



WILSON PRIMARY SCHOOL Special Needs Policy

January 2017
Review date January 2019

Definition

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her, or if they are achieving a much higher level than their peer group.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools.
- is under five and falls within definitions (above) or would do if special educational provision was not made for the child. (DfE Code of Practice)

Aims and Objectives

Some children have barriers to learning that mean they have special needs and require particular action by the school. Children may have special educational needs either throughout or at any time during their school career.

Our Shared Vision for SEND education

At Wilson Primary School, we are committed to ensuring that the necessary provision is made for every pupil in the school community. We are passionate to offer an inclusive education for all and welcome a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), embodied in the vision of the Children and Families Act, states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their potential
- Become confident individuals living fulfilling lives, and
- Make a successful transition into new experiences and key stages.

We believe that all children with SEND must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have a

responsibility to ensure that pupils achieve their best through a curriculum that:

- Provides suitable learning challenges
- Meets the students diverse learning needs, and
- Removes barriers to assessment and learning.

This policy underpins the ethos the school promotes for pupils with SEND. The purpose of the policy is to establish the foundations for good practice at Wilson Primary School.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. It recognises that children learn in different ways and may require additional support in experiencing success in their lessons, and all teachers are responsible for the children with additional needs in their class.

It is the responsibility of the Governing Body to ensure that these objectives are fulfilled. Governors are regularly informed about the impact of SEN provision within the school via the SEN governor and the Head Teacher. The governing body will review this policy in the light of any new legislation.

Teaching staff are responsible for the outcomes of all pupils in their class, including those with SEND. This means that provision at all levels of support should be effectively managed by the classteacher, supported by the SENCo, who has the responsibility for co-ordinating whole school provision and has direct responsibility to the Head Teacher.

Our Behaviour policy will directly support Special Educational Needs.

The current Special Educational Needs Co-ordinator is Elizabeth Leyland. The Special Needs Governor is Helen Vaughan-Graham.

Identification and Assessment of Pupils with SEN

We incorporate DfE and LA assessment procedures into our school assessments and together these support early identification of pupils with SEN needs.

Formal

- Assessment during nursery and Reception against the ARE (Age Related Expectations) in Development Matters month descriptors.
- End of Key Stage SATs in Year 2 and Year 6.
- Phonics screening check
- PIRA and PUMA tests across the year groups in Terms 2, 4 and 6
- Analysis of tracked data for reading, writing and maths assessment, feeding into discussions at Pupil Progress meetings.
- Boxall Profiling

Informal

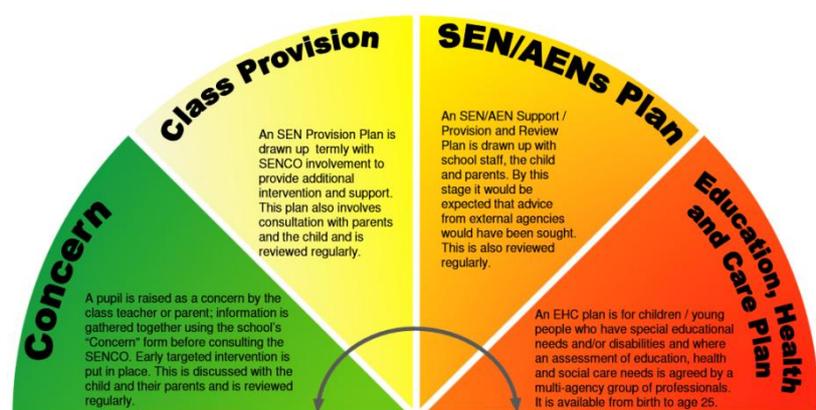
- A parent may register concern which is followed up by staff
- Observation by member of staff of the pupil within the school context
- Evaluation and ongoing teacher assessment.
- Assessment will need to identify strengths as well as weaknesses and should be part of the normal classroom routine. Evidence collected could include: annotated work; record of observations over day or period of time; etc
- Liaison with feeder schools on transfer and information shared from previous settings
- information from other services

Identification of SEND across the school

Staff are accountable for the attainment of all pupils in their class, including those with SEND. The school prioritises access to Quality First Teaching for all pupils and regular monitoring of attainment and progress ensures that pupils at risk of underperformance are identified and supported at an early stage.

At Wilson, a graduated response model is implemented at all levels, from Quality First Teaching, short-term interventions to personalised learning programmes. This ensures that progress and attainment are carefully monitored and staff can plan for appropriately targeted support.

When staff are concerned about the progress a pupil has made in any of the 4 SEN categories, they can complete an Initial Concern form. This enables the SENCo to assess, through observation and further assessment (if required), whether there is a potential barrier to learning for the child; in which case the child will be identified on the school register for support in class. There may be a need to request support and advice sought from external professionals in order to effectively plan provision for the individual.



Children with identified Special Needs are kept on a school based computerised list which is updated termly. All paperwork concerning the reporting and recording of the stages of the special needs code of practice will be kept up to date and will provide a running record of needs, targets and successes. The progress made by groups of children is discussed by staff with senior leaders and attainment is closely monitored. Reports and information received on individual children will be kept in the relevant classrooms and duplicated for the child's file and the SENCo class files.

