



# WILLOW TREE PRIMARY SCHOOL

## SPECIAL NEEDS POLICY

### **Rationale**

Willow Tree Primary School endeavours to provide a secure and stimulating environment where all children can progress, achieve their best and become confident learners. We foster an environment where children's achievements are valued and affirmed and where pupils value each other and themselves.

We are aware of the need to provide support in order that all children achieve these desired outcomes. At our school we provide a broad and balanced curriculum for all children. Our planning aims to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. However some children may have barriers to learning that mean they have special needs and require particular action by the school. Such children may need additional or different help from that given to other children of the same age.

This policy ensures that teaching children with SEND is a whole-school responsibility, and that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims**

- To fulfil statutory obligations
- To ensure all children are valued and the school has high aspirations for all
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for so all children with SEND can learn and make progress, even if only in very small steps
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process
- To make clear the expectations of all partners in the process
- To seek to build children's self esteem through positive and supportive language with the use of appropriate rewards and tasks that allow them to experience success.
- To ensure SEND and high needs funding is used efficiently to ensure good progress of children with additional needs

### **Admissions**

No child is excluded from admission to the school owing to their special need. We support an inclusion ethos where appropriate adjustments may be made to the usual admission procedure to meet a child's' needs and ensure a successful placement.

### **Children with Special Educational Needs**

A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- has significantly greater difficulty in learning than the majority of children of the same age
- has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

## **Areas of need -SEND:**

For a child to be recognised as SEND they must have one or more of the following needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

## **Children with Medical Needs**

In our school we aim to provide access to education for children with medical needs by:

- Ensuring that all necessary medical information/training is undertaken to fulfil the medical need.
- Providing a named person, Karen Daggett, responsible for dealing with children who are unable to attend school for medical reasons.
- Supplying appropriate information regarding the child's abilities, educational progress and programme of work.
- Being active in the monitoring of progress and in the reintegration into school, liaising with other agencies as necessary.
- Ensuring that pupils who are unable to attend school because of medical need are kept informed about school social events.

## **Working with Parents of Pupils with Special Educational Needs**

At Willow Tree we aim to work in close partnership with all parents to support their children with Special Educational Needs. Parents are consulted and their views sought throughout the graduated response that the school employs in order to address a child's needs. By involving parents we aim to develop and implement a joint learning approach at home and in school. School staff endeavour to

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given relevant documents to be discussed before formal reviews
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupil participation**

Through use of Assessment for Learning we encourage children to take responsibility and to make decisions for their own learning. Children are involved at an appropriate level in setting targets in their IPMs in the review meetings. Children are encouraged to make judgements about their own performance against their IPM targets.

### **Addressing children's needs**

All children are assessed on entry to our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Early identification of special needs is seen as important at our school. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

When a child is first identified as making slow or inadequate progress high quality first teaching is used to respond to children who may have SEND. If the child still continues to make inadequate progress the Class Teacher, along with the SENCo, will assess whether or not they feel the child has a significant learning need. Once a child is identified as having special educational needs, a 'graduated approach' is followed to ensure that regular, effective assessment is carried out.

**Assess:** This provides both the Class Teacher and SENCo with a clear understanding of the area of need. Views of parents and pupils may also be sought at this stage. Trends in learning needs are noted and quality first teaching is adjusted to try to support progress. At this point specialist assessments from agencies such as EMS or Educational Psychologists may be sought and 'deliberately ambitious targets' are made.

**Plan:** At this point parents are notified and consulted. This includes the support being given, targets to be set, expected impact and a date for review. Interventions being used are evidence based.

**Do:** The Class Teacher remains responsible for working with the child on a daily basis and plans and assesses support given. The SENCo will provide the Class Teacher with support in assessing and advising on the impact of support being provided.

**Review:** Effectiveness of support and impact are evaluated at an agreed date. Parent and pupil views are sought when analysing the impact of support. The Class Teacher then works, alongside the SENCo, to revise support in light of progress/development made by child. These revised outcomes will then be shared with parents and pupils.

Particular care is taken in the identification of SEND when children speak English as an additional language and guidance is sought from County's MEA (Minority Ethnic Achievement) team in interpreting assessments, as appropriate.

### **Whole School approaches for the provision of education for pupils with SEND**

- All staff contribute to the completion of whole school provision maps and ensure that these are implemented – strategies are used to ensure quality first teaching (QfT) and additional interventions are implemented as necessary, and these are monitored and evaluated regularly.
- Provision maps are on display so that staff, children and parents know what reasonable adjustments are available
- All staff will strive to offer personalised approaches and quality first teaching.
- Regular communication will take place between class teachers, teaching assistants (TAs) the SEN coordinator (SENCo) parents and children to ensure good progress.
- All staff have appropriate access to up to date information about children with additional needs.
- The SENCo, Phase leaders and outside agencies will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials.
- Children are supported alongside their peers whenever possible. Children will only be withdrawn from learning with their peers for specific educational or social purposes.

