



Special Educational Needs and Disability

Approved by the Full Governing Body: March 2023

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Introduction

At Wickham Church of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. Our educational aims for children with Special Educational Needs and/or Disabilities (SEND) are the same as those for all children in the school.

Aims

The aims of the Special educational Needs and Disability policy are as follows:

- To provide realistic, challenging and attainable tasks that match and develop the ability and learning styles of each child;
- To provide carefully planned opportunities to broaden the children's learning experiences;
- To develop self-esteem, pride and sense of achievement in all our children, leading to a positive culture of success for all;
- To develop independence in thinking and learning;
- To provide opportunities for speaking and listening and co-operating with others;
- To ensure full entitlement and access for SEND pupils to a high-quality education within an inclusive curriculum (including access to the National Curriculum), so that they can reach their full potential and enhance their self-esteem;
- To identify and assess children with individual needs as early as possible in accordance with the Code of Practice, 2014;
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources;
- To work closely with parents concerning their children's needs through regular meetings and feedback;
- To involve pupils in the setting and reviewing of their individual targets;
- To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues;
- To provide a Special Educational Needs Coordinator (Inclusion Leader) and learning support team, who

will support children and teachers in our school to promote inclusion (at Wickham, the role of SENCO is fulfilled by the Inclusion Leader);

- To provide support and advice for all staff working with special educational needs;
- To work within the guidance provided in the SEND Code of Practice, 2014.

Identification

Teachers continuously adapt work to support each child's needs and sometimes arrange additional interventions. If, following this support, a pupil continues to make significantly slower progress than other children or works at a level well below the expected standard for their age, then their needs will be further reviewed.

A child's special needs will be considered within the four categories identified in the Code of Practice 2014:

- **Communication and Interaction.** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Condition are likely to have particular difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
- **Cognition and Learning.** Support for learning difficulties may be required when children learn at a slower pace than others. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), which includes dyslexia (word), dyscalculia (number) and dyspraxia (movement).
- **Social, emotional and mental health difficulties.** Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or risky behaviour. These behaviours may reflect underlying mental health issues such as anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment difficulties.
- **Sensory and/or physical needs.** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided, for example a child with vision impairment (VI) or hearing impairment (HI) or physical difficulty (PD). These difficulties can be age-related and may fluctuate over time.

A person has a disability, if he or she has a physical or mental impairment that has a substantial or long-term adverse effect on their ability to carry out normal, day to day activities. Children with a disability have special educational needs if they have any difficulty in accessing education and if they need special educational provision to be made for them as defined above.

Provision – A Graduated Response

Within school, pupils with SEND are identified on the school SEND Register so that provision to meet their needs can be planned for and monitored. Good special needs practice reflects good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. As children progress, they may be taken off the register at a future point when their needs no longer

require special educational provision. Various stages that are identified require children's special educational needs to be provided for. These are:

Graduated Response Stage One: High Quality Teaching / Universal Provision

All children benefit from high quality teaching by their class teacher, and work is carefully planned by the class teacher to support every child at every level of ability to be actively involved and so learning. It is our aim that all children are included with their class for the majority of the day, including educational visits, with respect to their needs.

Graduated Response Stage Two: Early Intervention Support

If a pupil is not making progress in any one area, then appropriate interventions will be provided to support their development. This may include differentiating class work or a specific intervention that may be small groupwork, referral to counsellor, family support or further professional assessment. Parents will be consulted about the type of any intervention during a Review Meeting with the class teacher and will be involved in discussions about how they can help to support their child's progress. A record of this meeting can be provided for parents on request.

Graduated Response Stage Three: Targeted Additional Support

Following a review of the initial intervention the class teacher and Inclusion Leader will look at any evidence of the impact. The pupil's progress and outcomes will decide consequent actions. If a pupil continues to make significantly slower progress than other children or works at a level well below the expected standard for their age, then further provision may be agreed, in discussion with parents / carers and intensive support will be put in place. There may also be a need for external agencies such as the Educational Psychologist to further assess the specific needs of the child.

Graduated Response Stage Four: Targeted Intensive Support

At this point, a child would be identified on the SEN Register. A pupil passport will be provided in which targets for progress, parents' views and the child's views are recorded. Parents will receive a copy of the completed Individual Learning Plan on which there will be a review date. Whilst the class teacher carefully matches the curriculum to the pupil's needs, we can also provide a wide range of high-quality SEN interventions to develop an individualised programme of specifically targeted support. A child's intervention may be one of or a combination of the following:

- adjustment to the environment such as different furniture to support access to the curriculum;
- teaching strategies and differentiation to ensure inclusion (e.g. multi-sensory programme for teaching spelling);
- additional time to complete tasks;
- an individual programme of activities such as a motor skills or phonics programme;
- Speech and Language Therapist programme;
- additional adult support;
- Behaviour Modification Programme;
- Family Support Worker, who may advise individually or provide group programmes such as Incredible Years;
- IT programmes;

- Emotional Literacy Support Assistant (ELSA) programme;
- Education and Health Care Plan request discussed with parents/carers.

