



Warren Park Primary School

Special Educational Needs and Disability Policy

Reviewed by:	FGB	Responsibility:	FGB
Last Review:	January 2023	Next Review:	January 2024
Review Cycle:	Annually	Ratified by governors:	16 th January 2023
Chairperson's signature <i>J.P. Fish</i>			

The Code of Practice (2015), 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 needs or abilities. Children may have SEND needs at some time during their schooling and for many they are often overcome with some additional support and intervention. Staff, parents and others will work together to help children.

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 and have full access to all elements of the school curriculum.
- 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.
- Roles and responsibilities of staff and governors are clear in supporting children's special educational needs.
- 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.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them for making use of the educational facilities available.

Provision for SEND 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 provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- **Communication and Interaction**
Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN) Autistic Spectrum Continuum (ASC)
- **Cognition and Learning**
Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts: Moderate Learning Difficulties (MLD) Specific Learning Difficulties such as dyslexia (SpLD) Severe Learning Difficulties (SLD) Complex Learning and Profound and Multiple Learning Difficulties (PMLD)
- **Social, Emotional and Mental Health Difficulties**
Some children have difficulties which result in challenging or withdrawn behaviours: Social Emotional and Mental Health (SEMH) Attention Deficit and Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
- **Sensory and or Physical Needs**
Some children have sensory and/or physical impairments: Visually Impaired (VI) Hearing Impaired (HI) Physical Disability (PD)

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

Roles and responsibilities

The SENCO has the responsibility for the day to day coordination of SEND provision in school and the operation of the SEND policy, supported by the SEND Assistant.

The SENCO and SEND Assistant will:

- work with the Head teacher and SEND governor to determine the strategic development of the SEND 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
- co-ordinate annual reviews for children with an EHCP
- 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

'Every teacher is responsible and accountable for all pupils in their class, whenever or with whoever they are working with.' SEND Code of Practice 2015. All teachers are responsible for enabling all children to access the curriculum through differentiation of activities, expectation and lesson delivery. It is the class teacher's responsibility to assess and monitor progress, and to highlight concerns at the earliest opportunity. All members of staff must make 'best endeavours' to ensure that children with SEND are given the best support, as and when needed

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

Teaching Assistants (TAs) will support the teaching and learning of individuals and groups, working alongside class teachers. TAs knowledge and understanding of SEND is developed through ongoing training.

As part of their role they may:

- Provide targeted additional support for children within lessons.
- Deliver SEND School Support intervention programmes and keep records to support monitoring.
- Liaise with the class teacher to review individual targets and contribute to new targets.

- Work within the graduated approach described in the SEND Code of Practice (2015): Assess, Plan, Do, Review.
- Support a child with an EHCP 1:1

Identifying pupils with SEND and assessing their needs

Class teachers, supported by the Senior Leadership Team and SENCO, 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.

For a small minority of children, the support provided by school resources may not be enough to help them make progress. If there is evidence that children's needs are long term and complex we may seek further advice with regards a statutory assessment for an Education Health Care plan (EHCP). The needs of the child and the views of parents are paramount in this.

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 SENCO 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 reflect the next steps in the children's learning. The SENCO 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 an Education Health Care plan (EHCP). An IPP will outline the additional provision a child may need. These are also completed to ensure children with an EHCP 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, including parents.

Additional support for learning

Our staff and teaching assistants work closely with the SENCO 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 SENCO. As it is a legal requirement to report to parents, annual written reports will inform parents of their child's needs and the additional support they are receiving.

Training

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

Other school links and transition

We recognise the importance of working and liaising closely with any schools or nursery setting form a child transfers. We will also work closely with local Secondary schools and ensure all relevant information is shared and children are identified who may benefit from additional transition support.

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.