



Inspiring and Achieving Together

Wick Church of England Primary School is a lively Christian School which strives to enable all children to realise their full potential, gain an understanding of their worth as Children of God and live happy and purposeful lives. We aim to provide quality primary education in a caring Christian setting.

“I have come that they may have life, and have it to the full.” John 10:10

## **Wick CE Primary School Special Educational Needs and Disability and Inclusion Policy**

Wick CE Primary School Special Needs Co-ordinator (SENCO) is Mrs Amy Barrett and is a member of the Senior Management Team.

If you have a SEND issue please discuss it with your child’s class teacher initially. Every teacher is a teacher of every child, including those with SEND. For more complex or ongoing needs, please make an appointment to discuss your concerns with Mrs Amy Barrett SEND co-ordinator at [office@wickprimary.org.uk](mailto:office@wickprimary.org.uk) or by telephoning 0117 9372399

### **Section 1**

#### **Rationale**

At Wick C OF E Primary School, we see each child as a whole child and aim to cater for his or her emotional, physical, spiritual and moral needs along with educational needs.

We believe all children have a right to a broad curriculum, including the National Curriculum. Children with special educational needs should be integrated into ordinary classes and groups.

We see each child as an individual and value each child for the person they are and the contribution they make to our school community. We welcome all children to our school and will endeavour to make it accessible to all those living in our local community.

We believe that all children can learn and make progress, even if for some it is only in very small steps. The school aims to help all children, including those with Special Educational Needs, to achieve the best that they possibly can.

These values and beliefs are reflected in the ethos and values of the school notably “Inspiring and Achieving Together.” We strive to work in a close partnership with parents and the community. Guided by a sense of belonging, we encourage all pupils to be motivated and continually reach and exceed the goals they set for themselves and which others aspire for them to achieve.

### **Section 2**

#### **Introduction**

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community are valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and

balanced curriculum in a safe, stimulating and caring environment, which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support, encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

### **Mission Statement**

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Our school adopts a 'team around the child approach' to special educational needs. In consultation with parents and other professionals involved in a child's care, we work together to raise the aspirations, expectations and achievements of all pupils within the context of a fully inclusive curriculum. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

### **Section 3**

#### **Aims and Objectives**

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties through the following aims:

- To reach high levels of achievement for all
- To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice 2014
- To be an inclusive school by operating within a "whole pupil, whole school" approach to the management and provision of support
- To provide support and advice for all teachers working with special educational needs pupils.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- 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 SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil needs

### **Section 4**

#### **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress but may not necessarily be SEND:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man

The SENCO as part of the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEND criteria
- The following up of teacher concerns
- The following up of parental concerns
- The following up of pupil's views and concerns
- The tracking of individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND register. This register is reviewed each term when a detailed analysis of the register takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

### **Use of the Engagement Model?**

The engagement model is a teacher assessment tool that has been designed to support children in primary education who are working below the expectations of the KS1 curriculum and are not engaged with subject-specific study (learning objectives highlighted in the DfE National Curriculum). A child on the SEND register, who cannot demonstrate recognisable and specific learning-based skills, knowledge and understanding in:

- English Language comprehension and reading
- Writing
- Mathematics

If a child is unable to engage with these subject-specific areas of study, they will require the use of the engagement model to track their progress. Please the Engagement Model policy for more detail.

## **Section 5**

### **A Graduated Approach to SEND**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be offered a differentiated curriculum. This information will be shared with parents and the child will be asked for their views and reflections about their progress.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that may also include additional "short-term" interventions outside of the classroom that will aid the pupil's academic progression and enable the teacher to understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) Any pupil that has recently been removed from the SEND register may also fall into this category as continued monitoring would be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school and to support the child's needs at home.
- g) The child is recorded by the school as being under observation due to concern by a parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- h) Parent's evenings and end of year reports are used to give feedback to monitor and assess the progress being made by children.

#### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

Pupils will be identified as having SEND if over time, despite appropriate interventions, they are unable to make progress and to learn in smaller graduated steps or if certain specific medical, physical, behavioural or emotional difficulties are identified.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO, pupil and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The teachers work closely with teaching assistants to plan the support and assess the impact of interventions. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary the parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Pupils may be referred to a member of medical, inclusion support or Educational Psychology staff if progress over time remains a concern.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by South Gloucestershire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Section 6**

### **Criteria for Exiting the SEND Register**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEND register and placed on a watching brief for a year to monitor ongoing progress. Parents will be informed of this decision. These children will be closely monitored to ensure progress remains in line with age related expectations.

## **Section 7**

### **Supporting Pupils and Families**

The school aims to work in partnership with parents and carers. We achieve this by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- 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
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the services available to them. This information will be included in the new parent packs.

