

## SEND Policy

Updated: February 2018

Review: February 2019

SEND Co-ordinator: Miss E Walker

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### Staff Roles:

SENCo: Miss E Walker

Additional Needs Teaching Assistant: Mrs G. Krochmal

SEND Administrator: Miss K Brooks

The SENCo is the person responsible for managing the provision for children and young people with SEND.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

A full list of all teaching and support staff can be found on the school's website:

[www.wrpacademy.org.uk](http://www.wrpacademy.org.uk)

### OUR BELIEFS AND VALUES AROUND SEND

At Willoughby Road Primary Academy we are committed to offering a broad and balanced inclusive curriculum and aim to offer excellence and choice for all our children, whatever their ability or needs. With this in mind, we have high expectations and aspirations for all our children. We aim for each child to achieve their best, educationally, socially and emotionally. Additionally, we aim for each child to become a confident, valued member of the community. We strive to achieve this via the removal of barriers to learning and participation and by ensuring that pupils with SEND are given equal opportunities to fulfil their academic and personal potential.

At Willoughby Road Primary Academy we respect the fact that children

- have differing educational and behavioural needs and aspirations
- acquire, assimilate and communicate information at different rates
- respond differently to different teaching approaches
- require a range of different teaching approaches and strategies in order to optimise learning

Consequently, class teachers will respond to all pupils' diverse learning needs and set appropriate challenges.

**Every** teacher is a teacher of **every** child including those with SEN. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. As a school we believe that additional interventions cannot compensate for a lack of quality teaching.

#### **The school's objectives for pupils with SEND:**

- To ensure that the special educational needs of pupils are identified, assessed and provided for.
- To create an environment that meets the special educational needs of each child.
- To ensure that pupils with special educational needs and disabilities have access to the full curriculum through the processes of assessing, planning and matching of work.
- To operate a whole school approach to the management and provision of support for special educational needs, i.e. every teacher is a teacher of special educational needs.
- To ensure that **all** learners make the best possible progress.
- To ensure that pupils with special educational needs and disabilities are included in all appropriate activities within school.
- To ensure that all children are at the core of the process, i.e. are fully involved and have regular opportunities to express their views.
- To ensure that there is effective communication with parents/carers, ensuring that they are fully informed and involved at each stage in SEN processes surrounding their child's needs.
- To ensure that the named Special Educational Needs Co-ordinator (SENCo) works within the SEND Policy and follows the guidance provided in the SEND Code of Practice, 2014.
- To provide support and advice for all staff working with special educational needs pupils.
- To involve and promote effective partnerships with outside agencies, where appropriate, in order to ensure that the needs of SEND pupils are met.

#### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The Code of Practice (2014) states that **a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.** Special educational provision includes that which is **additional to, or different from the provision generally made for pupils of the same age.**

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children may have special educational needs either throughout or at any time during their school experiences. Willoughby Road Primary Academy is committed to early identification of special educational needs.

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

The Equality Act (2010) defines **disability** as:

- a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

It is possible to be disabled and not have SEN, and vice-versa. It is also possible to be both disabled and have SEN.

The Code of Practice (2014) specifies four broad areas of need. In practice, individual children often have needs that cut across all these areas and their needs may change over time:

### 1. **Communication and interaction:**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction.

### 2. **Cognition and learning:**

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### 3. **Social, emotional and mental health difficulties:**

Children may experience a wide range of social and emotional difficulties whereby they may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Some children may have disorders such as attention deficit hyperactive disorder.

#### 4. Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

#### **IMPLEMENTATION: A GRADUATED APPROACH TO SEN PROVISION**

At Willoughby Road Primary Academy we recognise that there is a continuum of SEND. In line with the requirements of the SEND Code of Practice (2014) the school operates a graduated approach whereby support takes the form of a four-part cycle of assess, plan, do and review.

##### **Assess:**

All staff are involved in the identification of pupils with special educational needs. In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear assessment of the pupil's needs, drawing upon the teacher's observations, assessment and experience of the pupil, their previous progress and attainment, plus learning behaviour. It will also draw upon the pupil's development in comparison to their peers, age related expectations and national data, the views and experience of the parents/carers and the pupil's own views. For higher level of need the school may access more specialised assessments via the Specialist Teacher or from external agencies and professionals. Any child suspected of having dyslexia will be assessed by the Specialist Teacher.

For a pupil to be categorised as SEN Support and in need of intervention, a range of evidence is collated and if this suggests that the pupil is not making expected progress, then the SENCo, in consultation with all stakeholders, will decide whether additional and/or different provision is required.

