



# **Special Educational Needs and Disabilities Policy**

**September 2019**

*A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*- Special educational needs and disability code of practice: 0 to 25 (June 2014)*

At Wolverton School we believe that all children are entitled to an education that enables them to achieve the best possible educational and other outcomes. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN will have a disability but this policy covers all of these pupils. Gifted and Talented pupils may also have Special Educational Needs or Disabilities.

### **Aims**

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that children with special educational needs and disabilities join in with all of the activities of the school.
- To ensure that all learners with SEND make the best possible progress.
- To ensure parents are involved in discussions and decisions made around their child's special needs and planned provision.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Wolverton Primary School is a Victorian building with small classrooms which may limit access and the provision of education to physically disabled children. The school does not have a special education needs unit. When considering such applications, specialist advice will be sought.

The named SEND co-ordinator (SENDCo) for our school is Pam Clinton.  
and Pippa Brookes is the nominated SEND governor.

## Identification of children with SEND

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational needs. A range of evidence is collected about all children through routine assessment and monitoring arrangements. If this suggests that any learner is not making the expected progress in any of the four key areas (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and / or Physical needs) the class teacher will consult with the SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. If such provision is deemed necessary the child's parents will be invited to discuss the matter and the child will be entered on the school's SEND (Special Educational Needs and Disabilities) register.

External support services play an important part in helping the school to identify, assess and make provision for pupils with special education needs. Such specialist services include, but are not limited to:

- specialist teachers or support services,
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- educational psychologists
- Child and Adolescent Mental Health Services (RISE)

## Provision for children with SEND

- **Grouping**

Pupils will be grouped in different ways for different purposes. Sometimes they will work in ability groups, at other times in mixed ability groups. Occasionally children will be withdrawn to work with others of comparative ability. This provides opportunity and support for children with SEND.

- **Curriculum**

The school has a two-year rolling long-term curriculum plan. Our schemes of work allow for enrichment to take place. Whole school activities such as school celebrations will give pupils with SEND additional opportunities to make contributions. Competitions will provide opportunities for skills and abilities to be discovered and nurtured.

- **Assessment**

Termly tracking grids plot the progress of all pupils so that realistic but challenging targets can be set. Lesson observations by the SENDCo will make special reference to how the needs of pupils with SEND are addressed.

- **Professional development**

Support will be provided for teachers on appropriate practice. All relevant and current information will be communicated to staff. Opportunity will be provided for all staff, through attendance and dissemination, to experience suitable INSET.

- **Individual Education Plans**

Provision/action that is additional to or different from that available to all will take the form of a four-part cycle known as 'Assess, Plan, Do and Review' and will be recorded in an IEP (Individual Education Plan). This will be written by the class teacher in consultation with pupils, parents / carers and the school SENDCo. It may also involve consultation and advice from external agencies.

The IEP will detail:

- The short term targets
- The teaching strategies to be used
- The provision to be put in place
- Success and/or exit criteria
- When the plan is to be reviewed

The IEP will be reviewed at least once per term and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

If a child has demonstrated significant cause for concern over a period of time, the school may request an Education, Health and Care needs

assessment from the local authority. This involves the LA working with parents, the school and other agencies to consider whether an EHC assessment is necessary. Within six weeks the LA must notify parents whether or not they will make an EHC assessment. Once the assessment has been made the LA must decide whether to draw up an Education, Health and Care Plan.

For pupils who have an EHC plan, in addition to the review of their IEPs, their progress and the support outlined in their EHC plan will be reviewed annually and a report provided for the LA. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options for secondary education to be considered. The SENDCo will liaise with the SENDCo of the secondary school serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress an EHC plan may be discontinued by the LA.

### **Monitoring arrangements**

- The SENDCo will keep a register of pupils with SEND in the school.
- Each teacher will keep a list of all pupils with SEND in their class.
- Each class teacher will monitor the progress of children with SEND in their class.
- The SENDCo will monitor the progress made by identified pupils in the school via tracking grids, work trawls, lesson observations and assessments.
- The SENDCo will ensure that all staff are aware of the process for identifying pupils with SEND and that the process is undertaken when appropriate.
- There will be a close scrutiny of pupil tracking, national curriculum assessments and moderation procedures.

## **Staff training**

The school makes an annual audit of SEND training needs for all staff, taking into account school priorities as well as personal professional development. Particular support will be given to NQTs (newly qualified teachers) and other new members of staff. The SENDCo takes responsibility for prioritising the SEND training needs of staff.

## **Liaison**

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school's complaints procedures are set out in the school's prospectus. The school will make further information about this process available on request.

Policy reviewed September 2019

Next review due September 2020