



Whitley Abbey Primary School

Policy for Special Educational Needs, Disability and Inclusion

February 2021

To be reviewed February 2022

Whitley Abbey Primary School
Special Educational Needs and Disability and Inclusion Policy Statement

Whitley Abbey Primary is an inclusive school and so pupils with SEND have the same rights as other pupils to full participation in learning as part of a stimulating curriculum. We believe that all children have the right to succeed and make good progress in order to prepare for the next milestones in their learning within our school and also preparing them for milestones in life. Every teacher is a teacher of every child or young person including those with SEN.

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. Responsible Persons

- The person co-ordinating the day to day provision of education for pupils with special educational needs is Rebecca Nero (SENCO) who holds a National SENCO award. She can be contacted through emailing the admin@whitleyabbey-pri.coventry.sch.uk, or senco@whitleyabbey-pri.coventry.sch.uk or by phoning the school office on 024 7630 3392. The SENCO is Mrs Rebecca Nero, who is a member of the Senior Leadership Team.
- The link governor for **SEN is Amy McGrory** (SEN Governor), whose role it is to check the quality of the provision in place for SEN children and to monitor the role of the SENCO.
- The designated teacher with specific safeguarding responsibility is the Head Teacher.
- The designated teacher responsible for managing our responsibility for meeting the medical needs of pupils is Head Teacher.

3. Aims and objectives

At Whitley Abbey Primary School, we have high expectations for all pupils with SEN. We also want SEN children to have high aspirations of themselves. Our school focuses on outcomes for children and young people and not just the hours of provision and support that they receive.

We will:

1. Identify and provide for pupils who have and additional and special educational needs.
 2. Work within the guidance provide in the SEND Code of Practice (September 2014).
 3. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
 4. Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy.
 5. Provide support and advice for all staff working with special educational needs pupils.
- The staff and governors at Whitley Abbey Primary School are aware of the importance of identifying and providing for those pupils who have special educational needs. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs. Staff members who will come in to contact with these individuals will be made aware of children’s specific needs as appropriate.
 - As part of the Head Teacher’s annual report, they will report on the effectiveness of the school’s work for pupils with special educational needs.
 - The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This will be done as far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
 - We have high expectations for all of our pupils, including SEND children. We focus on setting SEND children short-term targets which are outcome driven in order to help the children to progress both academically and socially. Our philosophy is not purely focused on the hours of additional support available to our children.

4. Identifying Special Educational Needs

There are 4 broad categories of need stated within the 2014 SEN Code of Practice. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that we plan for to cater for children’s needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child.

There are some considerations which are **not** deemed as SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a disadvantaged pupil grant
- Being a Looked After Child

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour should be related to their overall **wellbeing**, which staff in school that know an individual should be able to recognise.

5. A Graduated Approach to SEN support

All class teachers are responsible and accountable for the progress and development of **all** the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers are teachers of SEN children and they will regularly work with these children. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

A pupil will only be identified as SEN if they do not make adequate progress after they have been in receipt of good quality personalised teaching and also been involved in intervention. A pupil may also be identified as SEN when an individual shows signs of difficulty in some of the following areas:

- Acquiring and retaining literacy and numeracy knowledge
- Presenting persistent emotional and social difficulties
- Has sensory or physical problems
- Communication or interaction difficulties.

After this identification, this is when the school will consider whether to place the pupil at "SEN support" and, if such an action is taken, notify parents and carers of such a decision. SEN support is determined as support that is additional to and different from the differentiated curriculum will be provided through planned additional support and provision mapping in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Wellbeing support programmes
- Use of specialist equipment
- Alternative teaching strategies

School will seek advice from appropriate external support services where it is felt necessary to do so and will **always** gain permission from parents and carers of such a decision before such a referral would be made. Services that may be involved with an individual are:

- The Complex Communication Team (CCT)
- Social, Emotional, Mental Health and Learning Support Service (SEMH&L) including support for dyslexia
- Rise - Coventry and Warwickshire's emotional well-being and mental health services for children and young people
- Speech and Language
- Educational Psychology Service (EPS)
- Health Service
- Social Work
- Sensory Support Service, including hearing or vision
- Alternative Education Provision (Pupil Referral Units)

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. The SENCO regularly keeps class teachers informed of current SEN practice.

