



**Special Educational Needs and
Disability (SEND) Policy**

Special Educational Needs and Disability (SEND) Policy

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SEN Governor: TBC
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This policy has been updated by the SENCO in line with the **SEND Code of Practice (0-25 years) 2014**, with regard to the **Equality Act 2010**, **Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team.

1. Introduction

At William Morris Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

Definition of Special Educational Needs and Disability:

The **SEND Code of Practice (0-25) 2014** states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

2 Aims

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs / disabilities, by focusing on outcomes for children, not just hours of provision and support. To achieve this, we need to:

- develop a ‘whole school, whole pupil’ approach to the management and provision of support for special educational needs/disabilities;
- ensure we are creating an environment that meets the special educational needs/disabilities of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum and school life;

- enable parents to play their part in supporting their child's education;
- enable our children to have a voice in this process.

3 Inclusion

We are an inclusive school and want to promote a sense of community and belonging through: our values; a broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities. Additional interventions and support may also be put in place to support pupils.

4 Identifying Special Educational Needs / Disabilities

- Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- The Early Learning Goals and National Curriculum are our starting point for a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose progress and attainment falls significantly outside the expected range may have special educational needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities.
- All pupils' progress is regularly monitored by the teacher throughout the year. Where progress continues to be less than expected for a pupil, the teacher will work with the SENCO to assess if the pupil has special educational needs. Where a pupil is identified as having SEN/D, we will take action to remove barriers to their learning and put effective SEN provision in place. The support will take the form of a four part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs.
- Early identification is vital. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for children. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation, keeping them informed at regular opportunities of developments and drawing upon them for additional information.

At this stage, we may initiate the Early Help process with an assessment Record, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support.

- We will record, on a Provision Map, the interventions used to support each child. For children with more complex needs, we will record in a My Learning Plan (MLP), the strategies and interventions used to support the child. The MLP will show the short-term target set and the teaching strategies to be used. It will also indicate the date for the plan to be reviewed. In some cases, this review will take place once a term, though with others, an annual review will be more appropriate. Some children may have group intervention and their support may be recorded on the Provision Map.
- If the pupil has more specific needs, the SENCO may refer the child for assessment by another professional. This could be one or more of the following:
 - Educational Psychologist
 - Speech & Language Therapist
 - SEMH (Social, Emotional and Mental Health) Support
 - Occupational therapist
 - Advisory and Outreach Autism Support Service
 - Targeted Mental Health Service (TaMHS)
 - Specific learning difficulties support
 - Hearing or visual impairment support
 - School nurse

Parents/carers will be kept up-to-date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

- The majority of children with special educational needs and/or disabilities will have their needs met within the school. However, some children may require an Education, Health and Care Plan (EHCP). The purpose of an EHCP is to make sure the special educational provision meets the special educational needs of the child and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:
 - establish and record the views, interests and aspirations of the parents and child;
 - provide a full description of the child's special educational needs and any health and social care needs;
 - establish outcomes across education, health and social care based on the child's needs and aspirations;
 - specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

5 Partnership with Parents/Carers

- The school prospectus and website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.
- At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents at all stages, and encourage parents to make an active contribution to their child's education.

6 Pupil participation

- In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their My Learning Plans (MLPs). They are encouraged to make judgements about their own performance against their MLP targets. We recognise success here as we do in any other aspect of school life.

7 Monitoring and review

- The SENCo monitors the movement of children within the SEN system in school and liaises with Senior Leadership Team and the Inclusion Team about the practice happening within school.
- The SENCo supports teachers in provision and support for children with an SEN/D. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also meet.
- This policy will be presented to Staff and Governors for discussion and approval in September 2019 and will be formally reviewed in September 2020 and on a regular basis in accordance with the School Development Plan.

8 Provision for More-Able Pupils

At William Morris, staff will strive to ensure that all children will be extended to their full potential, including those who are already working at or above their expected level. Through training on outstanding lessons and workshops on extending the more-able, staff will be provided with the tools to extend and challenge their most confident and talented learners (rapid grasper).

Challenges and activities will be chosen for these individuals with this in mind. Teachers will use effective questioning techniques to extend the more able learners. More-able learners will have their progress closely monitored to ensure that they are making good or better progress. They will take part in tasks that require critical thinker and problem solving. They will be encouraged to transfer skills across the curriculum and also explain ideas and things in more than one way. These children will be identified through pupil progress meetings and will be closely monitored to ensure deep levels of engagement. It will be expected that they will reach the 'greater depth standard' in the areas that they are deemed more able in.

More able children may be engaged in additional projects in groups across year groups to give them an opportunity to transfer skills and work collaboratively.

We will identify and work with More Able children in subjects across the curriculum.

Signed:

Date: