



WICKHAM COMMON PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

At Wickham Common School we value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible learning environment.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. This policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN and all other Vulnerable Groups.

Aims and objectives

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To value contributions from parents, carers and the child and ensure that they are fully involved in discussions and decisions about every aspect of their child's SEN.
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and settings
- To achieve an appropriate level of staff expertise to meet pupil need

Context

This policy complies with the guidance given in the SEN Code of Practice (Crown copyright 2014). The legislative framework for the SEN system and the detailed guidance in this Code of Practice are underpinned by the principles set out in the Children and

Families Act 2014 Local authorities, in carrying out their functions under the Bill, **must** have regard to:

- the views, wishes and feelings of the child or young person, and their parents;
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against children with a disability, taking all reasonable steps to provide effective educational provision (see the Local Authority Admission Policy).

Management of SEN within School

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Bethan Liston. The SENCO has Qualified Teacher Status and specialist qualifications:

- National Award for SEN Coordination.

The SENCO can be contacted by telephone on the school number or by email office@wickhamcommon.bromley.sch.uk with the message marked for the attention of the SENCO.

All school staff have a responsibility for pupils with SEN.

All teachers are teachers of learners with SEN and are aware of their responsibilities towards these pupils and a positive and sensitive attitude is shown towards them.

Teaching Assistants play an important role in the support of pupils with SEN. The rationale for their deployment is class based or pupil centred.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- Monitoring effectiveness of SEN provision;
- liaising with the relevant designated teacher where a looked after pupil has SEN;

- advising on a graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEN up to date.
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;

The SENCO is responsible for reporting about the management of the SEN policy to the Headteacher and the governor with responsibility for SEN. The name of the governor with responsibility for SEN is Darren Jenkins. The statutory duties of governors are detailed in the SEN Code of Practice.

The 'named' or 'responsible' person who has overall responsibility for the implementation and effectiveness of this policy is Deborah Smith, Headteacher.

Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders the child from making use of educational facilities generally provided for children of the same age in schools within the area of the local authority (LA);
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of similar age in schools maintained by the LA, other than special schools, in the area.

Identification and assessment

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The school carries out a cycle of 'Assess, Plan, Do, Review' as set out in the Code of Practice 2014.

Where the teacher has concerns (or where a parent has raised concerns) and differentiated class based provision has not addressed the difficulty, the teacher will consult with the SENCO. Parents will be consulted throughout and their views sought.

The SENCO will take the lead in seeking and gathering information on the child, supported by the class teacher, parents and any agencies already working with the child. This information may include direct individual assessment, observations and discussions with the parent and or child.

The class teacher and SENCO, in consultation with parents, will then plan provision which will address the child's difficulties as identified in the assessment stage. They will devise relevant, achievable targets of an appropriate level of challenge that enable the child to achieve success. These targets will be recorded and progress towards meeting them will be monitored regularly. Any support or interventions put in place which are different from or additional to those in place for the rest of the class, will be recorded on a whole school provision map and, where appropriate, on an individual provision map. Children identified with SEN at this level will be added to the school SEN support register which the SENCO is responsible for updating.

Should adequate progress not be made after a reasonable length of time, the school will review the provision, addressing the ongoing primary needs of the child, and seek further advice from external agencies.

Where a child has previously attended another school/setting, records will be requested, read and if appropriate, the SENCO will contact the previous school.

If the school feels that the needs of the child cannot be met through the school's notional budget for SEN then they can apply to the LA for additional funding.

In some cases, where the child's needs are agreed to be severe, complex and lifelong, and the child is not making adequate progress within the provision and resources from the school and centralised support agencies, without sustained additional support, the

school – or parents or carer – may request the LA to undertake a Statutory Assessment of the child's needs and an Education Health and Care plan may be issued.

Curriculum access and provision

All teachers are trained and supported to be able to plan and teach lessons that are carefully differentiated to meet the learning needs of all the pupils in the class. This includes children with SEN.

