



## **Warren Park Primary School**

### **Special Educational Needs and Disability**

**The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:**

- **achieve their best**
- **become confident individuals living fulfilling lives, and**
- **make a successful transition into adulthood, whether into employment, further or higher education or training.**

At Warren Park Primary School we are committed to offering an inclusive, broad and balanced curriculum to all our pupils, this should ensure the best possible progress for all children regardless of the needs or abilities.

The main aims of our SEND policy are to ensure

- All pupils with special educational needs are identified and their differing needs are met. This will be facilitated through a range of support structures including trained staff, specialist equipment and resources.
- All pupils regardless of ability make the best possible progress.
- All parents are informed of the child's needs and the provision that is being made for them and that we work in partnership with the parents.
- We as a school promote effective partnerships and involve outside agencies where appropriate.

#### **Identifying and supporting SEND in Warren Park**

Warren Park has a clear approach to identifying and responding to SEND.

**We say a child has SEND where their learning difficulty or disability calls for provision different from or additional to that which is normally available to children of the same age.**

This could include support from: speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists,

Emotional Literacy Support Assistants, as well as teaching in smaller classed based groups or one-to-one learning.

Under the provisions of the Children and Families Act 2014, the designations of School Action and School Action Plus have been replaced by SEND support, a graduated approach to supporting children with SEND. This change will be reflected in the School Census.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all children. We 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

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

Staff will communicate with parents on a regular basis and inform parents of their child's additional support at parents' evenings and in the child's report.

Identifying children with SEND is an on-going process and may take place at any time during their time at Warren Park Primary School.

### **Tracking, record keeping and IPP's**

All children on the SEND register will be closely tracked and monitored. The class teachers will set targets that reflects the next steps in the children's learning. The Special Education Needs Co-ordinator (SENCO) will be responsible for overseeing interventions and for gathering entry and exit data, to ensure that they have a significant impact on the children's learning and an appropriate ratio gain.

IPP's (Individual Provision Plans) will be written for those children who have a Statement of special educational needs or Education Health Care plan (EHC). An IPP will outline the provision a child needs to be able to copy in mainstream. These are also completed to ensure children with a statement/EHC are monitored in light of their annual reviews. The IPPs are written jointly by the class teacher, SENCO and all adults that work with the child.

### **Working with other agencies**

It is the SENCO's role to liaise with external agencies where it is felt that their input will benefit any child with SEND. The range of agencies available to work with children include, Educational Psychologists, Specialist Teacher Advisory Service, Physiotherapy and Occupational Therapy, Speech and Language services, Primary Behaviour Support and School Nurses.

### **Working with other schools**

The SENCO is involved with the local SENCO Circle which allows close liaison with other SENCO's in the area to enable sharing of good practise and developments in SEND teaching and assessment.

In addition, the school has close relationships with local specialist schools that offer outreach services. These schools provide advice and services for children with MLD and speech and language issues.

### **Working with parents**

The school encourages close relationships with parents. Through this we are able to support parents to be involved in their child's education and be aware of the additional work that is being done to enable their child to achieve their maximum potential. Parents have opportunities to discuss their child's additional provisions with the SENCO. As is a legal requirement to report annually to parents, the spring term reports will inform parents of their child's needs and the additional support they are receiving.

### **Working with Governors**

The SENCO will provide an annual report to governors.

### **Training**

In line with the school ethos, the SENCO will help to ensure that all staff are trained appropriately either in house or by attending relevant courses.

### **Local Offer**

Full details of our SEND Local Offer can be found on the school website.

The School's present SENCO is Angela Branchett who has obtained the National Award for SENCOs.