

### Mission Statement

To create an inclusive environment encouraging forward thinking, determined, successful pupils, who will draw inspiration from each other.

Pupils will develop lifelong skills to use in an ever changing world and understand that working together in an honest and respectful partnership is the way forward.

Our core values are: respect, teamwork, responsibility and achievement.

Our motto: If we believe, we will achieve

(created by the pupils of William Read Primary School)

### General Policy Statement

This policy reflects the values and philosophy of William Read Primary School in relation to children who have special educational needs. All children are entitled to a broad and balanced curriculum relevant to their needs. Each child should have the opportunity to develop and realise their true potential. At William Read Primary School staff, governors and parents are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting his individual needs by matching them to the curriculum.

The SENCO at William Read Primary School is Mrs Saville.

Mrs Saville can be contacted via the school office on 01268 683818.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 3.65 and has been written with reference to the following guidance and documents:

- ❖ Equality Act 2010: advice for schools DfE Feb 2013
- ❖ SEND Code of Practice 0 – 25 (Jan. 2015)
- ❖ Schools SEN Information Report Regulations (2014)

### 1. Rationale

William Read Primary School is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background.

We believe that all people are of equal value and that we have a responsibility to provide balanced provision for all learners to help them achieve their full potential. At William Read Primary School, staff work together to identify children with Special Educational Needs (SEN). These children are entered onto our register for Special Educational Needs.

We believe that these children have entitlement to special educational provision for the following reasons:

- ❖ **Equality:** Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability. 'Every Child Matters' provides both the legal and moral framework for this entitlement.
- ❖ **Improved learning:** Children with SEN enrich our school community. Many of our children with specific difficulties e.g. dyslexia have other areas of strength which need to be celebrated. Removing barriers to specific difficulties emancipates learners to achieve their potential in all other areas.
- ❖ **Raised achievement:** All children have an entitlement to reach their full potential. It is essential that the learning for these children is appropriate to their individual levels in order to raise their achievement to the full extent of their abilities. Staff have a responsibility to have a high expectation of children with SEN, combined with a responsibility to adequately differentiate to meet the specific needs of children in our school community.
- ❖ **Providing inspirational role models:** Children with special educational needs often have to overcome enormous barriers to learning. Teachers work hard to praise progress in individuals which is often celebrated in class and assemblies. Many children with SEN have highly developed strengths in other areas. William Read Primary School actively encourages these children to develop skills in other areas and provides opportunities for these children to shine.

- ❖ **Investment in the future:** It is crucial to devise an effective identification policy for children with special educational needs which seeks to address those needs, so that these children can be the very best they can be, both now and in the future.

## **2. Aims**

Our school is an inclusive school. We continue to have a strong reputation within the local community as being a school which welcomes any child with special needs, regardless of the degree of difficulties presented. The SENCo works closely with pre-school providers and the educational psychologist, ensuring that children starting school with special educational needs have individualised provision from their first day; the same is true of children with Special Educational Needs who move to our school from other schools. Liaison between pre-school providers, parents and the SENCo often begins when the children are as young as three. In addition we aim

- ❖ To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- ❖ To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- ❖ To establish good home school communication.
- ❖ To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- ❖ To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- ❖ To review needs and provision termly for budgeting, planning and resourcing for SEN.

## **3. Definitions**

### **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- have a disability which prevents or hinders them 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. 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.*

The school has close links with all the agencies that are involved in a child's education and welfare. If necessary, help and advice can be given by a Speech and Language Therapist, Educational Psychologist, counselling service, School Nurse and a variety of specialist teachers.

At William Read Primary the families of children who have Special Educational Needs are involved at every step, and kept fully informed either through written reports, home-school books and telephone conversations. We have an open door policy where parents can call in and speak to the SENCo or if unavailable, they can request a call from the SENCo. We understand that parents are sometimes very worried about their child's development, and staff are always available to discuss concerns as they arise. We pride ourselves on our relationships with families; it is very important to us that we are seen as approachable, with a shared focus on achieving the best for each child.

## **4. Identification and Monitoring**

A Special Educational Needs Register is updated and monitored regularly by the SENCo. In order to identify children with SEN throughout the school a range of measures are undertaken;

- ❖ Liaison with pre-school providers/E.P for reception children
- ❖ Discussion with the range of adults involved with a particular child specifically the class teacher and LSAs
- ❖ Observation by teaching staff, LSAs, club leaders etc.
- ❖ Analysis of whole school assessment data as part of the school assessment cycle-SENCo to formally meet with the Headteacher and class teacher to discuss progress and attainment.

- ❖ Evidence of pupil work or performance
- ❖ Discussion with parents
- ❖ Initially, a range of low level interventions are employed (increased time 1:1 reading, additional LSA support for numeracy, etc.) for a specified period to help monitor progress in identified areas to assess if longer term provision is needed.

If longer term provision is needed, a child is entered on the Special Educational Needs Support register. There are a range of interventions available across all areas of need, some taking place in the classroom, some in small groups which are withdrawn from the class – as appropriate to the needs of the intervention and the needs of the children.

Interventions are reviewed termly generating provision maps which are collaborative documents between the staff, children and parents.

## **5. The role of the SENCo**

At William Read Primary, we recognise the necessity for all staff to be involved in identifying, encouraging and providing for the needs of children with special educational needs. However, we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness. The person responsible for co-ordinating provision for children with Special Educational needs is known as the SENCo. In William Read Primary School, the SENCo is Heather Saville.

The SENCo plays an important role in reminding the SLT, teaching staff, non-teaching staff, club leaders etc. of their responsibilities. This also includes our peripatetic staff such as music tutors and sports coaches, which is particularly relevant for the child with health difficulties.

The SENCo keeps abreast of issues relating to 'SEND' pupils, bringing these to the attention of appropriate staff as necessary and acting as a point of reference for colleagues who need assistance, advice etc.

The SENCo is responsible for maintaining the Sen register. However, class teachers review the progress of all children regularly and children on SEND register every term. The SENCo works with the LSAs providing opportunities to share concerns over individual children, or to give feedback on progress made – this is fed in to any review held.

For those children placed on the Special Needs Support Register an Individual Provision Map is written. This is a short printed document that describes the child's primary needs and details interventions that will be used over the following term. Depending on reviews, children may be taken off the register. Ideally, a short well-focused intervention in school will mean the child the child need not stay on the register. The key trigger for further action and concern is lack of progress or specific difficulty in a key area.

### **Identification and Assessment of Pupils with Special Educational Needs**

All children with SEN are identified and assessed as early as possible.

In the case of bilingual children who may have SEN, the school will endeavour to obtain an assessment of the child in their first language via EMTAS (Ethnic Minority and Traveller Achievement Service) and liaise with the parents/carers through an interpreter. (We do not consider that children have learning difficulties solely because their home language is different from English.)

The SEND Code of Practice 2015 recommends a step-by-step graduated response to special needs. Some children, whose needs are more complex or who don't progress after Quality First Teaching and in-class interventions, may need additional support from external specialists working with the child or with the school staff to meet the child's needs. This form of help is known as SEN support and the children are placed on the SEN register for Additional School Intervention. This support might be from an Educational Psychologist, a paediatrician/occupational therapist or a specialist teacher. In some cases support given at this level may not be enough. When this happens the Local Education Authority (LEA) will consider the need to make a statutory assessment. If it is believed that the child needs more support, then statutory provision will be made by the LEA in the form of an Education Health and Care Plan. (EHCP)

## Working with parents

For children placed on the SEN register, the class teacher will meet individually with parents in the early part of a new school year to discuss concerns and ways that children can be helped at home. This initial meeting may take place later in the school year if the child is placed on the register at a later date. Parents then meet the class teacher in February who will update them on progress and finally, in July, will have a meeting with the relevant class teacher again.

Good communication between home and school is key to effective support so teachers and parents or carers need to talk regularly.

## **6. Teaching and Learning Provision**

### **A. Classroom**

The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as having Special Educational Needs, the majority of provision will be made within normal curriculum planning and differentiation. Additionally, support is available from LSAs (Learning Support Assistants) in specific lessons such as Maths and English. All classrooms provide an effective learning environment. For children with special educational needs this may include:

- ❖ The use of visual timetables/ task planners
- ❖ Hover support/ timers
- ❖ Alternative recording methods
- ❖ Specialist Equipment (from writing slopes, to laptop access)
- ❖ Ability groupings to support the learning styles of children with SEN
- ❖ Withdrawal groups for additional needs (from precision teaching, dyslexia support one to one to social skills support groups and gym trail )
- ❖ Withdrawal groups to rehearse skills needed within specific lessons
- ❖ Using Assessment for Learning as an approach to give pupils ownership of their learning and understanding of their next steps;
- ❖ When planning their work, teachers take into account the abilities and needs of all of their children. They plan using objectives below age related expectations, where appropriate for children on the special needs register. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities to practice the skills needed to close the gap with their peers.

This list is not exhaustive, but through the above approaches, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

### **B. Additional Support**

- ❖ Gym trail supports co-ordination, attention and concentration needs
- ❖ Touch typing is offered to children with specific needs
- ❖ Toe by Toe is offered to children displaying dyslexic tendencies
- ❖ Pastoral & behaviour support children with social and emotional needs
- ❖ One to one support is offered in limited cases, for speech and language interventions for example. However, the school prefers to offer children support within a group where possible.
- ❖ Signposting to relevant after school clubs and activities and community clubs and activities

## **4. The Governing Body**

The Governing Body has a link governor who can help with any queries or complaints. The link governor follows a monitoring programme, meeting with the SENCo/Inclusion leader to discuss provision, problem solve any issues that may arise and observe interventions where possible. The provision for children with SEN comes under this remit and is monitored as part of this process. A report is written and presented at least annually to governors.

