



**Wells Primary School**  
**SEND Policy**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Last reviewed: June 2023**

# WELLS PRIMARY SCHOOL

## Special Educational Needs and Disability (SEND) Policy

### Aims:

- To ensure all pupils have equal access to a broad and balanced curriculum which is adapted to meet individual needs
- To promote the school's commitment to an inclusive approach
- To ensure high quality provision supports pupils with SEND
- To work in partnership with outside agencies, staff, children and parents
- To monitor and review individual progress and needs of children
- To promote early identification to facilitate early intervention
- To ensure that every child has his or her individual needs recognised and addressed through high quality teaching and effective additional support.
- To have a positive approach which builds on children's strengths and takes into account their views

### Definition of Special Educational Needs:

Children have special educational needs if they have a significant learning difficulty that calls for special educational provision to be made for them.

### Significant Learning Difficulty:

Children have a significant learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children are not regarded as having a significant learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Formative assessment will establish if concerns are due to limitations in their command of the language or arise from special educational needs.

### Areas of Need:

The Code of Practice defines four areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

### Educational Provision

Educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority (LEA), other than special schools in the area.

The school's provision map details how the necessary provision is made for any pupil who has special educational needs and disabilities.

All pupils with special educational needs join in the activities of the school, together with pupils who do not have special educational needs, as far as is reasonably practical and compatible. Our guiding principle is one of inclusion.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching children with additional needs is, therefore, a whole-school responsibility.

### **Identification, Assessment and Provision**

At the heart of the work of every class is a continuous cycle of assessing, planning, teaching and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry. If the child already has an identified special educational need this information may be transferred from the Early Years setting. The SENDCo and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties and provide for the next steps of the child's learning
- involve parents and carers in implementing a joint learning approach between home and school
- make a referral to the Early Years Advisory Service if appropriate

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place. This is called SEND Support.

High quality teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess, plan, do, review' (APDR) as recommended in the SEND Code of Practice 2014. In successive cycles, the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes.

Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services. The SENDCo has responsibility for keeping records of the steps taken to meet the needs of individual children. These records will be used if it is agreed to refer a child for an Education, Health and Care Plan (EHCP).

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes.

If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the LEA conduct an assessment of the child's education, health and care needs.

We will involve the child and their parents/carers at every stage of the assessment process.

## Monitoring Children's Progress

The school's system for tracking the progress of individual children is used to identify those making inadequate progress. Under these circumstances, teachers consult the SENDCo to consider the support over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in behaviour

At the beginning of each year and term, assessment data is used to review the school's provision map and SEND register. The provision map describes the allocation of resources and how the school provides for pupils with special educational needs and disabilities.

There is no specialist provision at Wells Primary School.

## Partnerships with Parents/Carers

The school adheres to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs, and ensures that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education.

## Pupil Participation

Children with special educational needs are encouraged, at an age-appropriate level, to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Admissions and Inclusions

Pupils with SEND are admitted to the school using the local authority's admissions criteria.

## Roles and Responsibilities

At present the designated members of staff are:

Head Teacher	Jill Henderson Debbie Franklin (from September 2023)
Link Governor for SEND	Martin Sachs
SENDCo	Catherine Keel
Acting Principal Educational Psychologist	Kay Charalambous
School Educational Psychologist	No named EP at present

## **Role of the Governing Body**

The responsibilities of the Governing Body are summarised in The Governance Handbook. In general, the Governing Body should, with the Head Teacher, decide the school's general policy and approach to meeting children's special educational needs for those with EHCPs and those receiving SEND support.

They must set up appropriate staffing and funding arrangements and oversee the school's work. It is recommended that Governing Bodies appoint a link governor for SEND. Wells Primary Link Governor for SEND is Martin Sachs.

The SEND governor will:

- help to raise awareness of SEND issues at governing body meetings
- monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## **Role of the Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head Teacher oversees the role of the SENDCo and keeps the Governing Body fully informed through termly reports.

## **The Role of the SENDCo**

**Responsibilities Include:**

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for and assessment of children with special educational needs
- liaising with and advising colleagues
- managing the team of teaching assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies, including the local authority's SEND advisory team, educational psychology services, health and social services, and voluntary bodies
- reporting to the Head Teacher and Governing Body on the quality of provision for pupils with SEND and on standards of achievement and attainment

**The Responsibilities of Teachers Include:**

- providing high quality teaching for all the pupils in their class
- providing for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- being accountable for the progress of all their pupils, including those who receive additional support from teaching assistants and specialist teachers
- working with the SENDCo to monitor the effectiveness of interventions and the progress made by pupils with SEND

## **Responsibilities of Teaching Assistants Include:**

- supporting pupils with their learning under the direction of the class teacher and/or the SENDCo
- implementing strategies recommended by the teacher, SENDCo or professionals from external agencies
- developing the independence of the pupils with whom they work
- providing feedback to the teacher and/or the SENDCo on the progress of the pupils with whom they work to inform planning and review

## **Pupil Participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education.

Where possible, they will be encouraged to participate in the decision-making processes and to have a voice when discussing support. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views. Pupils with special educational needs have their views captured in Pupil Passports which are updated each term as part of the APDR cycle.

