Through wisdom, compassion and endurance, we endeavour to make the best decisions for our children

SEND POLICY

Whaddon Church of England first school, Whaddon, Milton Keynes, MK17 0LS
Head: Mrs Selina Davies B Ed (hons)
T 01908 501719 E office@whaddon.bucks.sch.uk
whaddon.eschools.co.uk

WHADDON CE FIRST SCHOOL
POLICY FOR SPECIAL EDUCATIONAL NEEDS

INTRODUCTION

This policy has been drawn up with regard to the Code of Practice issued by the Secretary of State for Education

A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire Schools or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the Local Authority (LA). A child must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he / she will be taught.

Aims

We at Whaddon School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Whaddon School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services where appropriate, including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Whaddon School has a Behaviour Policy and a Policy for More Able Pupils.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governing body** in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND governor) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision has a yearly action plan and is integral part of the school development plan.
- the quality of SEND provision is regularly monitored

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs personnel within the school
- managing the deployment of support staff.

- Overseeing the day to day operation of the school's SEND policy
- liasing closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole
- liaising with the SENDCo in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information eg. class-based assessments, Assessing Pupil Progress (APP), Early Years Foundation Stage Profile
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) is responsible for:

- liasing with and advising school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liasing with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- contributing to the in-service training of staff

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo and/or Headteacher for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Teaching Assistants work as part of a team with the SENDCo and/or Headteacher and the class teachers , supporting pupils' individual needs and help with inclusion of pupils with SEND within the class.

- enable pupils to gain access to a broad and balanced curriculum.
- implement IEPs/Provision mapps and monitor progress.
- contribute to review meetings where appropriate**.**
- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the Headteacher in relation to behaviour management and other issues for particular pupils.

Co-ordinating and Managing Provision

At Whaddon School:

- sharing of expertise is welcomed and encouraged
- SEND is included in staff meeting agendas when appropriate.
- the SENDCo ensures that regular meetings are held. Once half termly a termly ,IEPs and provision mapps are reviewed and new targets set. This information is shared with Parents/carers and they are invited to attend meetings where necessary.
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns when appropriate.
- pupils are involved as far as possible in discussions about their targets and provision
- the SENDCo ensures that the following information is easily accessible to staff and the SEND governor :
  - the school's SEND policy
  - the SEND register
  - an overview of SEND provision from the school prospectus
  - a class SEND file giving the names of all pupils in the class with SEND and copies of the pupil's IEPs/provision mapps moderation descriptors and other relevant information.

Admission Arrangements

Whaddon School strives to be a fully inclusive school. It acknowledges the range of range of issues to be taken into account in the [process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and Special Facilities

At Whaddon School:

- all teaching staff are experienced teachers who are able to teach pupils with SEND. Additional training for teachers and teaching assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible within the school.
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has not yet been adapted to provide easy access for wheelchairs, or toilet and washing areas

IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

All schools in Buckinghamshire receive funding for pupils in the following ways :

- the school budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo.
- the delegated budget for Special Education Needs.
- other specific funds e.g. Pupil Premium.

The headteacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include support staff, teacher time and materials and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Whaddon School follows LA guidance, as given in the SEND Handbook, to ensure that all pupils' needs are appropriately met.

Identification, assessment and review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Children are recognised as having **SEN support** when on the SEND register.

The Buckinghamshire SEND Handbook gives guidance on identification, assessment and review.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, emotional and social development, and sensory and/or physical.

Code of Practice needs	Categories
Communication and interaction	Language Autistic Spectrum Disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Behaviour, emotional and social development	BESD Attention Deficit Hyperactivity Disorder
Sensory and/or physical	Hearing Visual Physical

Levels of Provision
SEND Support

If a pupil requires additional and different support to his/her peers and they require additional support to be put in place, they are put on a register called **SEND Support**. An Individual Education Plan (IEP)/provision mapp is written by the class teacher with support from the SENDCo and/or Headteacher, where targets are detailed and reviewed half termly. Parents are invited to reviews and encouraged to play a full part in the process.

At times other professionals, such as Educational Psychologist, Occupational Therapists or Speech and Language Therapists, may also be used to gain advice and support to meet a child's needs.

Educational Health Care Plan

At times a child may have complex needs that require support from other professionals, or additional support provided by the school. Only a very small proportion of pupils require an EHCP. An EHCP is a legal document which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care.

Annual Reviews

Annual Reviews of pupils with EHCP's are carried out with all professionals involved, parents/carers, school staff and the pupils. These meetings review the targets and progress of the individual, highlighting next steps or areas of focus. Reports are prepared, shared and discussed in the meetings and collectively all attendees agree next steps and new targets.

IEP/Provision map Reviews

These are reviewed in school at least termly, but usually half termly, or if targets are met sooner, then more frequently. Small step targets are made with dates to aim for, and careful monitoring ensures progress is monitored and the necessary action is taken. If progress is slow, then it may be necessary to involve other professionals as well as continue with interventions and monitoring.

Curriculum access and inclusion

Children with Special Needs are considered full members of the class and school environment. They will be included in all activities unless there is a safety issue involved. All Children at Whaddon School take part in a broad and balance curriculum whatever their needs, unless as a school we have been advised against it. Pupils are grouped in classes according to age and / or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with support staff in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and subject co-ordinators
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- school self-evaluation
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development

- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan IEPs/provision mapps and targets, revise provision and celebrate success.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Headteacher. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Headteacher or a governor, if they prefer. This will be dealt with in line with the Schools Complaints Policy. The Buckinghamshire Parent Partnership Service is available to offer advice. They can be contacted on 01296 383754.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with parents

The staff at Whaddon School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Spring and Summer terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher, Headteacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01296 383754. Some of their leaflets are available in school.

The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Whaddon School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets
- talking to teaching assistants and teachers about their learning
- class and individual reward systems

Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes the Educational Psychology Service; The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and service for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and Nursing Teams may also so be involved. We are committed to using the expertise and advice provided by other professionals. Other health, social services and voluntary organisations can be contacted as required.

Links with other schools and transfer arrangements

Transfer and links with other schools

- SEND action records are transferred following county procedures
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation/setting
- representatives from local junior schools are available for consultation before the time for transfer
- representatives from Great Horwood and Winslow School visit our school to meet parents and pupils before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school

Staff development and appraisal

- the school is committed to gain expertise in the area of SEND
- there are regular opportunities for training sessions for all staff.

- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo / teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school.

KEY STAFF
SENDCO / - Gill Bevington

HEADTEACHER – Selina Davies

SEND GOVERNOR- Paul Williamson

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