##### **Plan:**

Where it is decided to provide a pupil with SEN support, the parents/carers will be notified. The class teacher and the SENCo will agree, in consultation with the parent/carer and the pupil, the strategies, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

In accordance with the Code of Practice (2014) pupils identified as having a special educational need (requiring provision that is additional to, or different from, that available to all pupils) will be placed on the school's SEN record and categorised as SEND Support. Provision will be recorded in an Individual Learning Plan (ILP) produced by the class teacher, in consultation with the SENCo, pupil, parents/carers and, where appropriate, external agencies. The ILP will have a set review

date, will contain clear, specific targets/learning strategies and be shared with all staff concerned.

**Do:**

The class teacher remains responsible for working with the child on a daily basis, for the implementation of the ILP and for directing support programmes and interventions. The class teacher retains responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

**Review:**

The effectiveness of the support and intervention will be reviewed at regular intervals, upon a previously agreed date. The class teacher is responsible for evidencing progress according to the outcomes recorded in the plan. The impact upon the pupil's progress will be evaluated and the views of the parent/carer and pupil collected. The class teacher, in consultation with the SENCo, parent/carer and pupil will review the ILP and collectively decide the next steps. The class teacher, working with the SENCo, will revise the support with reference to the pupil's progress and decide upon any changes to the support in consultation with the parent/carer and pupil. If, despite significant support and intervention, the evidence shows that insufficient progress is being made then the school may seek further guidance from outside professionals. Parents/carers and the pupil will be fully informed.

Changes in provision and support are recorded on the ILP. If the pupil makes expected and sustained progress then it may be decided that the pupil would exit the SEND register. However, their progress will thereafter be monitored closely.

If it is felt by all involved that the school alone cannot meet the needs of the pupil then the SENCo will begin to collate evidence with a view to an application for an Education Health Care Plan. Where such a request for a statutory assessment is made, the pupil will have demonstrated significant cause for concern.

For pupils with a Statement of Special Educational Needs, or an Education Health Care Plan (EHCP), support and progress will be reviewed annually.

In consultation with the SENCo, class teachers will make relevant access arrangements for children with SEND undertaking statutory and non-statutory assessments, for example, an application for extra time, or for visually enhanced test papers. Government guidelines will be adhered to.

**TRAINING**

At Willoughby Road Primary Academy we see provision for SEND as a whole school matter, hence aim to keep **all** staff up-to-date with relevant training and developments in relation to pupils with SEND.

- The school is a member of NASEN.

- The Family Safeguarding Officer and Teaching Assistants are encouraged to undertake training and professional development. Training to date includes Occupational Therapy, Speech and Language, EAL, bereavement counselling, art
- therapy, drawing and talking therapy, Precision Teaching, auditory memory, phonics, Talk for Writing, guided reading, Makaton sign language, Circle of Friends, CALL (Communicative Aspects of Learning and Life), First Aid.

## **ROLE OF THE SENCo**

The SENCo has an important role to play in determining the strategic development of SEN policy and provision in the school. The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCo oversees all aspects of provision for pupils with special educational needs including identification, assessment, classroom support, monitoring, record keeping and administration. The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. Key responsibilities of the SENCo include:

- ensuring the implementation of the SEND Policy in accordance with the SEND Code of Practice (2014)
- co-ordinating provision for children with special educational needs
- liaising with and advising class teachers and support staff to ensure that children with SEND have access to the full curriculum
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring that support staff are deployed appropriately in conjunction with the Principal in order to support identified pupils
- liaising with and providing information to parents of pupils with SEND on a regular basis regarding provision and support
- liaising with external agencies
- liaising with secondary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the
- Equality Act (2010) with regard to reasonable adjustments and access arrangements
- monitoring the effectiveness of SEND provision made for individual pupils
- securing relevant services for the pupil where necessary
- ensuring that the school maintains records of all pupils with SEN and that they are kept up to date
- overseeing and reviewing the records of all pupils with SEND
- reporting the progress of SEND pupils to the Governing Body

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## OUTSIDE AGENCIES

At times it may be necessary to consult with outside agencies for expert advice and support. The following are some of the professionals who support Willoughby Road Primary Academy:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS) □ Visually Impaired Service
- Hearing Impaired Service
- Autistic Spectrum Education Team (ASET)
- Social Services
- Looked After Children Education Service (LACES)
- Speech and Language Therapy Team
- Occupational Therapy
- St Lukes Primary Special School outreach
- Education Welfare Service
- New Horizons
- School Nursing Team
- Primary Behaviour Support
- Counselling Services
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS – formerly Parent Partnership)
- EMTAS
- Complex and Medical Needs Education Team (CAMNET)
- Localities Provision
- Play Therapy
- FaSST (Families are Safe, Supported and Transformed – formerly TFI and Family Support Service)

