

Witton Gilbert Primary School



SEN Policy and Information Report 2022 - 2023

Policy Agreed	9 th February 2022 by the Curriculum and Standards Committee
Review Due	February 2023
SENCo	Miss Bethan Howells
Headteacher	Mrs Paula Nelson
Chair of Governors	Mrs Michelle Harrison

Introduction

Witton Gilbert Primary School recognises every child's right to a broad and balanced curriculum. We strive to provide a positive learning environment and aim to be an inclusive school where all achievements are celebrated. Our Special Educational Needs Policy acknowledges that children throughout or at different times in their school career may experience special educational needs. We aim to provide additional support to ensure their needs are being met, regardless of the nature or extent of the difficulty.

1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a school we aim to:

- Ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities
- Identify children with SEND as early as possible and plan a program of support and intervention to address their needs and remove barriers of learning
- Regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans
- Provide good quality and regular training for staff in relevant areas of SEND
- Evaluate the impact of staff training and provision/intervention programs
- Develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school
- Ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs
- Work effectively with a range of other external agencies
- Make good links with other mainstream primary schools, secondary schools, and special schools.

2. Legislation and guidance

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, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind 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 available for other children or young people of the same age by mainstream schools.

4. Role and responsibilities

4.1 The SENDCO

The SENDCO is Bethan Howells.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 SEND Support Staff

Class teachers work with SEND support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- Teaching Assistants (TAs) are part of the whole school approach to SEN, working in partnership with the class teacher and the SENCO to ensure pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high-quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Through discussions, observations, assessments and data analysis the SENDCo, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND, they will be placed on the SEND register as SEND Support.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take parents' concerns into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- Notes of these early discussions will be added to the pupil's record and given to their parents
- We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- 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
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We have transition meetings with KS3 teachers and SENDCOs, making sure the children's needs are passed on.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

Lexia

Read, Write Inc

1:1 Phonics tutoring

Speechlink

Targeted maths and English interventions

In class interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Develop bespoke, personalized approaches to the curriculum where necessary in order to reduce barriers and ensure all children can access the curriculum

5.8 Additional support for learning

Our 10 teaching assistants are trained to deliver interventions a range of interventions, such as RWI phonics interventions, reciprocal reading, Connecting with Children, Therapeutic story writing, Lexia

Teaching assistants will support pupils on a 1:1 basis when specific needs are identified or for regular, short interventions such as reading or maths focused support.

Teaching assistants will support pupils in small groups during interventions that address needs identified in support plans or to support children with misconceptions identified in lessons.

We work with the following agencies to provide support for pupils with SEND:

Speech and Language Therapists.

Educational Psychologists

Occupational Therapists

CAMHS

School Nurse

ASC Team

Cognition and Learning Team

EWEL team

5.9 Expertise and training of staff

New to the role, our SENCO and has worked as a class teacher for 16 years, supporting children with a wide range of SEND needs. She is supported in her role by the Headteacher, who has 9 years' experience as a SENDCO, as well as an assistant SENDCO with 25 years' experience.

The SENCO is currently allocated half a day a week to manage SEND provision.

We have a team of 10 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

All our equipment is regularly checked and children are included in creating the risk assessment. Adaptations are carried out as and when needed.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Arrangements for the admission of disabled pupils:

- Pupils are admitted into our Reception class in the September following their fourth birthday
- We follow Durham County Council's admissions policy and all applications and admission decisions are made by County Hall
- Children with an EHCP will have a named school on their EHCP, agreed in consultation with parents, school and the Local Authority

All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.

All pupils are encouraged to go on our residential trips to in Years 5 and 6.

All pupils are encouraged and supported to take part in sports day/school plays/workshops/fundraising events/World Book Day/curriculum days/OPAL days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We celebrate difference in school, for example having an Autism day and a Down Syndrome Awareness day, raising money for identified charities and making sure all pupils are educated about differences in a positive environment.

Our school's Accessibility Plan is published on the website which covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of different school groups like school council or Eco Warriors
- Pupils with SEND are also encouraged to be part of breakfast and after school club to promote teamwork/building friendships
- All pupils follow the JIGSAW scheme of work to support their social and emotional development
- Some pupils can access the Zones of Regulation with support
- Therapeutic writing is also offered for children who require additional emotional support
- Connecting with Children is available for children who require 1:1 intervention
- Pupils have the opportunity to take movement breaks with a member of staff

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

When needs are identified for a pupil, the parents are consulted to discuss the areas of concern. Then the appropriate external agency may be contacted by the SENDCo. This may be professional conversations with the Educational Psychologist or speech and language therapists. Referrals may then be made which which potentially result in an assessment. A report will then identify strategies that can be implemented to support the pupil and their family.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made in line with whole school Complaints policy, which can be found on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Paula Nelson – Head Teacher and Safeguarding Lead 01913710424

Katherine Curry – Deputy Head Teacher and SLT

Bethan Howells – SENDCo

Jacqueline Dubre – SENDCo Assistant

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.durham.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Bethan Howells **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Curriculum and Standards Committee of the Governing Body.

7. Links with other policies and documents

This policy links to the following documents:

Accessibility plan

Behaviour policy

Equality policy

Complaints policy

Supporting pupils with medical conditions policy