Whitley Abbey Primary School operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children on the 'SEN support register', those with an Education Health and Care Plan and also those others with less significant problems.

At Whitley Abbey Primary School there are lifts available for children and adults who are unable to access the stairs. There is a disabled toilet and access to a shower for individuals to use where necessary.

6. Managing Pupils Needs on the SEN Support Register

- At Whitley Abbey Primary School, the SENCO and all teaching staff are regularly involved in a termly cycle of assessing and reviewing the children's current needs in order to most effectively plan for their next steps.
- Parents and carers will always be kept informed about the special educational needs experienced by their children. In accordance with the recommendations outlined in the Code of Practice, parents and carers of children with SEN will be invited to meet with their child's class teacher 3 times a year. This process will be 3-fold;
 - 1) The child will have the opportunity to share their views on their strengths, weaknesses and interests.
 - 2) The parent will have the opportunity to share their views on their child.
 - 3) The class teacher will also share with the parents and carers the support planned for their child

The timescale for this is as follows;

- 1) Autumn Term – parents/carers will be invited into school to meet with their child's class teacher in replacement of the Autumn term parents' consultation evening in order to offer parents a longer appointment to review and discuss their child's needs and support strategies. Class teachers will review previous outcomes from the Summer term and write up to date outcomes to work towards over the Autumn term.
- 2) Spring Term – parents/carers will be invited into school to meet with their child's class teacher in replacement of the Spring term parents' consultation evening in order to offer parents a longer appointment to review and discuss their child's needs and support strategies. Class teachers will review previous outcomes from the Autumn term and write up to date outcomes to work towards over the Spring term.
- 3) Summer term – parents/carers will be invited into school to meet with their child's class teacher to review and discuss their child's needs and support strategies. Class teachers will review previous outcomes from the Spring term and write up to date outcomes to work towards over the Summer term.
- 4) Summer Term - during this final time of the school year, class teachers will be available to discuss child's outcomes that have been written in their end of year school report. These outcomes will then be transferred to children's SEN conversation booklet, which will be worked on during the Autumn term of the following term.

- We use structured conversation booklets as a way to involve the child, parent and class teacher in setting appropriate outcomes. We feel that it is crucial for parents and carers to feel a **part** of this process and not make it something where they are 'spoken at' by their child's class teacher.
- This booklet is used so that the child's needs that have been identified can be recorded and so that clear outcomes for the child can be agreed and also recorded. The outcomes are reviewed each term (see timescale above) and this information is also given to parents and carers to for their records.
- It is the core expectation that class teachers are responsible for maintaining and updating these records and evidence progress according to the outcomes described in the plan.
- The class teacher is also responsible for ensuring that the booklets are shared with the SENCO after each termly meeting so that the SENCO has a clear understanding of the outcomes and **how** this will be addressed. Copies of these booklets are added to child's individual SEN records, kept up to date by the SENCO on CPOMS. The system is now paperless as far as possible. The SENCO is responsible for checking that these termly meetings have taken place and setting a time frame in which staff should complete them.

