

WEST KIRBY PRIMARY SCHOOL
Policy document for Special Educational Needs and/or Disability 2018

Please refer to national statutory guidance "Keeping Children Safe in Education, DfE July 2015" and "Working together to safeguard children, DfE March 2015" For Wirral policies, procedures and guidance go to: wirrallsch.proceduresonline.com

Please refer to the following school policies for related information and guidance: Behaviour Statement, Staff Code of Conduct, Volunteer Policy, Safer Recruitment Policy, Child Protection Policy, Behaviour and Anti-bullying Policy, Health & Safety Policy, First Aid Policy, Intimate Care Policy, First Aid Policy, SEND Policy, SRE Policy, E-safety Policy, Acceptable Use of technology including Social Networking Policy, Whistleblowing Policy, WLSCB Prevent Policy

Definition:

As defined in the Special Needs Code of Practice published by the Department of Education (DFE), children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

NB: Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims of Provision for SEND at West Kirby Primary School

We believe that all children should be equally valued and we strive to eliminate prejudice and discrimination. We aim to create an inclusive environment where everyone can feel safe, flourish and access all areas of learning; including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties.

At West Kirby Primary School we aim systematically to identify, assess, provide for and review the needs of pupils who have Special Educational Needs by adhering to the model set out in the DfE Code of Practice.

Objectives:

- To promote an early identification of children with Special Educational Needs
- To ensure children with Special Educational Needs are encouraged to fulfil their true potential, to develop self-esteem and to have full access to all elements of the school curriculum
- To foster good relations and co-operation between parents, school and support services and to share expertise where appropriate
- To ensure that parents are fully involved and well informed at each stage including the planning and reviewing of outcomes
- To involve, where possible, the child fully at every stage
- To implement current Government recommendations.
- To adhere to the graduated provision and EHCP arrangements as defined in the Code of Practice.
- To maintain a register of Special Educational Needs pupils and to review our SEND provision termly.
- To maintain a whole school approach to planning, showing differentiation, assessment and record keeping.

- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To ensure that staff have the relevant, up to date training in Special Educational Needs
- To liaise with the special needs governor to discuss the provision for Special Educational Needs
- To keep the governors informed of SEND provision in the school

Identification and assessment arrangements:

The school's system of regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at the expected rate for their ability and may have additional needs. A child may be identified as having SEN if, despite receiving differentiated learning opportunities and quality first teaching, they make little or no progress or they exhibit concerning social, emotional or mental health needs despite tailored pastoral support. Needs may fall into one or more of the following categories:

communication and interaction
 cognition and learning
 social, emotional and mental health needs
 sensory and physical difficulties

Based on the school's observations and rigorous tracking of pupil progress and termly monitoring, combined with discussion between the class teacher, SENDCo, parents, child and any relevant outside agencies, a plan will be drawn up to address the child's needs. The impact of interventions and support will be monitored on a termly basis using an assess, plan, do, review cycle, involving the child and parents in this process.

Graduated Approach to SEN Support

- High quality teaching, differentiated for individual pupils and targeted at their area of weakness, is the first step in responding to pupils who have or may have SEN.
- When a child is identified as having additional needs, the class teacher meets with the parents to discuss possible reasons for the child's difficulties and to agree strategies for supporting the child in school and at home. A profile is drawn up following discussions between the teacher, parents and child outlining how best to support the child in the classroom. This profile is shared with all adults working with the child. The class teacher remains responsible for working with the child and for planning, delivering and reviewing the agreed interventions including any support from Teaching Assistants. Support needs are reviewed and discussed termly at parents meetings
- If, despite this intervention, the child continues to make less than expected progress or, if additional assessments suggest a higher level of need, parents will be invited to become involved in drawing up an Additional Support Plan. This will involve identifying the short and long term aspirations of the parents and child and translating these into agreed desired outcomes and outline the provision that needs to be put in place to achieve these outcomes. Progress towards these outcomes will be reviewed termly at a meeting involving school staff, parents and the child where appropriate. The SENDCo, in collaboration with any outside agencies involved, will take the lead in any further assessments and will maintain an overview of provision working closely with the class teacher, parents and any outside agencies to monitor the support plan using the assess, plan, do, review cycle.
- Arrangements for children with complex SEN who are statemented or have an EHCP are as outlined in the Local Authority Offer and the DFE Code of Practice Chapter 9

Foundation Stage:

Special Educational Needs in the Foundation Stage follows the same pattern as in Key Stages One and Two. All children in Foundation Stage are monitored closely and assessed using the Early Years Outcomes Guidance and progress reviews are carried out termly. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern this will be shared with the SENDCo and parents and advice sought from external agencies where appropriate.