- Class teachers with support from the SENCo if required, will set appropriate individualised targets for pupils with SEND.
- All children have individualised targets. Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans.
- All children are encouraged to join in extra-curricular activities.
- All children will have every opportunity to excel in their areas of strength, and celebrate this, especially if they have barriers to learning in other areas.
- Good access arrangements are made so that all children can demonstrate their full potential in tests and exams. The SENCo will work with appropriate staff to request access arrangements for tests.
- Regular meetings will be held with children and their families, and annual reviews held as required. There is an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions.
- Parents will be given clear routes to access support, including Early Help Team and SENDIASS (SEND information, advice and support service) and will be encouraged to bring a supporter to meetings if desired.
- Staff training will reflect the needs of the current school community.
- TAs will be trained so that they can encourage and support pupils.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- The complaints procedure is transparent and easily available to parents
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEND information report\*.

### **Links with other schools/agencies**

Our school works closely with many other outside agencies to ensure that our children have the best provision. These include:

- IES outreach
- Educational Psychologists
- Paediatrician – Child Development Centre - Harrogate District Hospital
- Occupational Therapist
- Speech and Language Therapist
- Consultant Clinical Psychologist - Dragon Parade Clinic
- Hearing and Visual Impairment
- SLD Outreach
- Autism Outreach
- Healthy Child Team

These agencies may be contacted if a child has made little or no progress despite support being given that is well matched to the child's need. Parents will always be informed if our school has made the decision to involve a specialist. If the child continues to demonstrate significant cause for concern, a request for statutory education, health and care assessment will be made to the LA. A range of written evidence about the child will support this request.

### **Education, Health and Care Assessment Request (EHCARs)**

Once a child's special educational needs have been identified, staff will use the 'graduated approach' (assess, plan, do, review) to help the child make progress and regular meetings between the Class Teacher or Phase Leader and SENCo will monitor this. If it is agreed that following several cycles of the graduated approach, the child is still not achieving expected levels of progress, or that their needs

are not being met, it may be decided that a more detailed statutory assessment would help them. Parents/ carers are involved in these discussions. The Class Teacher, and the SENCo, will meet with the parent(s) to complete an EHCAR form. This form combines information from school, health and care where necessary and focuses on where we want the child to be rather on what their difficulties are. It is not necessary to have a diagnosed condition for a needs assessment to be considered. Likewise, having a diagnosis does not necessarily mean that a child or young person requires an education health and care plan. The form will be submitted to the LA, alongside supporting evidence and a decision will be made to determine whether a statutory assessment will be carried out. The LA have twenty weeks to complete the process, which may or may not result in the issue of an education, health and care plan. **An education health and care plan is a single, legal document which brings together a child or young person's education, health and social care needs.** The issue of an education health and care plan means that it is necessary to provide extra support for the child/ young person's special educational needs and this will be reviewed at least once a year at an annual review meeting.

### **The Role of the SENCo**

In our school the SENCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision along with the Class Teacher.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- receives appropriate training, including NYCC 'Can do'.

### **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The Head teacher is 'the responsible person' who is in receipt of information from the LA regarding the special needs of pupils within the school. She will be the principal agency through whom the Governors discharge their duties. Mrs Karen Daggett is the Inclusion Manager who coordinates SEND.

### **Allocation of resources**

The governing body ensures that all budget allocations intended for the benefit of pupils with SEND are used for this purpose. Where appropriate and possible the school's expenditure on resources for SEND (staffing, equipment, and training) may exceed the income allocation. This will be determined when the school budget is set and revised by the governing body. An account of the agreed resource allocations is made to the governing body each year. Within the agreed financial limits, budget allocations are used to provide:

- non-contact time for the SENCo, used to provide effective management of this policy and to assess and support pupils with SEND.
- additional adult support to work with any pupil who has an Education, Health and Care Plan and with pupils on SEN support who have a high need for support, or pupils who need support on a temporary basis to overcome learning or behavioural difficulties, as appropriate

- part-time teaching assistants who work with all classes in school to assist with the education of all pupils, including those with SEND.
- some non contact time to support and liaise with parents
- access to appropriate and relevant SEND training courses for school staff
- cover for staff to attend liaison meetings regarding SEND pupils when deemed appropriate
- some occasional additional hours for pupils on the Inclusion Register; these hours are allocated on a temporary basis to overcome learning or behavioural difficulties that are significantly impeding successful inclusion
- appropriate teaching and learning resources for use with pupils with SEND
- equipment used to aid access for pupils with SEND

These resources are provided as far as is reasonably practical and compatible, with the learning needs of the child and the efficient and fair education of other school pupils and the efficient use of resources. These resources are allocated to and amongst children with SEND in accordance with their IPM targets.

The Head and Inclusion Manager/SENCo maintain oversight of the allocation and use of these resources and report back to the governing body.

### **Legal Framework**

Our school will follow all relevant laws and guidelines. These will include:

- Education Act 1996 ( updated 2011 )
- Special Educational Needs and Disability Act 2001
- DfES SEND Code of Practice (0-25) (September 2014)
- Equalities Act 2010
- DfES Inclusive Schooling: Children with SEND

### **Monitoring and evaluation**

The SENCo monitors the movement of children within the SEND system in school.

The SENCo, Phase Leaders and Headteacher are involved in supporting teachers involved in drawing up Individual Provision Maps for children. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCo and the governor responsible for special needs will also hold regular meetings to discuss SEND issues and provision.

The application of this policy is monitored and evaluated by the Inclusion Manger/SENCo and the Headteacher. The findings are discussed at Governing Body Meetings and recorded in the relevant sections of the School Self Evaluation Form (SEF).

Date of policy: May 2019

Date of Review: Annually

Date of next review due: May 2020