

# **Weeth Community Primary School Disability and Special Educational Needs Policy**

**This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:**

- SEND Code of Practice 0-25 (Sept 2014)
- Equality Act 2010: advice for schools DfE (Department for Education) Feb 2013)
- Schools SEN (Special Educational Needs) Information Report Guidelines (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards (2012)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding Policy
- Accessibility Plan
- Supporting pupils with medical needs policy

The policy was created by the school's SENCO (Special Educational Needs and Disability Coordinator) with the SEN governor in liaison with the Head Teacher and all staff (in line with the 2014 SEN reforms relating to more collaborative working with parents)

## **Responsible Persons**

The 'responsible persons' for SEND are Mrs Alex Craig (Headteacher) and Karen Brookes (Governor responsible for SEND).

The person co-ordinating the day to day provision of education for pupils with special educational needs is the school's SENDCO), Sue Fazakerley-Owen. Mrs Fazakerley-Owen is a member of the school's senior leadership team.

All individuals with responsibility for SEN named above can be contacted on the via the school office, by phone (01209 713934) or by post (Weeth CP School, Holman Avenue, Camborne, TR14 7GA).

## **Weeth School Values**

Weeth's Headteacher, Chair of Governors and SENCO (Special Educational Needs Coordinator) have responsibility for ensuring that the necessary provision is made for any pupil who has special educational needs. All teachers in the school, however, are teachers of pupils with Special Educational Needs and Disabilities (SEND). As such, Weeth CP School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff at our school are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial within the school and an equal opportunities policy is in operation for pupils / pupils with special educational needs.

## **1.0 Aims**

- 1.1.1 The school aims to provide high quality provision for our pupils with special educational needs and disabilities at all times.
- 1.1.2 The school aims to focus on outcomes for pupils with appropriate aspirations and expectations.
- 1.1.3 The school aspires to help pupils to 'achieve their best'.

## **2.0 Objectives**

- 2.1. To identify and provide for pupils who have special educational needs and disabilities.
- 2.2 To work within the guidance provided in the SEND Code of Practice, 2014.
- 2.3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs/and or disabilities.
- 2.4 To provide support and advice for all staff working with pupils who have special educational needs and/or disabilities.
- 2.5 To provide an annual report to parents on the policy and effectiveness of the school's work for pupils with special educational needs and/or disabilities.
- 2.6. To work with work with schools of a similar context in order to enrich the provision of pupils with SEN.
- 2.7. To liaise effectively with external agencies in order to provide the best provision and outcomes for our pupils with SEND.
- 2.8 To provide a Special Educational Needs Co-ordinator (SENCO) who will monitor the effectiveness of the policy.
- 2.9 To fulfil the Local Offer provided by Cornwall Council (<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/localoffer.page>) and the school itself ([www.weeth.cornwall.sch.uk/](http://www.weeth.cornwall.sch.uk/))

## **3.0 Admission and Inclusion**

- 3.1 Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.
- 3.2 The school operates an equal opportunities policy for pupils with special educational needs and/or disability who are afforded the same rights as other pupils This includes both those pupils with statements/Education Health Care Plans of special educational needs and those others with less significant problems.

#### **4.0 Access to the Curriculum**

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs and/or disability, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with special educational needs and/or disabilities 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.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles, different activities and flexible groups will reflect this approach.
- 4.7 The learning mentor will organise various lunchtime activities to support the inclusion of pupils who find this time of the day a potential challenge.

#### **5.0 Identification and Assessment**

- 5.1 The school believes in identifying need at the earliest point and then making sure effective provision is put in place to improve the long-term outcomes for the child or young person.
- 5.2 The SEND Code of Practice (2014) describes a pupil as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- 5.3 Weeth assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the school considers whether there is evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- 5.4 Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances and ensure this is addressed.
- This can be characterised by progress which:
- is significantly slower than that of their peers starting from the same Baseline pupil's previous rate of progress
  - fails to close the attainment gap between the pupil and their peers
  - widens the attainment gap
- 5.5 Assessment measures may be taken to assess progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

