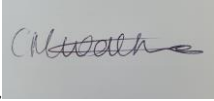


Shirley Warren Primary and Nursery School	Effective Date:	July 2022
Policy and Procedure Statement		
<h1 style="text-align: center;">Special Educational Needs and Disabilities (SEND) Policy</h1> <p style="text-align: center;">Policy for Identifying, Assessing and Providing for Pupils with Special Educational Needs</p>	Revision Date:	July 2023
	Page No:	1 of 9
	Approval by the FGB	
	Signed... (Co-chair of Governors)	
Head Teacher	Zoe Newton	
SENDCo	Tom Humphreys	
Chair of Governors	Catrin Watkins and Nicole Jones	

Article 29

Education must develop every child's personality, talents and abilities to the full.

Aims

At Shirley Warren Primary & Nursery School, we are committed to Achieving Excellence Together. This includes all children with Special Educational Needs and Disabilities (SEND). We provide "Quality First Teaching" and identify and intervene to support all children. We aim to create a strong partnership between children, parents/carers, the school and outside agencies.

- We value all children equally regardless of their abilities and behaviours
- We work together to create a bright and stimulating environment that promotes trust, care and cooperation
- All children have access to a broad, balanced and stimulating curriculum that meets each individual's needs
- All children can learn and make progress
- All children can develop their self-esteem, confidence and independence
- All children are challenged to achieve their full potential
- We use all staff effectively to support identified needs
- We work according to the guidance in the SEND Code of Practice 2014

We all have a responsibility for the delivery of this policy (See Appendix C).

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Needs are defined in four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and or Physical Needs

A more detailed explanation of these areas can be found in the Code of Practice. A child with behavioural needs or English as an additional language might not necessarily have special educational needs.

Disability

Some children with a special educational need may have a disability under the Equality Act 2010. Where a disabled child requires special educational provision, they will also be covered by the Special Educational Needs definitions above. The school has key duties under the Code of Practice and the Equality Act.

Identification, Assessment and Review

The class teacher, SENCo and appropriate support staff work together to identify where a child might have a special educational need. We then provide a graduated response to children's needs. These actions are additional to or different from the school's usual Quality First Teaching. (See Appendix A).

Teachers are responsible and accountable for assessing the progress and development of all the children in their class, including those with SEND. The SENCo supports this process. The SENCo reviews the progress of all children, with appropriate staff, on a regular basis. We keep detailed records (the SEND Register) for all children who have special educational needs or disability (See Appendix B).

We comply with relevant data protection law. If a child makes progress such that their needs can be met by Quality First Teaching, we may agree with parents/carers that they no longer have special educational needs.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment.

Supporting Families and Children

We provide an SEND Information Report which is available on our school website. This is a statutory requirement which outlines our offer of support for all areas of SEND. Our Behaviour Policy outlines how we support children who may be at risk of bullying because of their special educational needs or disability.

Supporting Children at School with Medical Conditions

All children with medical needs have an Individual Health Care Plan written alongside parents/carers and shared with all relevant members of staff. Children with medical needs may or may not also have a special educational need or disability.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision for all children.

The school does this by:

- Leadership meetings
- Sampling of parents'/carers' views
- Sampling of children's views
- Staff views via staff meetings with teachers and teaching assistants
- SEND children have an Individual Education Plan (IEP) which is reviewed three times a year.
- Meetings with the school SEND governors and governors. The SEND governor will monitor procedures and practice.
- Monitoring of classroom practice by the Leadership Team
- Monitoring of Teaching Assistants by the SENCo
- Analysis of pupil tracking data
- School Self Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents/carers and staff, both formal and informal

We review this policy on a regular basis, with a minimum of an annual review.

Complaints

Complaints related to this policy are handled through the school's normal complaints procedure.

Compliance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

In addition, this policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Appendix A

A Graduated Approach to SEND Support

At Shirley Warren Primary & Nursery School, we adopt a "quality first teaching" approach. The key characteristics of this are:

- highly focused lesson design with clear objectives
- high demands of child involvement and engagement with their learning
- high levels of interaction for all children
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- an expectation that children will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate children
- effective use of teaching assistant support staff

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Quality First Teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, work scrutiny and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching. We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all children. These should seek to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be Quality First Teaching targeted at their areas of development. This can also include progress in areas other than attainment - for instance where a child's needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a child is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children. This cycle is **plan - do - review - assess** and is repeated by school staff becoming more bespoke and may result in outside agency support.