## **Local Offer and the school's SEND Information Report.**

Further information on Wells Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>.

Our school Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

[Redbridge FiND | Wells Primary School](#)

The school's SEND Information Report is updated each year by the SENDCo, and can be found on the school website.

<https://www.wellsprimary.co.uk/send-and-inclusion/>

## **Monitoring Arrangements**

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## **Legislation and Guidance Relevant to this Policy**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health care plans (EHCPs), SEND co-ordinators (SENDCos) and the SEND Information Report

## **Related school policies**

- Equality Policy
- Accessibility Plan
- Health and Safety Policy
- Medicines in School Policy
- Inclusion Policy
- Teaching and Learning Policy

## **APPENDIX**

'High Quality Teaching' and 'Adaptation' refers to all the processes involved in learning which deal with differences in learners. They refer to the attempts made to motivate and assess positively at all levels of achievement.

Formative assessment is used to find out what individual learners need in order to progress. This informs teachers' planning so that all subjects/lessons take into account pupils making progress at different rates.

Teaching assistants are directed by class teachers towards supporting targeted pupils. All pupils receive support through adaptation. However, pupils who have a special educational need or disability and have significantly greater difficulty in learning than the majority of their peers will receive SEND support.

### **The Graduated Approach – 'Assess, Plan, Do, Review'**

#### **SEND Support**

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place.

This SEND Support will take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the needs of children and young people.

#### **Nature of SEND Support**

The SENDCo and the child's class teacher will decide on the action needed to help the child to progress. This may include:

- a group intervention programme
- provision of different learning materials or special equipment
- use of a specific 1:1 programme
- staff development and training to ensure best provision for pupils with SEND
- specialist/outreach referrals

For pupils who make inadequate progress after following an intervention programme, further assessments will be conducted. These assessments will be used in conjunction with formative assessments to create a pupil passport.

Pupils with a pupil passport will be added to the SEND register and their progress will be monitored each term with parental involvement. Parents will receive a copy of their child's pupil passport and copies of minutes from progress review meetings. Parents/carers are welcome to request meetings with the SENDCo when needed.

#### **Pupil Passports**

Strategies employed to enable the child to progress will be recorded within a pupil passport. The pupil passport will include the following information:

- the pupil voice
- the short-term targets set for the child
- review of the targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

The pupil passport will only record that which is additional to, or different from, the adapted curriculum and will focus upon three or four individual targets that match the child's needs, and have been discussed with the child and the parents.

The pupil passport will be reviewed at least twice a year and parents/carers views on their child's progress will be sought. Parents/carers' views and concerns will be recorded within the progress review minutes, and the minutes will be sent to parents/carers after the meeting.

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review meeting.

External support services may see and assess the child. They can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The SEND provision for each child will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the pupil passport continues to be the responsibility of the class teacher.

### **Links with other Agencies and Voluntary Organisations**

External support services play an important part in helping the school to identify, assess and make provision for pupils with special education needs. They also provide training to develop teaching and learning strategies. The school receives visits from the nominated Education Welfare Officer and Educational Psychologist for the school. In addition, the school may seek advice from the following agencies:

- SEATSS (Specialist Education and Training Support Service). SEATSS is the SEND advisory service for Redbridge. They offer advice and support for children in the following areas:

- Autistic Spectrum Disorder (ASD/Social Communication)
- General Learning Difficulties (GLD)
- Medical Syndromes
- Language and Communication Difficulties
- Physical and Complex Needs
- Specific Learning Difficulties
- Sensory needs – including hearing and visual impairment.

- Early Years Advisory and Support Service.
- Health Services, including Speech and Language Therapy and Occupational Therapy
- Redbridge Child Development Centre
- Emotional Well Being and Mental Health Service (EWMHS)
- School Nurse
- The Redbridge Tuition Service - when a pupil is too ill to attend school.
- The Cube – (Communication and Understanding of Behaviour for Education)  
A provision for pupils with emotional and behavioural difficulties.



Feedback from these agencies is given through reports, phone calls to parents, and at progress review meetings. The SENDCo will seek parental permission before making a referral for assessment.

The external specialist may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching the child directly. Where a request for an EHCP assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern.

The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school follows the Redbridge guidance for statutory assessment referrals which is publicised on the Redbridge SEND website.

### **Education, Health and Care Plans**

An EHCP involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent, or a referral by another agency.

Where the evidence presented to the LEA suggests that the child's learning difficulties continue to cause concern despite intervention by the school and external specialists, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision requires the LEA to issue an EHCP.

All children with EHCPs will have short-term targets/learning outcomes set for them that have been established after consultation with the parents and the child. These targets will be set out in a pupil passport and implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the pupil passport will continue to be the responsibility of the class teacher.

### **Personal Budget**

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHCP. Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHCP. Personal budgets should reflect the holistic nature of an EHCP and cover the special education, health and care services specified in the plan as appropriate. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHCP. The personal budget can include funding from education, health and social care.

### **Annual review of an Education, Health and Care Plan**

All EHCPs must be reviewed at least annually with the parent/carer, the pupil, the LEA and the school. Other professionals involved will also be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at secondary school. The SENDCo of the receiving school will be invited to attend the final annual review in primary school of pupils with EHCPs.