- 5.6 The SEND Code of Practice (2014) describes four broad categories of need: i) Communication and Interaction; ii) Cognition and Learning; iii) Social, Emotional and Mental Health Difficulties; iv) Sensory and/or physical. At Weeth, the purpose of identification is to work out what action to take rather than on fitting a pupil into a particular category. The emphasis is on considering the needs of the whole child, which will not always include just the special educational needs of the child. The school understands that there are factors that are not SEND but which may impact on progress and attainment:
- Attendance and punctuality
  - Health and welfare
  - EAL (English as and Additional Language)
  - Being in receipt of Pupil Premium Grant
  - Being a Looked After Child
  - Being a child of a serviceman/woman
- 5.7. The school adheres to the guidance provided in the SEND Code of Practice (2014) regarding behaviour. The Code states that: *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*
- 5.8 Once pupils have been identified as having a special educational need or disability and have been placed on the school's register of need, their progress will be reviewed half-termly.
- 5.9 For pupils with an IEP (Individual Education Plan), reviews will be held termly by the class teacher in consultation with parents
- 5.10 'Structured conversations' with teachers are available for some parents termly in addition to parent/teacher meetings and IEP reviews

**Additionally, the progress of pupils with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.**

## **6.0 Providing the graduated response**

- 6.1. Once a child has been identified as having an additional need, the school has specific criteria that must be met before the child's name is entered on the school's record of need. The criteria follow the ASSESS – PLAN- DO- REVIEW cycle:
- 6.2. ASSESS: The SENDCO will meet with relevant members of staff to discuss what work has already undertaken with the pupil and by whom. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/differentiation and good quality personalised teaching that is expected from quality first teaching.
- 6.3 PLAN: The SENDCO will work with teachers and teaching assistants to develop staff understanding and provide ideas for strategies and resources to use with individual pupils.

- 6.4 DO: The senior leadership team and SENDCO will monitor teaching practice to ensure that high quality teaching is being delivered to all pupils.
- 6.5 REVIEW: The SENDCO will meet with relevant staff members again in order to evaluate progress and discuss the next steps i.e. is it necessary to place the child on the record of need?
- 6.6 Where it is evident that a child's additional needs meet the criteria for the school's record of need, their parents or carers will be contacted to arrange a meeting. If all parties involved agree, the pupil will be added to the record of need.
- 6.7 For pupils who are on the record of need, support that is additional to and different from the differentiated curriculum will be provided through an Assess, Plan, Do, Review (APDR) in a range of ways including:

Classroom organisation and management  
 In-class support by teacher/teaching assistant  
 Withdrawal for individual/small group work  
 Individual Behaviour Plans / Pastoral Support Plans  
 My Support Plans  
 Individual Provision Maps  
 Use of specialist equipment  
 Alternative teaching strategies

- 6.7 If a pupil does not make progress, despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8; the APDR will be amended accordingly. Parents/carers will be consulted before any external agencies are involved.
- 6.8 For some pupils, the combined work of the school and external agencies may not be enough to enable the child to make adequate progress. In these circumstances, an assessment for an EHCP (Education and Health Care Plan) may be requested.
- 6.9 The SENDCO will coordinate an EHC needs assessment and complete it with the support of parents/carers and school staff. This assessment is made in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.
- 6.10 For pupils with an EHC plan, reviews of the plan will be held annually.

## **7 Managing Pupils Needs on the Record of Need**

- 7.1 Class teachers, with the support of the SENDCO and senior management team, are directly responsible for the meeting the needs of individuals with SEND in their classroom.
- 7.2 Class teachers have responsibility for monitoring, assessing and evidencing the progress of pupils with SEND in their class.
- 7.2 The SENDCO, in consultation with class teachers and the Head teacher, is responsible for maintaining the record of need. This document is a working document and is, therefore, under constant review.

7.3 For pupils on the record of need with APDRs, the APDRs will be reviewed termly. In some situations, targets may need to be revised outside of these reviews if they have been achieved or require amendment. The SENDCO meets with teachers to support in the writing of targets each term. Teachers meet with parents to share new APDRs each term. The school will work to ensure that pupils are fully aware of their individual needs and the targets in their APDRs.

7.4 The SENDCO has responsibility for coordinating EHCP reviews and TAC (Team around the Child) meetings. The SENDCO will ensure that there is effective communication with external agencies and parents regarding pupils with SEND.