Graduated Response Stage Five: Provision for Complex Needs – EHCP

An application for an EHCP may be considered if, after taking action to meet the identified difficulties, a child's needs remain very high and cannot be met effectively within the resources normally available to the school.

Parents will always be involved in this decision. The school will make a clear written referral. Parents can also make applications directly. Please see ["https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway"](https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway) for further details.

Once assessed and approved an EHCP about the special educational needs and/or disabilities will document the support required and the school will provide the support described. The support can incorporate one-to-one work with the teacher or Learning Support Assistant, small group work and general class support. They may also include therapy sessions if required and the balance of these strategies will depend on the specific identified needs.

Governors

The Governing Body will discharge its statutory duty towards pupils with SEND by:

- Doing its best to provide the necessary provision for any pupil who has SEND under the guidance of the Headteacher;
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by receiving reports each term about the work of SEND in the school and encouraging the SEND governor to undertake moderation activities. The governors will also receive reports from moderation and monitoring activities carried out by the Local Authority and other educational bodies;
- Ensuring that relevant information on pupils with SEND is made available to all those involved with that child;
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND;
- Consulting with the LA and the governing bodies of other schools when it seems necessary or desirable in the interests of co-ordinating special educational provision in the area as a whole;
- Ensuring that pupils join in school activities with pupils who do not have SEND, so far as is reasonably practical and compatible with pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources;
- Having regard for the Code of Practice when carrying out their duties towards all pupils with SEND;
- Ensuring this policy and its related documents are available to parents;
- Hearing complaints from parents of a child with SEND who may feel that the type and/or amount of provision is not appropriate.

Co-ordinating Provision

At Wickham Church of England Primary School, we aim to follow a cycle of Assess, Plan, Do, Review for

pupils identified on the SEN Register, as referred to in Code of Practice 2014.

Assess

Teachers are responsible for assessing pupils' needs in the first instance, whether learning, emotional or medical needs. This information may be enhanced with further assessments from specialists in school (e.g. ELSAs or Inclusion Leader). Outside agencies may also contribute to the assessment cycle, although parents are always consulted and permission sought. Any concerns will be shared with parents.

Plan

During the Progress Review Meetings, interventions designed to support the ongoing progress of a child with SEND will be carefully planned and agreed by the Head of School, Inclusion Leader and class teacher. Parent Meetings are held a minimum of three times per year with the child's class teacher where there is an opportunity for parents and teachers to share an understanding of the pupil's progress. During these discussions, we aim to gain parents' views and support them to be involved in the planning of the next steps for progress.

Do

The class teacher, under the supervision of the Inclusion Leader, will set targets to focus on an agreed outcome and so improve progress. Teachers will liaise with learning support staff when extra provision is needed for a child to achieve the targets. The targets are recorded on an Individual Learning Plan (ILP) and shared with the parent by the class teacher. Parents may have targets identified on which they can work at home.

Review

Teachers are responsible for recording the review of targets on the Individual Learning Plan at least termly. The progress of all pupils is reviewed at least half termly. Progress Review Meetings are held with the class teacher, the Inclusion Leader and other senior leaders each half term. Some children will have their progress towards meeting a target reviewed more frequently. Before a Review Meeting, teachers arrange for personal targets and individual pupil's progress to be discussed with the pupil by a staff member who knows the pupil well, in preparation for the Review Meeting, and this is recorded on the ILP. The teacher will discuss the outcomes with parents.

If a pupil continues to make little or no progress following such a programme of support, or if a pupil continues to work at levels well below the national expectations, then a specialist service may be involved or a further intervention provided. Parents will always be consulted in any decision to involve outside agencies. The Inclusion Leader is responsible for liaising with external agencies. The governors, under the guidance of the Headteacher, determine staffing and funding arrangements to provide for children with SEND.

One Governor is appointed to take particular interest in children with SEND. The Headteacher is responsible for the management and provision for children with SEND working closely with the SEND Co-ordinator (Inclusion Leader), school staff and other agencies.

The Inclusion Leader is responsible for:

- The day-to-day operation of this policy

- Liaising with and advising teachers and other members of staff
- Co-ordinating provision
- Maintaining the SEN register and overseeing records
- In partnership with other staff, liaising with parents
- Contributing to the in-service training of all staff
- Liaising with external agencies including Educational Psychology Service and other support agencies and provide in-service education.

Meetings are held to co-ordinate provision, liaise with staff and other agencies and provide in-service education.

Partnership with Parents

We believe that parents should have knowledge of their child's entitlement within the SEND framework. Parents are kept well informed about the SEND of their children through:

- Parent/teacher consultations – here they have access to information, advice and support during any assessment and any related decision-making process about SEND provision;
- Stages of SEND strategy which is described in a parent leaflet available to all parents;
- Termly reviews of their child's targets, progress and impact of interventions;
- Where an EHCP is in place, an annual review will take place with all agencies involved in a formal meeting to review targets.