Provision mapping

The development of a whole school provision map clarifies the teaching that we are providing for all pupils and what is “**additional to**” and what is “**different from**” that provision available to all pupils. The purpose of a provision map is to provide an inclusive curriculum for our pupils. In providing this education we endeavour to set suitable learning challenges, overcome potential barriers to learning, respond to a pupil's diverse individual needs encouraging them to release their potential.

Teaching and learning is identified through the provision map in three waves and within each area of cognition and learning; sensory and physical; behavioural social and emotional; and communication.

- Wave 1- the learning which is available to all pupils in terms of good inclusive teaching for the whole class.
- Wave 2 - identified small group teaching which all pupils might need to dip into at some point.
- Wave 3 - teaching is targeted support and intervention for individuals
- Wave 3+ - highly personalised teaching with outcomes driven through an Education, Health Care Plan these used to be known as Statements.

Monitoring and Evaluation of SEN Provision

For children with significant needs and where another professional has made recommendations for progress, an Individual Education Programme will be necessary, using a SMART target setting approach. Progress towards targets set is reviewed regularly and new targets set with the child as appropriate. School led interventions at Wave 2 and 3 will be monitored for impact on the progress of individual children.

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- classroom observation
- work sampling
- scrutiny of planning
- discussions during pupil progress

- informal feedback from all staff
- pupil interview
- pupil tracking
- Annual Review meetings and records of review meetings
- movement on the register
- attendance records

These records may be used to support referrals to other agencies or an application for Statutory Assessment if appropriate.

Partnership with Parents

As part of the ethos and philosophy of Wilson School, as well as the requirements of the 1993 Education Act, partnership with parents and those with parental responsibility is actively encouraged. This involves discussion, the sharing of the child's Pupil Profile, where appropriate, and a subsequent review each term with the teacher. The SENCo has an overview of all profiles and monitors these termly. To promote partnership between school and home in achieving targets set, parents and those with parental responsibility will be asked to sign their child's profile and be given a copy.

The school understands that a diagnosis of a medical condition that may impact on the learning of a child can be a challenging experience for families, and deserves to be recognised. It is important that these children are identified in the whole school provision so that their progress can also be carefully tracked and monitored. Home School Reviews or Team Around the Child meetings with all parties involved in the education of the individual can also be used to support these children and their families.

Resources

A delegated budget has been given to the school from the LA to support the teaching and learning for identified children. This funding is used to support the children in the classroom and to implement interventions.

A specific budget is allocated to purchase recommended resources for individual children and resource interventions.

Annual Reviews

All children with EHC plan (Education Health and Care) will have an annual review involving parents, staff and all agencies involved following the format as set out in the Borough Guidelines. These reviews will be convened by the Special Educational Needs Co-ordinator.

In-service Training

All staff, both teaching and non teaching, will receive in-service training to support the Code of Practice and to ensure their development to help them

work effectively with pupils with Special Educational Needs. Teaching assistant staff are also skilled to support a range of SEN needs, including autism and emotional literacy. All staff will be supported by the Special Needs Co-ordinator.

Support will be given by the SENCo to new members of staff through their induction programme and in staff Insets.

Outside Agencies

It is our policy to work in partnership with outside agencies to ensure full support and appropriate help for all children. A wide range of outside agencies are welcomed and their expertise sought for advice on concerns or as referrals for direct intervention. The SENCo is the main point of contact for other professionals. Other professionals who support school include:

- Child Action Teams
- Behavioural Support Unit
- Educational Psychologist
- Educational Welfare Officer
- Speech Therapy
- School Nurse
- Educational Psychiatrist and Occupational Therapists
- Social Services
- Reading IASS (formerly Parent Partnership)

Links with other Schools

We have close links with local secondary schools, special schools and units to ensure smooth transfer as and when appropriate. We have a positive attitude to children who are making the transition from special schools to mainstream schooling and do our utmost to support these children and make their step a successful one. The SENCO will maintain links with other SENCOs through the SENCO network.

Evaluation Criteria

The success of this policy in meeting the needs of all our children is measured by regular reviews of their provision, special needs liaison meetings, reviews of the computerised special needs register, termly reports to the governors by the SENCo and special needs Governor, (or as part of the Headteacher's Report) and the monitoring of children's progress by the SENCo.

Complaints Procedure

Should a parent wish to lodge a complaint regarding the Special Education provision provided for their child, they can do so by approaching the child's class teacher, the SENCo or the Head Teacher to discuss the matter. If not satisfied a copy of the school's complaints procedures can be requested. Should the matter remain unresolved then complaints can be put in writing to the Governing Body who will investigate the complaint and take any action they deem necessary.

Reviewed and updated: December 2016

Appendix a – Wilson's Local Offer

<http://www.wilsonprimary.co.uk/policies/localofferpolicy.pdf>

Appendix b – Wilson's SEN Report

<http://www.wilsonprimary.co.uk/pdfs/Wilson%20Primary%20SEN%20Information%20Report.pdf>