## **8.0 Criteria for exiting the Record of Need**

8.1 A pupil will exit the record of need if they no longer require provision which is above and beyond that expected within the differentiation of the daily classroom activities, and/or there is no longer need for involvement from external agencies.

## **9.0 Supporting Pupils and Families**

9.1 The school will actively seek the involvement of parents in the education of their pupils. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

9.2 Where appropriate, steps will be taken to involve pupils in decisions which are taken regarding their education.

9.3 Parents will always be kept informed about the special educational needs and strategies experienced by their pupils in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Where appropriate, parents will be signposted to support services for parents of pupils with special educational needs and disabilities.

9.4 Parents will be fully consulted before the involvement of support agencies with their pupils, and will be invited to attend any formal review meetings at all stages

9.5 Section 2 of our Local Offer highlights the ways in which we work with parents and carers.

9.6 The school maintains its statutory requirement to provide an annual SEN Information report for parents (available from the school website).

## **10.0 Supporting Pupils at School with Medical Conditions**

10.1 The school recognises 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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- 10.2 Some may also have special educational needs (SEN) and may have a statement, or 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.
- 10.3 The school will write Individual Health Care Plans (IHCPs) to support pupils at school with medical conditions. These are written with the guidance of medical professionals and parents/carers.
- 10.4 In line with new guidance published by DfE, the school has a policy for supporting pupils with medical conditions.

### **11.0 Monitoring and Evaluation of SEND**

- 11.1 The provision for pupils with SEND is monitored continuously by the SENDCO and Head teacher through observations, drop ins, and meetings with teachers, parents, pupils, support staff and external agencies.
- 11.2 Termly data is reviewed by the SENDCO, Head teacher and Karen Brookes, governor responsible for SEND.
- 11.3 The SENDCO carries out an annual audit of SEN provision and adjusts it accordingly to ensure all the differing needs of every pupil are met.

### **12.0 Training and Resources**

- 12.1 Training needs of staff are identified in a number of ways: staff request, classroom observation and pupil need. The SENDCO plans training opportunities with the Head teacher and they are written into the school development plan.
- 12.2 Weeth believes that, in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of pupils, opportunities are provided for staff to undertake training and development.
- 12.3 The SENDCO organises regular staff training sessions for classroom based support staff. Where relevant, non-class based staff may be invited to attend.
- 12.4 The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **13.0 Storing and Managing Information**

- 13.1 All confidential information and personal information regarding pupils and their families is held securely by the school.

## **14.0 Reviewing the Policy**

- 14.1 The SEND policy will be reviewed annually and, as such, the next review date will be October 2023.

## **15.0 Accessibility**

- 15.1 The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, and then included in the Equality Act 2010, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, to implement their plans and specifically to make 'reasonable adjustment' for people with SEND.
- 15.2 Weeth CP School's Accessibility Policy can be obtained from the school website.

## **16.0 Bullying**

- 16.1 The school takes any matter of suggested bullying very seriously. The school's Bullying policy clearly identifies the steps that are taken to mitigate the risk of bullying of vulnerable pupils in our school and on the response that will be taken should bullying occur.
- 16.2 The school's Anti-Bullying policy can be found on the school website or obtained from the school office.

## **17.0 External Agencies**

- 17.1 Regular liaison is maintained with the following external agencies for pupils on the Record of Need

Statutory SEN Service  
Autistic Spectrum Team  
Child Adolescent Mental Health Service (CAMHS)  
Community Hospital Education Service (CHES)  
Pupils in Care Education Service (CiCESS)  
Contact a Parent Service  
Dreadnought  
Early Help Hub  
Education Welfare Service  
Educational Psychology Service  
Health Service  
Occupational Health Service  
Penhaligon's Friends  
SEN Support Services  
Social Care  
Speech and Language Team  
Support (Augmentative Alternative Communication)  
The Hearing Support Service  
The Vision Support Service  
Physical and Medical Needs Service





## **18.0 Arrangements for the Treatment of Complaints:**

18.1 All complaints are dealt with as identified in the school's complaints procedure document, which can be accessed via the school office and the school website.

Date adopted: October 2022

Reviewed:

Due to be reviewed: October 2023