## SEN TRANSITION

- Liaison occurs between the secondary SENCo, the school SENCo, Year 6 class teachers and Additional Needs Teaching Assistant prior to Year 7 transition.
- Accompanied visits to the chosen secondary school are arranged for Year 6 SEND pupils, where appropriate, to include both pupil and parents. This is in addition to the Induction Days offered by the secondary schools.
- The Secondary SENCo will be invited to attend Year 5/6 annual reviews of pupils with a Statement or EHCP.
- Foundation staff liaise with pre-school providers prior to Nursery admissions in order to identify pupils with known SEND and hence plan to ensure a smooth transition into school.
- All SEND information will be forwarded to the next school when SEND pupils exit the school.
- The SENCo produces SEND overviews for each class, including, for example, area of need, support received, key staff. Class teachers liaise with the previous class teacher prior to in-house transition at the end of the academic year.
- For more complex needs we will draw on the expertise of outside specialists and/or special schools or units for new pupils transferring to our school.

## **SUPPORTING PARENTS/CARERS**

Willoughby Road Primary Academy recognises that parents/carers hold key information about their child and the best way to support him/her. We value the home-school partnership and therefore encourage parents/carers to be fully involved with all aspects of their child's education. This is done in a variety of ways including parent consultation evenings, review meetings, informal meetings, telephone calls, letters and home-school agreements.

- The school will ensure that parents/carers and pupils are involved in all discussions and decisions about SEND provision made for the pupil.
- The school operates an 'open door policy' whereby appointments can be made to meet with staff, via the school office (contact details provided at the end of the document).
- Parents/carers will be invited to meetings to discuss their child's progress and needs with the class teacher and other staff where appropriate, for example, the SENCo or Teaching Assistant for Additional Needs.
- The Local Offer for North Lincolnshire can be found on their designated website [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com). This includes information on education, health and social services available in the locality.

## **ALLOCATION OF RESOURCES**

The school's SEND budget is used to provide support and resources for pupils identified through the SEND Code of Practice (2014) as requiring interventions additional or different from our usual differentiated curriculum.

- Teaching Assistants play a vital role in supporting pupils both inside and outside the classroom. Teaching Assistants are allocated to undertake specific programmes and interventions identified. Additionally, one Teaching Assistant is allocated a full weekly timetable specifically for Wave 3 intervention.
- Resources are purchased as and when required, for example, specialist software, published schemes for pupils with dyslexia, specialist equipment.
- Specialist services may be contracted, such as Educational Psychologist, Speech and Language Therapist, Autistic Spectrum Team, Play Therapy.

## **ADMISSION ARRANGEMENTS**

At Willoughby Road Primary Academy no child is refused admission on the basis of a disability, either learning or physical. The school is equipped with a disabled toilet and shower facility. We welcome visits from prospective parents/carers, by appointment via the school office.

The school's admission arrangements can be found on the school website [www.wrpacademy.org.uk](http://www.wrpacademy.org.uk)

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Willoughby Road Primary Academy 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs (SEN) and may have a Statement of SEN, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

(Refer to Medication Policy on the school's website)

School is compliant with advice in Supporting Pupils at School with Medical Conditions 2015 available at [www.gov.uk](http://www.gov.uk)

## **MONITORING, EVALUATION AND REVIEW OF SEND**

The school regularly monitors and evaluates the quality of provision it makes for all pupils, taking feedback from staff, parents/carers, and pupils. Quality of teaching is monitored by the Senior Leadership Team, to include sampling of pupil work. Progress and attainment data of all pupils is reviewed regularly by the class teacher and Senior Leadership Team via half termly Pupil Progress Meetings. The overall progress and attainment of SEND pupils is reviewed by the SENCo and is reported by the SENCo to the EAB.

The SEND Policy will be reviewed annually in consultation with all stakeholders.

## **PARENTAL CONCERNS/COMPLAINTS**

If parents/carers are concerned about any aspect of SEND provision at the school they are encouraged to contact the class teacher via the school office. Concerns or queries that the class teacher does not have the information to answer should be directed to the SENCo. Additional support and advice can be accessed through SENDIASS (formerly Parent Partnership).

The school's Complaints Policy can be found on the school website: [www.wrpacademy.org.uk](http://www.wrpacademy.org.uk)

## **FURTHER LINKS**

Refer to the school website for access to other related policies: Child Protection Policy, Anti-Bullying Policy, Behaviour Policy, Accessibility Policy, Equality and Diversity Policy, Supporting Pupils with Medical Conditions.

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## **CONTACT DETAILS:**

### **Registered Office / Head Office**

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

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For queries or further guidance please contact the school office to arrange a meeting with Miss E Walker (SENCo)

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