If you have an SEND issue, please discuss it with your child's teacher in the first instance. For an ongoing or complex issue, please make an appointment to discuss it with Mrs Barrett our SEND coordinator

Also the following elements will help the children and families of our school:

- **The Local Offer**

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the local offer. The local offer provides information on the services available to children, young people and their families. It

details what can be expected from a range of local agencies, including education, health and social care allowing you more choice and control over what support is right for your child. For this information along with links to other agencies, click here

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

- **SEND Information Report**

It is a statutory requirement for schools to provide a SEND Information Report (*Regulation 51, Part 3, section 69(3)(a) of the Act*). All information regarding the management of SEND can be found in this SEND Policy.

- **Examinations**

The school makes sure children are able to access exams and other assessments by making necessary applications in accordance with the Access and Arrangements guidance.

- **Transition**

The school plans transition days for children changing class within the school. Year 6 children are offered transition days by the local secondary schools. For the purposes of SEND children transferring to secondary school, transition meetings are held and transition plans are created. Children are fully supported by their SEND TA during the transition process.

## **Section 8**

### **Supporting Children at School with Medical Conditions**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Details of the arrangements in place to support children at school with medical conditions can be found in the policy 'Managing the Medical Conditions of Children'.

## **Section 9**

### **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision offered to all children. This is done by regularly auditing the needs of the children against the provision available, ensuring all needs can be met. Evaluations of interventions are used to inform audits regarding the effectiveness of provisions and changes are made accordingly. The regular evaluation and monitoring through pupil progress meetings ensures that we are continually reviewing and improving the provision for all children.

Individual action plans and provision maps are regularly reviewed with the inclusion of parents, pupil views and staff input.

## **Section 10**

### **Training and Resources**

SEND is funded by the school budget, the award of an Education and Health Care Plan, or, in the case of a child being ineligible for free school meals, through Pupil Premium Grants. Staff training needs are identified through appraisals, action plans and the School Improvement Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This may be through training meetings, INSET training or through courses. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. The school's

SENDCO regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

## **Section 11**

### **Roles and Responsibilities**

The SEND Governor is the link between the governing body and the school in relation to children with SEND. The role is to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school. They also help review the school's policy on provision for children with SEND and ensure that parents have confidence in this provision.

The SEND Teaching Assistants work under the guidance of the SENDCO, Class Teacher and external agencies and professionals to support the education of children who need particular help to overcome barriers to learning.

Mr Cockle is the designated teacher with specific safeguarding responsibility. This role is to ensure that proper procedures and policies are in place and are followed with regard to safeguarding issues. Mr Cockle is responsible for managing any LAC funding. Mr Cockle is also responsible for managing the school's responsibility for meeting the medical needs of children.

## **Section 12**

### **Storing and Managing Information**

Documents are stored securely in a locked filing cabinet, or electronically, on a secure part of the server. Documents are stored until a child changes school where they are passed on. Documents are stored in line with the school policy on Information Management.

## **Section 13**

### **Reviewing the Policy**

This policy was developed through consultation with staff, parents, children and the Local Authority. The school considers the SEND policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the SEND action plan and School Development Plan.

## **Section 14**

### **Accessibility**

The Disability Discrimination Act 1995, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. The school's current Accessibility Plan has been completed is available in school and is always being reviewed. We constantly review accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field, for example; ipads, 2 disabled toilets and tools for disabled children, e.g. special scissors.

We promote access for disabled children to the school curriculum and the wider curriculum including after-school clubs and school visits. This is achieved by: providing SEND TAs with additional hours to those given on a statement, purchase of ICT software, more TA hours for classes when necessary, after-school clubs open for all, opportunities for all children to take part in school activities, visits and extracurricular activities with appropriate support when needed, extra TA support for swimming lessons where needed, and resources to support teaching and learning. We improve the delivery of written information to disabled children by the use of visual timetables, pictures to help children make choices, paper/books specialised for children with visual impairment, and coloured overlays and reader strips for reading white-paged books.

## **Section 15**

### **Comments, Compliments and Complaints Procedure**



We encourage feedback on our services from parents and children. If you want to register a comment of any type about the school you can do this by writing, telephoning or an email to [parents@wickprimary.org.uk](mailto:parents@wickprimary.org.uk)

The school takes complaints seriously and we are keen that you should be completely satisfied about your child's education whilst at Wick CE Primary School. Should any concerns arise, please talk to us about them so that we may work together to resolve them.

All feedback is welcome and enables us to review our procedures which in turn helps us to support our children.

## **Section 15**

### **Bullying**

The school's anti-bullying policy outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at school. Please contact the school office for a copy if needed.

### **Review**

This policy will be reviewed by the curriculum committee every year, or earlier if considered necessary.

Written by: Amy Barrett

Date: 2/7/22

Approved by: Full Governing Body Committee

Date: 18/7/22

Reviewed by: Full Governing Body Committee

Date: 18/7/22

Next review: July 2023

Signed..... Date .....

Chair of Full Governing Body Committee