The termly cycle of review at Whitley Abbey Primary School

- Following on from conversation books being completed by class teachers at the start of each term, there is a cycle of SEN support that we follow. The structure for this is as follows:
 1. Following on from setting outcomes for the term, teachers are expected to **plan** the intervention for children. This may be within weekly planning if the child is working on their specific target within lesson time. Or this may be using the whole school intervention planning proforma if the child is receiving targeted (additional support) specialist (specific, long term) support above and beyond what you plan for within your normal weekly planning. i.e. putting the outcomes detailed in your conversations with parents into practice.
 2. This planning is then mapped on provision maps. These are completed each term to ensure that a child is not receiving the same provision throughout the whole academic year if this is not making an impact on their learning.
 3. A clear TA timetable should then be produced clearly indicating when this planned provision will take place and also stating what other groups your TA will be supporting (i.e. in class support).
 4. At the end of each term, class teachers will be asked to share comments with the SENCO about children's progress, any other arising needs and any new children to be added to the register in order to help the SENCO to update and review the SEN register.
 5. The cycle of review will then begin again in the next term. The SENCO will inform staff of any new additions to the SEN register or if anyone has been removed. The addition and removal of pupils will be in collaboration from class teachers, who will share information with the SENCO when asked.
 6. If pupils are added or removed to the SEN register, this is always done with acknowledgment of their parent(s)/carer(s). The office team are also always informed to ensure that SIMS record keeping matches the SEN register held by the SENCO.
- At Whitley Abbey Primary School, we buy into a service level agreement in order to allocate us a set number of hours that we can use to bring in specialist support for individuals or groups of children in our school linked to their learning and wellbeing.
- The SENCO is involved in termly planning meetings to meet with the external services that we buy into (*SEMHL, CCT and the Educational Psychologist*). Prior to this meeting, as part of the termly cycle of

review, the SENCO will have gathered information from all class teachers across the school so that they have a clear understanding of the current needs and circumstances for the children SEN support registers, those pupils who are making slow or poor progress and about individuals, who are not currently on the register, but who the class teacher has concerns about. This information will be discussed with the specialist teachers during the meeting so we can ascertain where their support will make the most impact during the following term. This process is regularly monitored by the SENCO. During this meeting the priority across the school is decided for when children will be seen by the services we buy into.

- If we felt that a child would benefit from such support, then the SENCO would **always** seek parental permission for this work to go ahead. This is either signed consent where a copy will be uploaded as a scanned document to the Coventry SEND Support Service or in the current COVID-19 pandemic, verbal consent is acceptable.
- Where needed, children can be referred to other support services throughout the course of the academic year, also with parental permission.
- All documentation from outside agencies concerning a specific child are always shared with parents and carers. When school is running in a normal manner, they are invited into school to discuss this with the class teacher and/or SENCO. In the current COVID-19 pandemic, this will be virtual, by phone or by email. The SENCO will keep thorough records to track the support that an individual pupil has received and will check in with teachers on a monthly basis to check the progress and implementation of specific children's recommendations from specific reports. These records are also meticulously maintained on CPOMS to show a record of support, internal and external, for each SEN pupil.

7. Criteria for exiting the SEN support register

The SENCO reviews the SEN support register each term to ascertain if these children are required to stay on the register. This is determined by the progress the individual is making in line with peers in their class and other support in place for the individual. Please note that some children may be on the SEN register due to social and emotional difficulties and so the measure of their academic progress alone may not be suitable.

If there is any movement on the register (if their child is added or removed), the parents/carers are **always** informed of this in writing and asked to sign a letter or respond to an email (whichever is easiest for them) to show they have read and understood the information. This letter is not a form of permission but rather for parents/carers to **acknowledge** that school are adding their child to the SEN register.

If children are taken off the SEN support register, where appropriate and necessary, the child will be placed on the school's Lower Ability register in order for the SENCO to continue to monitor the progress that they make during the academic year.

8. Access to the Curriculum

- The National Curriculum will be made available for all pupils. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation. The SENCO will liaise with class teachers to set small step targets from a child's EHCP in line with the whole school SEN cycle of review to ensure that the content of the EHCP is being addressed. This will also help to inform the annual review process.

9. Record keeping

Detailed records will be kept of the pupils receiving extra teaching support. These will include:

1. Detailed records of intervention work carried out with a child.
2. Structured conversation records that have taken place between the child, parents and carers and the class teacher. These will be held termly (see detail above).

10. Resources

- The school budget is responsible for paying for the first £6000 for children with SEN. Additional funding can be sought for a child who is in receipt of an Education Health and Care Plan. This funding is determined by the band of support identified for the individual child.
- Parents are entitled to request a Personal Budget if their child has an EHC plan or has been assessed as needing a plan. A Personal Budget is an amount of money the Local Authority has identified to meet some of the needs in a child's EHC plan, if parents want to be involved in choosing and arranging a part of the provision to meet their child's needs. Parents (or their representative) will need to agree this with the Local Authority. A Personal Budget can only be used for agreed provision in the EHC plan.

11. Supporting pupils and families

- Parents and carers can access the Coventry Special Educational Needs and Disability (SEND) Local Offer by following this link: <http://www.coventry.gov.uk/sendlocaloffer>. They can also find this link on Whitley Abbey Primary's website, by going into the 'parents' link from the home page and then selecting SEND.
- Whitley Abbey has a comprehensive SEN Information Report, which is accessible to parents and carers via the following link: <https://whitleyabbeyprimary.co.uk/key-information/send/>
- As children move from class to class, there is whole class transition work delivered over the second half of the Summer Term in order for the children to become familiar with their new environment and the adults they will be working with. For ASD children pen portraits will be filled out by the child, the parent/carer and the current class teacher to pass onto the child's new class teacher in order to support this individual. This is organised through the Complex Communication service.
- As children approach moving from Year 6 to Year 7 we support vulnerable individuals who we feel will find this transition difficult. These children are involved in work to prepare them children for their new setting. The Y6 class teacher or the SENCO will share information with a key member of staff who will be regularly involved with these children in their new setting. This transition may be different during the COVID-19 pandemic and will vary from school to school as to what they can offer. The SENCO will make suggestions

to parents/carers with children transitioning to secondary school for things they can do to best support their child in collaboration from the specialist SEN services.

- The school will actively seek the involvement of parents and carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parent and carers is often the crucial factor in achieving success.
- Communication between the parent/carer and the school will be consistently maintained in both written and verbal form.

12. Supporting pupils at school with medical conditions

- At Whitley Abbey Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010.
- Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please refer to the policies on 'Supporting pupils with medical conditions' and 'Management of medication in school' for further information.

13. Monitoring and evaluation of SEND

We regularly monitor and evaluate the quality of provision that we offer to all our pupils. This is done through:

- Regular trawls of intervention planning and children's books.
- Talking to SEND children to seek pupil voice on a one-to-one basis and through the use of Google forms where appropriate in collaboration with staff.
- Listening and acting upon to feedback/comments from parents and carers.
- Listening to and acting upon feedback/comments from staff.
- Liaising with the school link governor to discuss the quality of provision.

The evaluation and monitoring arrangements help to inform an active process of continual review and improvement of provision for all pupils.

14. Staff Development, training and resources

- Areas for further training and development will be identified as part of the monitoring role of the SENCO. The SENCO will communicate with staff throughout the year to further identify training needs. Areas for development will be incorporated into the staff development plan. Resources to specifically support children with SEN will be regularly monitored by the SENCO.
- All teachers and support staff undertake induction on taking up a post. The SENCO will meet with the individual to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND and ensures that key messages are reported back to school.

15. Storing and Managing Information

All documents are stored securely in line with the school policy on data protection. Once a child leaves our school in Year 6, **all** SEN information is passed onto the next school and, where appropriate, a meeting is held with staff members from the secondary school. If a child leaves during the course of the school year, **all** SEN information is passed onto the next school and, where appropriate a conversation is held between the SENCO and the new school. If documents need to be destroyed (for example, copies of reports), these are always shredded in order to not breach confidentiality. Accompanying the SEN paperwork, the child's new school will be sent a document being asked to sign to say they have received these documents and asked to send this back to Whitley Abbey Primary School.

16. Dealing with complaints and enquiry

If parents and carers of pupils with SEN wish to make a complaint, they should contact the SENCO in the first instance and where necessary the Head Teacher. The SENCO will inform the Head Teacher if a complaint was made. Where a complaint is made, there will be an initial phone call within 1 working day and then a letter written to the parent/carer within 3 working days.

17. Reviewing the policy

This school policy will be kept under review annually in order to assess if the policy shows a true reflection of the practice that takes place in our school.