The trigger for early years action is concern that a child may have difficulty in one of the following areas:

communication and interaction
cognition and learning
social, emotional and mental health needs
sensory and physical difficulties

Monitoring and Evaluation of the process as a whole:

The SENDCo monitors the movement of children within the SEN system in school and discusses progress regularly with the Assessment Coordinator, Headteacher and class teachers.

The SENDCo supports teachers with the drawing up of appropriate interventions for children.

The SENDCo monitors and evaluates the overall effectiveness of the interventions in place to support children with SEN

External services

School works closely with the following professionals to support the needs of our children:

- School Nurse
- Doctors
- Autism, Social and communication Team (ASC)
- Speech and Language Therapy Services
- Occupational and Physiotherapy Services
- Child and Adult Mental health Service (CAMHS)
- Educational Psychologist
- SEN Area Officer
- Special Educational Needs Assessment and Advice Team (SENAAT)

Supporting Transition:

We work closely with local pre school settings to ensure that transition into West Kirby Primary school is successful for our children entering Foundation Stage. Staff attend transition meetings for children already identified as having SEN to share information and agree strategies to ensure that children are happy and able to learn and thrive at our school.

School begins to look at secondary school choices in Year 5 to ensure that parents and children have time to prepare for transition. West Kirby Primary works closely with the secondary schools to ensure that they have all the information they need in order for our pupils to make a successful transition to Key Stage 3. Additional transition arrangements are made where appropriate to ensure that both parents and children feel prepared for the transfer into secondary school.

Specialist equipment and facilities:

We are an inclusive school and are committed to ensure equal opportunities for all. We encourage all children to participate fully in school life including clubs and other extra-curricular activities. We aim to ensure that children with additional needs have the resources and equipment that they need to fully access the curriculum and seek advice and resources from external agencies if required.

Expertise and Training of Staff:

All teaching staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff differentiate to suit the learning needs of all pupils whilst remaining inclusive to all. Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs. A number of teaching assistants are trained to deliver multi-sensory English and maths interventions and 1 teaching assistant is trained to deliver the Reading Recovery programme. A trained librarian is employed by the school to encourage active reading and support individuals and groups who find reading challenging. Staff have regular SEN update training through staff meetings and INSET days. The SENDCo attends local SENDCo cluster meetings and training regularly to keep abreast of changes to SEND provision and to share examples of good practice. The SENDCo holds the National Award for Special Educational Needs Co-ordination.

Governing body involvement:

The Governor with special responsibility for SEND liaises with the SENDCo termly to monitor provision. The Governing Body reviews this policy every two years or earlier if legislation or a review by the SEND team deems this necessary.

Success Criteria:

Children with Special Educational Needs are thriving in school have good self-esteem, and are well integrated into their peer groups. Assessment shows that children with Special Educational Needs are making good progress. All staff are involved in planning and providing children with a curriculum which meets diverse individual needs. Regular monitoring and reviews of individual needs are clear and records are up to date. Good home/school communication is established and maintained.

Complaints Procedure:

If a parent or guardian has a grievance or complaint, they should in the first instance contact the child's class teacher. If there is still cause for concern the complaint or grievance should be referred to the SENDCo. See School Complaints Policy for further information.

For Further Information:

- The SENDCo can be contacted by phone: 0151 625 5561 or by e mail: cath.smith@westkirby-primary.wirral.sch.uk
- To view the Local Authority Offer visit www.localofferwirral.org
- For contact details of external professionals please contact the school SENDCo
- For independent advice on SEND issues please contact WIRED (Wirral SEND partnership)
Tel: 0844 880 1500 e mail: contact@wired.me.uk

Acronyms

SEND - Special Educational Needs &/or Disabilities

SENDCo - Special Educational Needs & Disabilities Coordinator

DFE - The Department of Education

EHCP- Education, Health & Care Plan

ASP – Additional Support Plan

Next review due: Autumn 2020

REVISION HISTORY

Revision	Date	Changes
1	Autumn 2014	New SEND Policy written & agreed to reflect the new Code of Practice
2	September 2015	Small amendments made to update content and cross references to safeguarding policies added
3	September 2018	Small amendments made to update content