

Welton St. Mary's Church of England Primary Academy



Together we care, learn and thrive

Jeremiah 29:11 "For I know the plans I have for you," declares the Lord, "plans to prosper you and not harm you, plans to give you hope and a future."

SEND Policy

Approved March 2023

Next Approval Due March 2024

Reviewed Annually

Welton St Mary's CE Primary Academy
Special Educational Needs Disability (SEND) Policy

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (SEND Code of Practice 2014 s1.24)

SENCo: Mrs Z Howarth
SEN Governor: Mr A Johnson

1. Introduction

This policy outlines the nature and management of Special Educational Needs at Welton St. Mary's Church of England Primary Academy. It has been developed in consultation with members of the school community and has been approved by the Governing Body. The implementation and monitoring of this policy is the responsibility of the Headteacher and all teaching and classroom support staff.

2. Definition of Special Educational Needs and Disabilities

The SEND Code of Practice 2014 states: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools”

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Mission Statement

3.1 Our aims:

The school's motto is “Together we care, learn and thrive” and our school rules are ‘be kind, be responsible and be safe.’

At Welton St. Mary's C.E. Primary Academy we believe 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 life in all its fullness - ‘educating the whole person’ through physical and intellectual development united with spiritual, moral, social and cultural development., and
- make a successful transition into adulthood, whether into employment, further or higher education or training

3.2 Our Objectives:

The key objective of this policy is to identify and address the special educational needs of any pupils who attend our school. This will be achieved by:

- Identifying pupils with special educational needs.
- Using the school's best endeavours to make sure that a child with SEND gets the support they need.
- Making the curriculum accessible by providing high quality teaching that employs a range of teaching and learning styles and is differentiated and personalised.
- Ensuring that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEN co-ordinator, or SENCO.
- Informing parents when the school is making special educational provision for their child
- Involving pupils and working closely with parents and outside agencies.
- To publish, and update at least annually, information about the academy's policy for and approaches to supporting pupils with SEND on the school's website in accordance with the SEND Code of Practice 2014.

4. The Role of the SENco

The SENco has an important role to play with the Headteacher and governing body in determining the strategic development of SEND policy and provision in school. The SENco has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans.

The SENco and SENco assistant provide professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENco should be aware of the provision in the LA's Local Offer and be able to work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

Key responsibilities may include:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Supporting and guiding the SENCO admin assistant with SEND tasks to complete and monitor
- Ensuring all pupils have equal access to high quality teaching
- Monitoring of resources and provision so that they positively impact on outcomes for all children with SEND
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- advising on the deployment of Teaching Assistants
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

The Role of the SENCO Admin Assistant

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating and monitoring provision for children with SEND
- liaising with the relevant 'Designated Teacher' where a pupil has SEND
- advising on the graduated approach to providing SEND support
- liaising with parents of pupils with SEND
- monitoring alongside the SENCO the provision and support for a child/ren
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of all pupils with SEND up to date

The Governing body will ensure that the SENCO has sufficient time and resources, including administrative support, to carry out these functions.

5. Admission Arrangements and Transition

The academy's admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with SEND, including those with Education, Health and Care plans. For further information please see the academy's full Admission Policy.

Close links with pre-school settings identify pupils with SEND before they transfer to the academy. Where possible, the SENCO will attend review meetings for pre-school pupils before they start school. Information is shared and passed on to the Academy by pre-school SENCOs and parents on transfer.

Where pupils join the school after the beginning of Foundation Stage information is shared and passed on to the Academy from previous settings and parents. Class teachers complete an admission form which is sent to the Senior Leadership Team within 3 weeks of the pupil arriving at the school. If pupils have been identified as having SEND, the graduated approach as set out in the Code of Practice (2014) is put in place.

When children leave the school, all SEND records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO team to ensure appropriate transition arrangements can be made and continuity of support is achieved. Secondary School SENCO's are invited to the review meeting held in the summer term for those children transitioning into their next school.

6. Identification of SEND

Early identification of SEND is important. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision “**different from or additional to that normally available to pupils of the same age**” (code of practice 2014 s6.15).

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils 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

The first response to such progress should be high quality teaching targeted at the pupil’s area(s) of weakness. Some ways a class teachers may response to initial concerns raised are:

- Identifying a child’s learning style and adapting teaching style to suit e.g. visual resources
- Tightly planned intervention planning and work specific to the needs of the learner
- Present tasks in different motivational ways
- Differentiation of language, resources and tasks
- Include pupils own interests in learning for motivation
- Include in teacher-led guided groups more often
- Include different ways children can respond and record e.g. scribe, video
- Using resources to enable improved access to the curriculum e.g. ipads
- Implementing short term intervention programmes
- Support pre-learning vocabulary before topics begin

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEND.

At Welton St. Mary’s C.E. Primary Academy a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child 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 facilities of a kind generally provided for others of the same age in mainstream schools

Decisions on if a child needed extra support would be made based on both formal and informal methods including:

- Adult observations over a period of time (by SENCO, class teacher, teaching assistants, midday supervisor)
- Discussions with the pupil– do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Discussions with parents

- Monitoring evidence of attainment and progress including data, work

Triggers for SEND concerns may include a pupil presenting significant difficulties with one or more of the following:

- Lack of progress in acquiring literacy or numeracy skills
- Poor short term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour
- Over-anxiety
- Lethargy
- Toileting problems
- Obsessive behaviour/nervous tics/habits

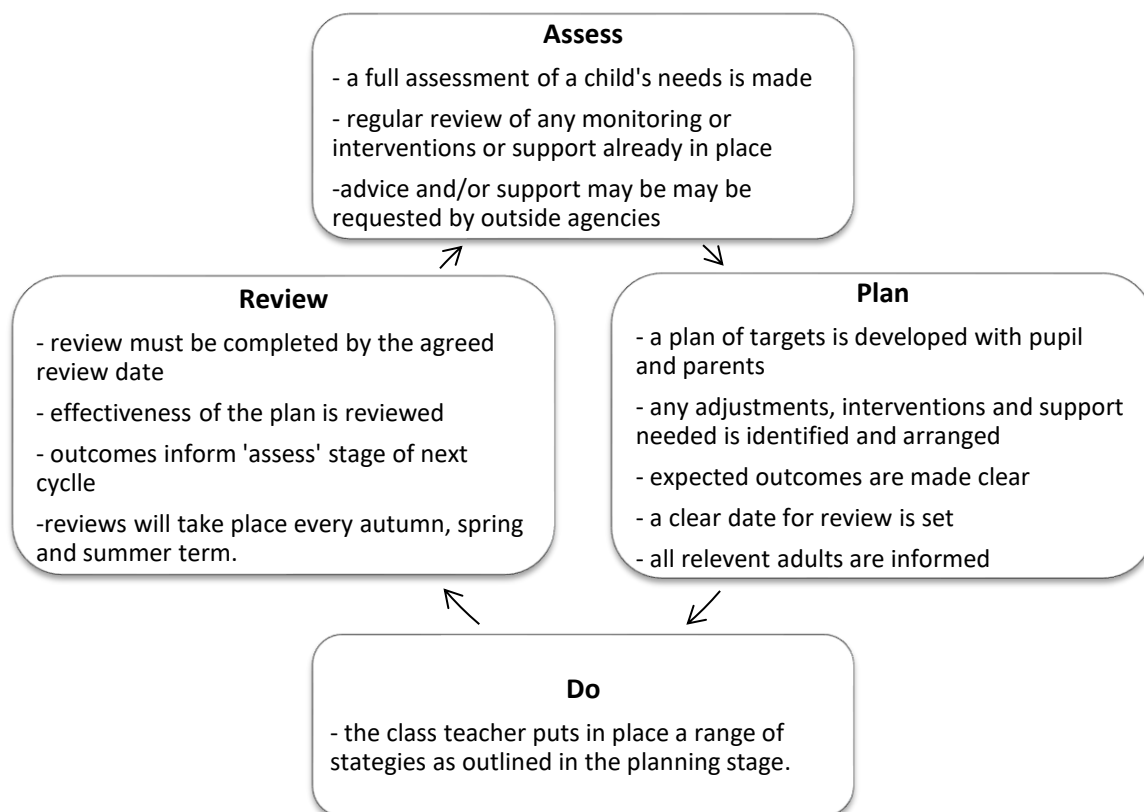
Triggers for SEND concerns through monitoring attainment and progress may include:

- **Reception** :Baseline FS profiles will identify pupils who have a significantly low entry. At the end of the year any pupil working at or more than 12 months below their chronological age (using ages and stages FS guidance).
- **Years 1-6** : School tracking data of reading, spelling, writing, numeracy - Any pupil working significantly below age related expectations will be monitored by the class teacher. Any pupil working below the expected level will be considered for extra support through SEND graduated approach process.

It should be noted that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Similarly, persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

7. The SEND Graduated Approach

If a special educational need is identified, the child will be placed on the school's Special Needs Register. The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four step graduated approach:



This cycle is managed and monitored by the SENCo, Headteacher and SEND Governor.

Four broad areas of need should be considered when assessing a child for SEND. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

See [Appendix 1](#) for a full description of each area of need as outlined in the Code of Practice 2014.

8. SEND Provision

“Teachers are responsible and accountable for the progress and development of the 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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.” Code of Practice 2014 s6.36/7

Initial placement on the SEND Register

When a pupil is formally placed on the Academy’s SEND register parents are informed and a Gold Form (SENR) is started and a plan of targets is developed outlining adjustments, interventions and support.

SEND Records

Each child on the SEND register has all their information in a SEND Class folder. This contains

- Gold forms
- Individual plans
- Reports from outside agencies
- Medical documents
- SEND assessments
- Any other relevant correspondence

All class teachers will have access to SEND folders in their locked cupboards and need to have their own copies of most recent pupils' individual plans to use to inform future lesson plans.

Individual plans are reviewed in the autumn, spring and summer terms involving class teachers, parents, pupils, SENco and any other relevant outside agencies.

Provision, strategies and support

A child with SEND needs support that is 'additional to and different from' the rest of the class. Teachers need to ensure they use a range of different strategies to support the child's learning.

These may include:

- Using IT or a scribe to record
- Using IT to support learning
- Using drama techniques
- Using thinking skills
- Using concrete apparatus
- Using of seating for learning
- Adapting the learning environment
- Using of talking partners
- Use of visual aids
- Use of different groupings
- Use of outdoor environment
- Use of pre-learning
- Use of active learning tasks
- Use of differentiated tasks
- Collaborative learning
- Use of pupil's interests
- Use of curriculum focus weeks and theme days

Intervention programmes may also be used. These may include:

- Toe by Toe
- Precision Teaching
- Speech and Language programmes (as directed by Therapist)
- Pre-learning vocabulary
- First Call
- Colourful Semantics
- Social Stories
- Grief and Loss Counselling
- Social and emotional counselling support
- First Move (motor skills support)
- RWI tutoring
- Physio therapist programmes (as directed by Therapist)

Support for targets or intervention strategies may also include, as appropriate:

- In class support – additional adults to support with following instructions, completing tasks etc.
- Small group support – this may be inside or outside of the class, useful in developing working relationships
- 1:1 support– may be in class or outside the classroom, may be used for more individualised targets, reading, spelling, etc.
- Specialist support – may be in the form of an observation or intensive teaching usually done on 1:1 or 1:2 basis with a specialist.

Specialist support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child. The Local Offer can be accessed at:

<https://www.lincolnshire.gov.uk/send-local-offer>

With an easy to read support booklet which can be accessed here:

https://search3.openobjects.com/mediamanager/lincolnshire/fsd/files/local_offer_booklet_v2.pdf

The school currently works closely with the following specialists:

- Educational Psychologist
- Specialist Teaching Service – Mr Whitehouse
- Speech and Language Therapy
- Social, communication outreach
- Sensory Education Support Service
- Grief and Loss Counselling
- Educational Welfare Officer
- School Nurse Team
- Parent Support Advisor

9. Facilities for SEND

The school is fully accessible to wheelchairs and there is an accessible toilet. Please refer to the Academy's Accessibility Plan for more details.

A range of technology, specific equipment and resources are used to support specific needs where appropriate.

10. Requesting an Education, Health and Care needs assessment.

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the Academy will consider requesting an Education, Health and Care needs assessment.

This will occur where the needs of the child are so complex and that a multi-agency approach is required to address them successfully. The decision to make a referral for a statement 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
- SENCO Assistant
- Social Care
- Health professionals
- Other relevant outside agencies

Information will be gathered and a decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Lincolnshire County 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 in developing and producing the plan.

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

11. Working in partnership with parents

Welton St. Mary's C.E. Primary Academy believes that parents have much to contribute to the development of children with special needs and we encourage parents to be fully involved with all aspects of the child's education. Teachers notify and involve parents when the school first becomes concerned about a pupil's learning development and keep them updated throughout the various stages. Working closely with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Active partnership through an ongoing dialogue with parents will be encouraged via:

- Consultation evenings and open days
- SEND Review meetings
- Curriculum workshops
- Informal meetings
- Annual Review of EHC plans

The school website contains further school SEND information and a link to the LA Local Offer, which can also be found here.

<https://www.lincolnshire.gov.uk/send-local-offer>

Review meetings will take place in the autumn, spring and summer terms. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents' views and pupil's views will be explored fully during review meetings. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

12. Inclusion of pupils with SEND

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

All classes include educational visits to enhance the curriculum and residential trips are organised for children in Year 4, year 5 and Year 6. Pupils with SEND are always included on visits, ensuring any specific needs have are taken into account within risk assessments. All children have an equal right to attend extra-curricular clubs. After school care is available from Kids Club.

13. Training (Continued Professional Development)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENco attends relevant SEN course and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENco, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links with other schools, agencies and voluntary organisations

To enable continuity of learning, we liaise with local pre-schools and feeder secondary schools. Visits and information are exchanged at transition times and transition plans are developed for pupils on a needs basis.

Our school utilises the outside support and facilities of the Educational Psychology Service, Specialist Teaching, Speech and Language Therapy Service, Social and Communication Outreach Service, Physiotherapist, School Nurse Service, Grief and Loss Counselling Service and Social Services. Our contact with them varies depending on the needs of our pupils.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO. The school complaints procedure can be found on the website.

16. Evaluating the success of SEND provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. In meeting the needs of children with special educational needs, the policy is effective when:

- Pupils are quickly identified and assessed
- Parents are involved early in helping their child overcome difficulties
- A complete and accurate SEND Register is kept
- A graduated approach is used for all pupils on the SEND register
- Clear and realistic targets are set for SEND pupils
- High quality teaching supports pupils with SEND appropriately
- Pupils successfully access the curriculum
- Pupils achieve their potential and make progress
- Support staff are deployed effectively and efficiently in support of SEND pupils
- Specialists are contacted as soon as it is deemed necessary
- Pupil's individual differences are recognised and valued

- The Special Educational Needs Co-ordinator has time to do the job effectively

The SEND policy, procedures, provision and outcomes will be monitored and evaluated by the SENCO and SENCO governor in line with the SEND Code of practice and reports will be made to the SLT and full governing body.

This policy will be reviewed annually by the SENCO and SLT and any amendments will be presented to the governing body for approval.

Appendix 1

Broad areas of need

Communication and interaction

6.28 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 of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people 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 disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.