



Warren Park Primary School

Special Educational Needs and Disability Policy

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 and 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 we follow a graduated approach to supporting children with SEND using the assess, plan, do, review cycle and a register of SEND children will be kept.

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.

Roles and responsibilities

The SENCO/Inclusion lead will:

- work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in school
- have day-to-day responsibility for the co-ordination of SEND provision
- provide professional guidance to colleagues, staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- advise on the deployment of the SEND 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 pre-schools, secondary schools and other settings to ensure pupils and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- provide an annual report to the Governing Body
- ensure the school keeps the records of all pupils with SEND up to date
- communicate with and support parents/families to ensure everyone has a good understanding of the pupil's areas of strengths and difficulty

The SEND governor will:

- help to raise the awareness of SEND issues at governing body meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- work with the Headteacher and the SENCO to determine the strategic development of the SEND policy and provision within the school

The Headteacher will:

- work with the SENCO and the SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND

Year leaders/Class teachers will:

- have responsibility for the progress and development of every pupil in the class
- work 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.
- work closely with parents at the earliest opportunity and inform them of progress and development at parent's evenings and through annual reports.
- work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ensure they follow the SEND policy

Identifying pupils with SEND and assessing their needs

Class teachers, supported by the Inclusion Leader/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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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.

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

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

Assessing and reviewing progress towards outcomes

We will follow the graduated approach and the four part cycle of assess, plan, do and review. Class teachers will work with the Inclusion Leader to carry out a clear analysis of the pupils needs and all staff working with the pupil will be made aware of their needs, outcomes sought, support provided and strategies and approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on progress through Pupil Progress Meetings.

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 Inclusion Leader will be responsible for overseeing interventions and for monitoring progress as part of the school Monitoring, Evaluating and Review cycle. Regular Pupil Progress Meetings are held to discuss progress and to review targets.

IPP's (Individual Provision Plans) may be written for children who are on the SEND register and who have a Statement of special educational needs or Education Health Care plan (EHC). An IPP will outline the additional provision a child may need. 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, Inclusion Leader and all adults that work with the child.

Additional support for learning

Our staff and teaching assistants work closely with the Inclusion Leader and are trained to deliver specific interventions and to support pupils on a 1:1 or small group basis.

We work closely with external agencies to provide support for pupils with SEND, including Educational Psychologist, Specialist Teacher Advisory Service, Physiotherapy and Occupational Therapy, Speech and Language Services, Primary Behaviour Support and School Nurses.

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 Inclusion Leader. As it 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.

Training

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

SEND information report

Full details of our SEND information report can be found on the school website with a link to the Hampshire SEND local offer.