

Wessington Primary School SEND Policy

Review Date: Summer 2025
Next Review Date: Summer 2026
Person in charge: SEND (Special Educational Needs and Disability) Co-ordinator

Rationale

At Wessington Primary School we believe that educational inclusion is about equal opportunities for all learners. We are fully committed to promoting inclusion of all children, whatever their age, ability, disability, gender, ethnicity, impairment, attainment and background. We believe that the teaching, learning, achievements, attitudes and well-being of every child in our school are important.

We are committed to providing an appropriate and high quality education for all children including those identified as having Special Educational Needs including emotional, education and physical difficulties and those identified as Gifted and Talented where every child is fully included in all aspects of school life.

We believe that all children should be equally valued in school and we will strive to eliminate prejudice and discrimination and to develop an environment where all children feel safe.

Wessington Primary School welcomes and encourages parent involvement in their child's education. We have established good links with outside agencies, drawing on their expertise and good practice to provide comprehensive provision for children with individual needs.

Responsibilities

Whatever arrangements are made at Wessington Primary School, the statutory duties remain with the Governing Body.

- The Governing Body will in co-operation with the Head Teacher and SEND Co-ordinator, determine the school's approach to provision for all children with individual needs, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work.
- One member of the Governing Body is delegated link Governor for SEND. This Governor takes an active interest in and monitors inclusion throughout school.
- The SEND Co-ordinator meets with the Chair of Governors on a termly basis and the governing body have a standards committee to review progress of all learners.

Role of the SEND Co-ordinator

- Managing the day-to-day operation of the school's SEND policy
- Monthly updates of the SEND Register, ensuring information on School SIMS system is updated alongside this
- Ensuring that any new Statutory requirements are met from the Governments SEN Review
- Updating the Statutory School SEN Information Report on the School Web-site

- Liaising closely with the Gifted & Talented Leader and Learning Mentor and advising and updating colleagues on new SEN information and developments
- Termly meetings with the Children's Centre SEND Co-ordinator
- Managing and overseeing the records for all children with SEND
- Tracking SEND children's progress
- Meeting with Governor responsible for SEND
- Reviewing development SEND part of School Development Plan
- Liaising with parents of children with individual and special educational needs
- Attending SEND Reviews, Education Health Care Plan Meetings and Early Help Meetings.
- Working closely with outside agencies
- Contributing to the in-service training of staff
- CPD: Attending annual SENDCO Conference, attending LA held SEN Trainings and Primary SENDCO Termly Meetings

Role of Class Teacher

Teachers ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

Teachers will

- Ensure their planning and teaching:
 1. Provides suitable learning challenges
 2. Is in response to a pupil's individual learning needs
 3. Attempts to overcome potential barriers to learning
- Monitor the progress of children with SEND by assessing, reviewing and target setting.
- At termly Parent's Evenings, making sure that all SEN children have their Support Plans evaluated and new ones written.
- Be actively involved in the writing of a child's Support Plan, with 3 to be written and evaluated in an academic year; Spring Term: January to March, Summer Term: April to July, Autumn Term: September to December.
- Be actively involved in Curriculum target setting, assessing and reviewing.
- Work closely with the SEND Co-ordinator, seeking help and guidance when necessary.

Special Educational Needs and Disabilities

SEND Register

- Children with Special Educational Needs and Disabilities will be placed on the register.
- The register will indicate the stage and nature of the child's needs.

Aims

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different groups of children within our school.

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and disabilities
- gifted and talented children
- any children who are at risk of disaffection or exclusion
- children who are looked after by the local authority

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, maturity. At Wessington Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions;

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible, such as one to one support or Intervention programmes.
4. To provide full access to the curriculum through differentiated planning by class teachers, SEND Co-ordinator and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND (SEN support and EHCP.)
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To involve parents/carers at every stage in plans to meet their children's additional needs.
8. To involve the children themselves in planning and in any decision making that affects them.

Parent Involvement

Parents are informed if there are concerns regarding their child's specific needs. They are encouraged to become involved in their child's education and assessment. They are also encouraged to work closely with outside agencies who may become involved in their child's care.

Reviews

- Parent open evenings are used as a venue to review and update parents about their child's progress.

- During pupil progress meetings staff will review the Special Educational Needs of children in their class and discuss their progress and needs with the SEND Co-ordinator.
- This termly review between staff and SEND Co-ordinator will determine:
 1. Any new children to be added to/removed from the School SEND register
 2. Any child who needs to be moved to a higher stage
 3. Support Plan Targets to be set for the next term, based on assessments
 4. Meetings needed with parents to explain any of the above recommendations
 5. Children who need to be referred to external agencies

NB: Children may be added to or removed from the SEND register at any time during the year if required.

External Agencies

We have close links with a number of external agencies who may support individual children with medical, social and emotional needs and learning difficulties. These include:

- School Nurse and Health Visitors
- Speech and Language Therapists
- Educational Psychology Service
- Learning Support Service
- Behaviour Teams
- Autism Outreach Team
- Home-School Partnership
- Family Support workers
- Children and Young Peoples Services (CYPS)
- CAMHS
- Paediatricians

We are also able to access specific services as required on an individual need basis through the CAF/Strengthening Families referral system.

School Based Provision

Sunderland City Council have introduced SEND ranges which are used to help schools identify and assess the needs of their pupils and to put in appropriate support. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources and a Support Plan is devised for the child. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record, in a SEN Support Plan, the strategies used to support the child. The plan will show the long and short-term targets set for the child, and the teaching strategies to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the plan review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies being included in the Support Plan. External support services will provide information for the child's new SEN Support Plan. The new

strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory Assessment- EHCP, will be made to the LA. A range of written evidence about the child will support the request.

Request for EHC Plan

If the school, parents and outside agencies agree that a child is not making significant progress and further support is needed, the decision to seek an EHC Plan will be made. The school must provide written evidence of the following:

- The school's action through the assess, plan, do review cycle.
- I.E.P's & Support Plans
- Health Records and where applicable medical advice
- National Curriculum levels
- English and Maths Attainment
- Educational and other assessments, e.g. Educational Psychologist
- Parental and child views
- Involvement from other professionals
- Where appropriate, involvement of social services or educational welfare service.

When making a request for EHC Plan, the school will follow the guidelines set out in the Code of Practice and the guidelines set out by Sunderland LA.

Signed _____ Headteacher

Signed _____ Chair of Governing Body

Date _____