Assess

In identifying a child as needing SEND support, the class teacher, working with the SENCo, should carry out a clear analysis of the child's needs through an Identification Of Concern form. This should draw on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent or carer. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo, in partnership with the parents/carers, should contact them.

Plan

Where it is decided to provide a child with SEND support, the parents/carers must be notified. The teacher and the SENCo should agree, in consultation with the parent/carer and the child, the adjustments, interventions and support to be put in place. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and should be provided by staff with appropriate skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or

contribute to progress at home. All teachers and support staff who work with the child should 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 the interventions involve group or individual teaching away from the main class, they should still retain responsibility for the child. 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 teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. For higher levels of need, if appropriate, referrals are made to external agencies and professionals to carry out more specialised assessments. For example, NHS speech and language therapy and physiotherapy.

Review

The effectiveness of the support and interventions and their impact on the child's progress is reviewed in line with our school's pupil progress monitoring cycle. The impact and quality of the support and interventions should be evaluated, along with the views of the child and their parents or carers. This should feed back into the analysis of the child'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 to the support and outcomes and inform child's and parents/carers.

Where a child has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Appendix B

Managing Children on the SEND Register

All children on the SEND Register will have an Individual Education Plan (IEP), which details targets based on annual outcomes as written by the class teacher and SENCo. Class teachers, parents/carers and the child all review the IEP three times a year. The IEP is designed to be a working document which is updated to reflect the current needs of the child. Class teachers are responsible for evidencing progress according to the targets on the IEP. Class teachers are responsible for maintaining and updating IEPs. These are then shared with everyone involved with the child. The SENCo reviews all IEPs, alongside phase leaders to ensure consistency across the school and appropriateness and quality of outcomes and targets.

There are five levels of support for all children including SEND:

Stage 1 - Universal level

High quality first teaching. A broad and balanced curriculum within an inclusive classroom
Personalised learning targets. Attention paid to different learning styles. Carefully planned differentiation, including practical, visual, concrete resources. Modelling by adults within the classroom.

Stage 2 - Early Intervention Support

Support within class through small groups and individual support. Differentiation of the curriculum to meet individual learning needs. Tools and resources to support access to the curriculum.

Stage 3 - Targeted Additional Support

Early intervention and personalised provision. Inclusion of parents/carers and follow the Plan-Do-Review-assess cycle. Targeted support within class through small groups and working individually.

Stage 4 - Targeted Intensive Additional Support

Children will be added to the school's SEND register. Multi-professional planning and co-ordinated support. High levels of adult support and modelling to enable access to the curriculum. Inclusion of parents/carers for the Plan-Do-Review cycle of targeted assessment and intervention. IEP (Individual Education Plan) written and reviewed alongside the child and parents/carers three times a year. EHCP (Education Health and Care Plan) may be submitted if appropriate.

Stage 5 - Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.

Education, Health and Care Plan reviewed annually (Annual Review). Multi-professional planning and coordinated support. Personalised support, working on an individualised curriculum. High

levels of adult support and modelling to enable access to the curriculum. Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention. IEP (Individual Education Plan) reviewed at least termly.

Appendix C

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any child with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- parents/carers are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for children with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's
- the SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Coordinator (SENCo)** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- coordinating the provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify children with special educational needs
- carrying out assessments and observations of children with specific learning problems
- supporting class teachers in writing IEP (Individual Education Plan) and reviewing these three times a year
- liaising closely with parents/carers of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers

- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information, e.g. class based assessments/records, end of year QCA tests, SATs, etc
- contributing to the inservice training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help
- provide a smooth transition from one school to the other

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the child (in liaison with the SENCO, parents/carers and child)
- regularly reviewing the impact of these adjustments, interventions and support,
- including children with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting children with SEND
- directly liaising with parents/carers of children with SEND

Teaching Assistants (TAs) should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with SEND.
- use the school's procedure for giving feedback to teachers about children's progress.
- work as part of a team with the SENCO and the teachers supporting children's individual needs and ensuring inclusion of children with SEND within the class.
- play an important role in implementing IEPs and monitoring progress.