

# SEND Policy



## Willow Tree Primary School



## **1. Definition of Special Educational Needs:**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a 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.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

**SEND Co-ordinator: Mrs. Pam Dickinson**

## **2. Aims:**

- To work towards each of the Five Outcomes areas of the Every Child Matters Agenda (Dfes 2004) in order to ensure that children with special education needs are:
  - Healthy
  - Stay Safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well- being.
- To follow the Special Educational Needs Code of Practice (2014) relating to the identification, assessment and provision for pupils with special educational needs.
- Work with parents and carers as key partners.
- Ensure all pupils have full access to a broad, balanced and relevant curriculum.
- Work in co-operation with all agencies supporting children in order to ensure a comprehensive and efficient approach to meeting the needs of individuals.

- To monitor and evaluate the quality of the provision to ensure it is effective and efficient.

### **3. Partnership with Parents:**

We believe that all children are more likely to make progress when their parents and carers are treated as equal and active partners. We will strive to work in genuine partnership through constructive dialogue and engagement about the child's needs. We will also offer external support agencies such as IASS Network (Formerly Parent Partnership) whenever possible as suggested in the Code of Practice.

At all times confidentiality will be respected and all information will be stored and shared in line with data protection requirements

### **4. Views of Children and Young Person:**

The Special Needs Code of Practice requires that "children and young people with special educational needs should, where possible, participate in the decision making processes that occur in education and should feel confident that they will be listened to and their views are valued." (SEN Code of Practice, 3:2)

At Willow Tree Primary School we believe that all children, where appropriate should have input into decisions that affect them, this includes target setting and reviewing for their IEP/IBP.

### **5. Identification, Assessment and Provision:**

At Willow Tree Primary we are committed to the early identification of pupils with special educational needs. We follow the guidance that is set out by the Special Educational Needs and Disabilities Code of Practice and implement a graduated response to identify and meet the needs of children who do not make appropriate progress. We assess each child's current levels on entry as well as each term.

The identification and assessment of children with special educational needs whose first language is not English requires care. Where there is uncertainty the class teacher will look at all aspects of the child's performance in a variety of subjects in order to establish whether the problems they are having are linked to their command of language that is

used or arise from special educational needs. Liaison with the EAL service is essential in supporting individual children to access the curriculum.

#### **SEND support:**

A child's needs are identified as requiring intervention that are different from or in addition to those which would normally be followed.

A child's needs are sufficiently acute as to require specialist assessment, support or intervention from external agencies. These include Educational Psychologist, Speech and Language Therapist, Language and Social Communication team, Early Years / School Age Pathways, Children's Disability Services or Behavioural and Emotional Support Team.

### **6. Statutory Assessment:**

**Education, Health and Care Plan/Statutory Assessment:** In a very small number of cases where a child has exceptional and complex needs the school / parents or Local Authority may request to initiate a statutory assessment of those needs. This will be referred to the Provisional Agreement Panel who will advise the responsible Local Authority Officer.

### **5. Provision**

At Willow Tree we aim to:

- To respond to individual needs through quality first teaching and a differentiated curriculum.
- Follow the Code of Practice for the identification and assessment of individual needs.
- Work with parents of children with special needs as equal partners in their child's education.
- Have a published SEN policy which is regularly reviewed.
- Make effective use of delegated resources to support children with special educational needs or disabilities.
- Implement appropriate group and individual intervention programmes to address learning difficulties using the National Strategies Wave model.
- Systematically monitor, review and record the progress of pupils identified as having special educational needs.
- Be accountable for the use of resources delegated for children with special educational needs.

- Teachers will take responsibility alongside the SENDCo to follow the Authority Graduated Response Documentation and procedures
- Have a Disability Equality Statement, as required by the SEN & Disability Act

## **7. Training and Monitoring:**

The SEND Co-ordinator (Pam Dickinson) achieved the National Award for Special Educational Needs, (completed in July 2011).

At Willow Tree Primary we work closely with the Local Authority to access training and expert advice. Staff attend CPD opportunities when they are appropriate.

Termly Special Needs Co-ordinator meetings will be attended and feedback given to all staff.

Each term the SENCO attends a termly planning and consultation meeting with a variety of professionals to discuss the needs of individuals (with parents' permission.)

IEPs/IBPs will be monitored termly and regular SENCO surgeries will be held with individual class teachers

Provision mapping will be completed in consultation with the head teacher.

Individual tracking of children on Special Needs register will be completed on a termly basis. Appropriate small steps in progress documentation (B Squared) may be used with individual children who cannot access the National Curriculum

Specialised training will be delivered to support Inclusion within the school as stated on the School Development Plan

## **8. Disability Equality Statement:**

At Willow Tree Primary School we regard and support the St Helens Local Authority Disability Equality Statement.

<https://www.sthelens.gov.uk/equal-opportunities/>

- At the present time, all children with disabilities and special needs join in everyday activities with other pupils as part of our commitment to inclusion.
- Currently the school has the following facilities:
  - Ramps
  - Accessible toilets and shower facilities
  - Curriculum and equipment aids
- Individual support to assist with moving and handling plans
- Liaison with external agencies to support individual children

### **9. Inclusion Development Programme:**

All staff will receive training that is linked to the Inclusion Development Programme. This training will support the identification of need and use of resources and adaptation of provision and curriculum to support children with additional needs or disabilities

### **10. Complaints procedure**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved Please see the school's Complaints Procedure available on the school's website

### **10. Review of Policy:**

#### **Summer Term 2019**

#### APPENDIX

The statutory context:

This policy has been developed within the framework of the following national legislation and guidance and endeavours to implement their recommendations within the local context.

- The Education Act 1996
- The SEN and Disability Act 2001

- The Special Educational Needs Code of Practice (DfES 2014)
  - Every Child Matters: Next Steps (DfES 2004)
  - Removing Barriers to Achievement: The Government's Strategy for SEN (DfES 2004)
- Children and Families Act 2014

It has also been developed within the context of the following local plans.

- St Helens Corporate Plan 2014 - 2017
- St Helens Children and Young People's Plan 2015 - 2018
- St Helens Guidance for Meeting Special Educational Needs - Graduated Response Document