

SEN policy and information report



Approved by:

Date:

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

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1. Aims

At Welbourne Primary Academy we are committed to inclusive practice and removing the barriers to learning which children with SEND can experience. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children, but we recognise that children with SEND may need educational provision that is additional to or different from this, and this is what we strive to provide.

Our aim is to know precisely where children and young people with SEN are in their learning and development so that we can:

- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- ensure decisions are informed by the insights of parents and the children themselves

Our SEN policy and information report aims to:

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

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, SEN co-ordinators (SENCOs) and the SEN information report

3. 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 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 for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The school SENCO is Mrs. Karin Rudd

The SENCO will:

- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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 any 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN 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 and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and global learning delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and Attachment disorder.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and cerebral palsy.
- Moderate/severe/profound and multiple learning difficulties
- **We have two ASD hub classrooms called the Sky room and Rocket room, where we teach up to 8 children on the Autistic Spectrum. Children are placed in the hubs by the Local Authority's SEN panel. The school is also recognized by the Local Authority as being a centre of Expertise in ASD. (Please see hub and centre of expertise pages on the website for more information about these)**

The following list may impact on progress and attainment but are not considered to be Special educational needs in isolation:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women
- Behavioural difficulties

5.2 Identifying pupils with SEN and assessing their needs

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 informal assessments of progress, alongside formal termly assessments and progress meetings with the Senior Leadership team. This information will be used to 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 SEN.

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

The classteacher 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 into account the parents' concerns
- 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 kept and passed on to the school SENCO if it is felt further support is needed.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

All children take part in termly assessments in Literacy and Maths. The information gathered in these assessments is analysed in termly pupil progress meetings between the class teacher and SLT. The SENCO takes part in these discussions and will suggest early actions, supports or additional assessments as is needed. If it is felt that the child needs to be recorded on the SEN register as needing SEN support, the graduated approach and the four-part cycle of **assess, plan, do, review** will be initiated.

The class or subject teacher will work with the SENCO 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, attainment and 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

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 through an SEN support plan. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed alongside parents.

If it is felt that the amount of support required is more that the school can reasonably provide, then an EHC needs assessment may be needed. The school SENCO would therefore put in a request to the local authority. If the SEN panel agree to the EHC assessment, an EHC plan may be awarded. This document outlines the child's needs and what provision is required for them to achieve their outcomes. The school would then use termly support plans to implement the EHC plan.

Exiting the SEN Register

If a child has made sustained progress and no longer requires SEN support, then they may be removed from the SEN register. The views of parents, teachers and any other relevant professionals will be taken into account before making this decision. If a child is removed from the SEN register, their progress will continue to be monitored using the normal monitoring procedures

of the school and they will be put back on the register if they require additional support again in the future.

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 will encourage the use of transition plans, photo books and induction sessions to help pupils cope with any move. This may also involve seeking advice from outside agencies or making additional arrangements at a child's Annual review.

5.6 Our approach to teaching pupils with SEN

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 SEN. Power Teaching and Learning is used across the school to teach Literacy and Maths. Children are ability grouped for these subjects so that the teaching is at the right level for each child. This also means that most of children are taught in smaller than average sized groups with extra adult support.

Group and 1:1 interventions are used if appropriate.

Children requiring additional support, interventions or resources will have a support plan in place which details outcomes, targets and provision needed. These plans are shared with parents and reviewed at least termly.

If a child has an EHC plan, then their support plan will detail how their outcomes are being targeted and the provision needed to achieve this.

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, for example, using ear defenders, sit'n'move cushions, adapted seating and pencil grips
- Adapting our staffing
- improving teachers' understanding of strategies to identify and support children with SEN and improving their knowledge of the most frequently encountered SEN.
- 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, movement breaks etc.
- We have disabled toilet facilities and the school is wheelchair friendly. (Please see our accessibility policy)

5.8 Additional support for learning

We have a high number of teaching assistants who are skilled in Power Teaching and Learning so are able to take groups of children to work on objectives at a slower pace, or in a slightly different way to the rest of the class.

Some TA's are also trained to deliver interventions such as phonics, supported spelling and nurture. These interventions are normally used in small groups and their impact monitored through the use of support plans.

Teaching assistants will occasionally support pupils on a 1:1 basis, but only if this is detailed in their support plan as being needed for a specific target.

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

- Educational Psychology service
- Peterborough Hub network
- Speech and Language Therapy

- Occupational Therapy
- School nursing service
- Autism Specialist Teacher Service
- Child and Adolescent mental health services
- Support for Learning Service
- Pupil Referral Service
- Sensory support services

5.9 Expertise and training of staff

Our SENCO has 7 years' experience in this role and has held the SENCO qualification for 3 years. The SENCO is also the Hub manager for our ASD hub and Centre of Expertise.

All staff in the school have been trained to level 1 AET standard in Autism. Some of the hub staff are also level 2 trained. Hub staff have also attended a number of courses relevant to autism, such as Teacch, Attention Autism, Scerts, Pecs, spell, Team Teach etc.

The school also employs staff that have specialist knowledge in the following areas:

Sensory integration

Speech and language

Literacy support programmes

EAL provision

ECAT

Nurture groups

Attachment

Maths mastery

First aid

5.10 Securing equipment and facilities and additional support

Regular assessment and monitoring of progress highlights those children that need extra support.

Support plans are used to record what additional support is needed and for what reason. External services are contacted, as necessary to ensure that the correct equipment, facilities and support are being effectively used.

If it is felt that the amount of support required is more that the school can reasonably provide, then an Education, Health and Care needs assessment may be requested.

This process may secure extra funding for the school to help with providing additional support/resources for the child.

Parents have the right to request an EHC Needs Assessment through the local Authority at any time.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals at termly progress meetings
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and feedback which is recorded on their support plans and used in Annual reviews.
- Monitoring by the SENCO, SEN governor and SLT
- Using EHC/SEN support plans to measure progress

- Holding annual reviews for pupils with EHC plans
- Termly meetings with families

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

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

All pupils are encouraged to go on all school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Appropriate support will always be provided to ensure events are accessible.

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:

- We are a champion school for attachment awareness with the LA
- All class teachers priorities the PSHE curriculum
- Nurture groups
- Walter the worry monster
- School pets – Rolo and Oreo the guinea pigs
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to attend Breakfast club and after school sports clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

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

- Educational Psychology service
- Peterborough Hub network
- Speech and Language Therapy
- Occupational Therapy
- School nursing service
- Autism Specialist Teacher Service
- Child and Adolescent mental health services
- Support for Learning Service
- Pupil Referral Service
- Sensory support services

We use Early Help assessments and children's social care to access some support. This is also a chance for parents to inform us of what support they would like to us to involve for their child.

Our annual planning meeting with our named Educational Psychologist also helps us to pinpoint what support is needed and what outside agencies need to be involved.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school governors and the school's complaints policy.

There is also a parents' on-line questionnaire that can be completed.

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 of support services for parents of pupils with SEN

Peterborough SEND Partnership Service provides impartial information, advice and support to parents, children and young people on Special Educational Needs and Disabilities.

Contact: 01733 863979 or email pps@peterborough.gov.uk

5.17 Raising concerns with school

Mrs. Claire Everton (Head teacher)

5.18 The local authority local offer

The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and services in Peterborough.

Local offer can be found at:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 may also have special educational needs and may have a statement or EHC plan which brings together health and social care needs as well as their special educational provision. This is guided by the SEN Code of Practice (2015).