

DREAM, BELIEVE and ACHIEVE



Whitfield C. of E. School

SEND Policy and Information Report

Our School Mission Statement

At Whitfield we are family. In this family we will value, acknowledge and celebrate our differences. We will embrace our similarities. We will learn, play and grow together, helping one another to become our very best selves. We will endeavour to live life in all its fullness every day.

Adopted: Autumn 2018

Due for Review: Autumn 2019

Signed (Chair)

Date:

SEND Policy

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Whitfield C of E School we value the abilities and achievements of all our pupils. We believe that all children have the right to receive the highest quality of education and we are committed to providing the best environment for each and every child in our care so that they reach their full potential – emotionally, socially, physically and academically.

The staff at our school recognise the need for “teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this.” (SEN Code of Practice for 0-25).

As a school we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every child accesses this entitlement. This policy has been developed with the teachers, parents and governors of the school in accordance with the SEN Code of Practice 0-25 guidance (2014).

The SENCo at Whitfield C of E School is Head of School, Mrs Katherine Ayre. If you wish to contact Mrs Ayre please contact school on: 01434 345267 or email head@whitfieldprimary.uk

2. Legislation and guidance

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 and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs K. M Ayre

They will:

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- Work with the Executive Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Member of the Local Governing Body

The SEN LGB Member will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

'All teachers are teachers of SEN children' (Code of practice, 2014)

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

Using the graduated approach we will endeavour to quickly identify if a pupil needs significantly more support than that provided by our quality first teaching. We will use Chris Quigley's 'Depth of Learning' assessments daily and termly assessments from Rising Stars to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This will also include progress in areas other than attainment, for example, social and or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

When we notice that a child may need additional support we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's passport and a copy will be shared with parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be ongoing but will be more formally reviewed each term.

All teachers and support staff who work 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and adapt them as necessary.

5.5 Supporting pupils moving to High School or to a New School

When a child moves onto a new school we will share useful information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared.

We will arrange extra visits to the school and organise a transition diary for the child with photos, staff names and important information that they will need to know to help them settle quickly in their new setting.

We will provide travel training if needed.

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A transition meeting will be arranged between our school SENCo and the SENCo at the new setting so that relevant information can be shared effectively.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Extra 1:1 reading
- Precision Monitoring
- Lexia
- My Maths
- SPaG intervention using SPaG.com
- Talk Boost
- Shape Coding
- Maths Booster groups

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Each teacher will use a visual timetable every day.
- We will give fiddle toys, wobble cushions, noise reducing headphones or chew supports for any child who benefits from them so that these items become part of everyday classroom life for all pupils.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using aids recommended by professionals such as laptops, coloured overlays, larger font, writing tools, or position in the classroom etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have an accessible toilet, doors are wheelchair width and all of our learning environments are on the ground floor.

5.8 Additional support for learning

We will employ extra support staff when a child

Teaching assistants will support pupils on a 1:1 basis when a child is unable to access the curriculum without this support.

Teaching assistants will support pupils in small groups when pupils need re-teaching or pre-teaching in a smaller group to close gaps in children's skills or knowledge.

We work with the following agencies to provide support for pupils with SEN:

- EWO
- NCC SEN support teams: Literacy, ASD, Behaviour, Ed Psychiatrist.

5.9 Expertise and training of staff

Our SENCO has 5 years' previous experience in this role and has worked as the Inclusion Leader in a large through academy with children aged 2-18.

They are allocated 2 hours a week to manage SEN provision.

In the last academic year, staff have been trained in Precision Monitoring, Lexia and My Maths.

5.10 Securing equipment and facilities

Resources for SEN will be monitored by the SENCo regularly and staff can request equipment they believe will improve access for pupils with SEN.

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When bidding for improvement grants for the building or making adaptations, SEN pupils will be considered.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using whole class provision maps to ensure continuity
- Holding annual reviews for pupils with statements of SEN or EHC plans
- The SENCO attending SEN yearly conference and termly partnership training events.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Wastwater (Y4) and Kingswood (Y5/6)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities are welcome at Whitfield and parents/ carers are invited to visit school to discuss the needs of the child so we can ensure we have everything needed in place.

It is a core belief that all pupils are valuable and equal and our PSHE and worship planning includes positive images and stories of people with disabilities.

You can find our accessibility plan on our website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and to become 'Playground Buddies'
- There is a Worry Box available at all times in the Head of School's office, children can write worries in here and they then receive a one to one talk time with Head of School that day or the next.
- We make time for mindfulness and reflective journals 3 times a week.
- Pupils who require more specific support will be given weekly support sessions with the SENCO.
- We have a zero tolerance approach to bullying.
- We will refer to outside agencies for support when we believe further support is needed eg. Barnardos.

5.14 Working with other agencies

School works with:

- Barnados
- School Nurse
- NSPCC
- Local Authority SEN support services

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Northumberland County Council have information for support for parents of pupils with additional needs:

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

There are also specialist schools available:

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx#specialeducationalneedssupportinschools>

5.17 Contact details for raising concerns

Mrs K M Ayre: head@whitfieldprimary.uk

5.18 The local authority local offer:

Our local authority's local offer is published here: <http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

6. Monitoring arrangements

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

It will be approved by the Local Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions