school trips. 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 or an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0-25 (2014) is followed. For more information see the First Aid & Supporting Pupils with Medical Conditions Policy.

Behaviour

We work hard to accommodate students who have behavioural difficulties or difficulties with elements of social interaction as part of their SEN. The school will try every practical alternative to exclusion, but there may be some cases where exclusion cannot be avoided. Please see the Behaviour Policy and Exclusion Policy for more information.

Bullying

The school aims to promote behaviour in pupils which shows care and consideration for others and respect for the environment. We strive to provide a secure and stimulating setting in which children can feel comfortable and happy with their learning. The school understand that children with SEND are amongst those who can become targets for bullying and promotes an inclusive ethos. The school will always address bullying issues that arise. For more information, see our Anti-Bullying Policy

Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, carried out by the senior leadership team and the gathering of views of parents, pupils and staff. The role of the governing body is to support the school in evaluating and developing quality teaching and learning and assessing the impact of provision on all pupils. The school undergoes an active process of continual review and improvement of provision for all pupils.

Training and Resources

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual child. Additional funding is available from the LA High Needs Block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to address the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting the SENCo to explain systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo regularly attends local SENCo forums and cluster groups in order to keep up to date with local and national updates and share good practice. The present SENCo has achieved the SENCo National Award

from Canterbury Christ Church University. The school has access to professional SEND organisations including PATOSS.

Dealing with Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any concerns should be raised initially with the class teacher or SENCo. If unresolved the school's Complaints Policy should be followed.

Link to Other Policies & Information

SEN Information Report 2020-21

Data Protection Policy

Admission Arrangements

Accessibility Plan

First Aid & Supporting Pupils with Medical Conditions

Behaviour Policy

Exclusion Policy

Anti-Bullying Policy

Complaints Policy