Alongside Quality First Teaching, children who are identified as having SEN, may have additional provision planned for them. This provision is related specifically to their needs but is always planned with the aim of ultimately enabling the children to be independent learners within the mainstream classroom.

A provision map records a graduated response to individual needs. The range of provision includes:

- In class support for small groups with a teaching assistant (TA) or additional teacher
- Small group withdrawal with TA, SENCO or additional teacher
- Individual support in class or withdrawal with TA or SENCO
- Provision of alternative learning materials/special equipment
- Staff support to develop more effective teaching and learning strategies
- Support for individual children or small groups outside the classroom, for example at playtime or lunchtime.
- Access to specialist teaching, Educational Psychology Service or other support and health services for advice on strategies, equipment or staff training.
- Counselling or Play therapy

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress can include that which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Progress is carefully monitored by class teachers and discussed with senior leaders at progress meetings. Children's learning is assessed regularly using both teacher's ongoing assessment and standardised national curriculum assessments. Where a child's progress is inadequate, further assessments may be necessary to help identify any specific learning difficulty. These may be carried out in school or by external agencies e.g. an educational psychologist.

The school recognises that for some children with Social, Emotional or Mental Health needs, academic targets are not appropriate. School will work closely with parents and therapists to monitor progress and set 'soft targets' if deemed appropriate.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them, they will include:

- A whole school provision map
- Provision maps for individual children, if appropriate.
- Records monitoring the effectiveness of provision.
- Information from parents
- Information on progress and behaviour
- Pupil's own perception of difficulties
- Information from health/social services
- Any relevant assessments
- Advice from other professionals
- Information about any individual targets or actions planned

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers by:

- Ensuring that parents are at the centre of all information gathering processes regarding assessment or provision planning for their child.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Agreeing/reviewing targets for the child, discussing with parents on a regular basis, at least termly.
- Making parents and carers feel welcome and encouraging them to discuss their child's strengths, difficulties and additional needs
- Ensuring that all parents and carers are able to access information and opportunities to discuss ways in which they and the school can help their child
- Making parents and carers aware of family support services including the Parent Partnership Service

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Whenever possible, pupils are involved in reviewing and monitoring their own progress. Pupils are encouraged to:

- State their views about their education and learning
- Identify their own needs for learning
- Share in individual target setting across the curriculum
- Self review their own progress and, where appropriate, set new targets
- Where appropriate, participate in review meetings.

- Share their own aspirations for their education and future career choices.

Accessibility

The school has ramp access to the pupil entrance and up to lower school. There are accessible toilets. The school seeks to increase/assist access through the Disability Equality Scheme which lists desirable improvements.

Links with Education Support Services / Other Services

The school has effective working links with:

- Educational Psychology Service
- Speech and Language Therapy Service
- Community Health Service
- Bromley Well-being
- Other Children and Young People's Services

Family support and safeguarding and the Parent Partnership Service may also be accessed. The SENCO maintains links with other schools through the SENCO forum and cluster group meetings.

Complaints

If you have any concerns about your child's education or well-being please contact your child's teacher and/or the SENCO.

If there are any complaints relating to the provision for pupils with SEN these will be dealt with, in the first instance, by the head teacher. If complaints are unresolved the chair of governors and, if necessary, the LA may be involved.

Review of the SEN Policy

This policy, and practice, will be reviewed annually by the SENCO in consultation with the Headteacher and the governor responsible for SEN. The outcomes of this review will be used to inform the School Improvement Plan.

Related Policies/Documents

Assessment, Recording and Reporting Policy
 Behaviour Policy
 Anti Bullying Policy
 Equality Policy
 Looked After Children Policy
 School Provision Map
 Disability Equality Scheme
 School SEN Information report

Bethan Liston
SENCO

This policy was reviewed on: 13th April 2016

Ratified by Governors: