



**Downsway  
Primary  
School**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

<b>Date policy approved by Governing Board</b>	<b>24/01/24</b>
<b>Date of next review</b>	<b>Jan 2025</b>
<b>Policy owner</b>	<b>Inclusion Manager</b>
<b>Policy on website Y/N</b>	<b>Yes</b>
<b>Compliance tracker updated Y/N</b>	<b>Yes</b>

**Responsible Person:** Mrs K. Ayres

**Inclusion Manager:** Mr K. Edwards

**Governor responsible for SEND:** Mrs L Charlesworth

### **Philosophy**

Downsway Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).

We believe that **every** child in our care has the right to a broad and balanced curriculum, including the National Curriculum that is matched to the needs of the individual. This demands very thoughtful and careful planning. SEND children at our school are integrated into mainstream classes. It therefore follows that all our teachers are teachers of SEND.

The special educational needs and disability code of practice: 0 to 25 years (1<sup>st</sup> September 2014) states that 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training'.

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 or disability if they:**

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools within the area of the Local Authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

### **Disability and Special Educational Needs**

Some students, who have SEND, will also be defined as having a disability. A definition of this, and an outline of how the school makes provision for these students, is outlined in the school's Equality Policy.

Special educational provision means: *'for children of two or more, special educational provision 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'*

It is accepted that children for whom English is their second language, may have difficulty accessing the curriculum but not necessarily have a learning difficulty.

Partnership between the school, parents/carers, SEND child and external agencies is central to our thinking. We strongly believe that there are tremendous benefits gained by a child knowing that parents/carers and teachers are working together, not in isolation. Two-way communication is encouraged both formally and informally. Parents/carers are welcomed into school to discuss their child with staff or to work alongside teachers in the classroom. As the SEND child is at the core of this partnership, gaining their input and thoughts on their experiences is vital as we reflect on our provision and look to enhance their progress. We aim to have SEND as a child centred process. The development of quality partnerships between the school and external agencies is actively encouraged, giving children the best possible advantage.

### **Policy Objectives**

The objectives of this policy are to meet the individual needs of all SEND children in our care by:

- a) Ensuring that assessment is carried out as an integral part of teaching, giving an up-to-date and accurate picture, enabling early identification of SEND.
- b) Ensuring that children with SEND are offered a broad, balanced, relevant curriculum, and the National Curriculum, that is appropriately delivered and resourced so that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- c) Developing a close partnership with parents/carers, involving them at every stage in supporting their child's education.
- d) Promoting a child centred process taking into account the views of the child.
- e) Encouraging effective involvement by external agencies.

### **Admission Arrangements**

We aim to admit all children within the school's catchment area. Access and all the appropriate facilities for disabled pupils, including wheelchair access, are provided at the school.

### **Integration**

All children on the SEND register work in mainstream classes. Through careful planning and resourcing, access to the curriculum is differentiated according to individual needs. Building a SEND child's self-esteem alongside their peer group is extremely important, enabling them to socialise and feel part of a group and not to be seen as different. SEND children or other specific targeted children may also be withdrawn for assessment purposes or for targeted programmes of support and supervised individually or in small groups.

### **The Role of the Inclusion Manager**

The Inclusion Manager has an important role to play with the Headteacher and Governing Board, in determining the strategic development of SEND policy and provision in the school. The Inclusion Manager has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP).

The Inclusion Manager provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The Inclusion Manager should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEN receive appropriate support and high quality teaching.

## **The key responsibilities of the Inclusion Manager include:**

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet childrens' needs effectively
- liaising with parents/carers of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned
- working with the 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
- ensuring that the school keeps the records for all children with SEND up to date
- writing and updating the SEND Local Offer on an annual basis.

The Inclusion Manager is continually monitoring to oversee the successful implementation of the school's SEND policy, evaluating and revising the policy when necessary. Attendance at relevant SEND courses is encouraged and in house SEND training for all staff may be led by the Inclusion Manager or outside agencies.

## **The Role of the SEND Governor**

The SEND Governor acts as a direct point of contact between the staff and Governing Board. The Governing Board will ensure that the school notifies parents that SEND provision is being made for their child.

## **The Role of the Class Teacher**

*'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.'* (The Special educational needs and disability code of practice: 0 to 25 years (1<sup>st</sup> September 2014)).

The performance of all children in the school is observed, assessed and monitored by the class teacher, as part of the school's Assessment Statement. Detailed records are kept for all children. The information and evidence gathered from teacher's records and parental contact form the basis of an assessment of any pupil who is exhibiting difficulties, and is considered to be a child with SEND.

The Class Teacher should:

- Inform parents/carers at the outset when special provision is going to be made for their child.
- Inform the Inclusion Manager of concerns and initiate a graduated approach – assess, plan, do, review through a Record of Concern
- Assess and monitor the child's progress.
- Provide a Support and Achievement Plan (SAP) for each child with SEND.
- Review the SAP termly with the child and parents, liaising with the Inclusion Manager for guidance on outcome setting and to discuss available provision.

- Take on board recommendations and suggestions provided by external professionals and implement where appropriate.

### **The Role of the Teaching Assistant (TA)**

TAs will support SEND children in the classroom or work with small withdrawal groups on specific programmes. Children with an EHCP, throughout the school, will have specific TA support at appropriate times which is balanced with their need to develop their independence.

### **Procedures**

The SEND Code of Practice provides a clear framework for both identifying SEND in schools and for special educational provision. The key principles are focused on early intervention, high quality teaching and careful assessment and tracking of each child's progress. Children making less than expected progress given their age and individual circumstances should be identified by the class teachers with support by the leadership team. This can be characterised by progress which:

- 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
- sees a widening of the attainment gap between the child and their peers

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make positive relationships with their peers, or the social skills needed to make a successful transition to adult life.

If concerns are raised, the Inclusion Manager or another designated member of staff may undertake observations of the child. The class teacher will meet with parents/carers to share their concerns and to gather the views of the parent/carer. The discussion should look to identify both the child's strengths and difficulties and then agree outcomes for the child and next steps to achieve these. At this point a record of concern is completed.

### **Record of Concern**

The Inclusion Manager will work with the class teacher to establish appropriate intervention and support which will be closely monitored and reviewed. Parents/carers will be informed of the support put in place through discussions with the class teacher or by the Inclusion Manager if placed on an intervention programme. If sufficient progress is not made to close the gap, over the course of two terms, the child may be placed on the Special Educational Needs Register with the agreement of parents/carers.

Where a child is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of the nature of support which enables the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Special Educational Needs Pupils**

The class teacher and Inclusion Manager will collate all information and assessments and consult parents/carers regarding further interventions and prepare a SAP. The SAP will record that which is additional to or different from programmes provided as part of the school's differentiated curriculum. External agencies will support the school, child and parents/carers in setting SAPs where appropriate. The SAP will set out a programme of small step outcomes, with intervention, and will be written by the class teacher and shared with the Inclusion Manager. These small steps will lead to an intended outcome for the child by the end of the key stage. The SAP is reviewed each term with input from the class teacher, parents/carers and where appropriate, the child. The Inclusion Manager will be involved in supporting class teachers with this review, where necessary. In some

instances where a child is receiving support that is typical of the rest of their peer group but remain on the SEND register due to an official diagnosis, an Annual SAP, after consultation with the parents, may be put into place which focuses on maintaining 'good progress'.

### **Educational Health Care Plan (EHCP)**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child with SEN and the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment from the Local Authority (LA). The LA will expect to see evidence of the action taken by the school as part of SEN support. All the experts involved in supporting the child's welfare and education will be consulted by the LA. Following the consultation and assessment, an Education Health Care Plan (EHCP) may be awarded. The EHCP will be reviewed annually. External agencies, parents/carers and teachers and other professionals involved with the child's education and welfare, are invited to the annual review. The child's own views are also taken into account. The Inclusion Manager is responsible for reporting on the Annual Review, with the input of the class teacher on the progress made towards the EHCP outcomes.

### **Provision**

In consultation with specialist agencies, parents/carers and child, the SAP/EHCP will set out new strategies that can be implemented in the classroom setting. For children with SEND working below age related expectations, the school will adopt the guidance provided by Interim recommendations for children below the national standard which ensure that targets are small step, achievable and measurable in the school setting.

The school will inform parents/carers when a child is first identified as having SEND and parents/carers will also be informed about the West Berkshire LA Parent/Carers Partnership Service. Parents/carers should be fully involved in the school's provision for their child. This will include being informed of a programme of action and interventions for their child and details of their role in supporting the SAP. Parents/carers will be expected to fulfil their obligations under joint intervention programmes. Children will be involved in setting and reviewing the outcomes on their SAP where appropriate.

### **Allocation of Resources**

In consultation with the Headteacher, the Inclusion Manager will purchase specialist materials and equipment that is needed to deliver programmes to children with Special Needs.

School may request additional funding for children with an EHCP from the LA. Teaching Assistants will provide support and interventions as timetabled by the Inclusion Manager. These needs are identified by the Inclusion Manager, class teachers and leadership team. They will also take into account the recommendations put forward by external professionals.

If a child has SEND and is also in receipt of Pupil Premium, additional resources will be allocated to support and enhance the delivery of teaching and meeting the child's needs.

Programmes of curriculum intervention are detailed on the Local Offer – link available on the school website.

### **Complaints Procedure**

For complaints or concerns about a child's SEND provision, the child's parent/carer should initially contact the class teacher and/or Inclusion Manager to discuss the issue. If this does not end in resolution, the parents/carers should speak to the Headteacher to discuss the matter further. If this action doesn't resolve the matter then parents/carers should make a formal complaint following the school's Complaints Policy. The Inclusion Manager will direct parents to West Berkshire Parent Voice

which provide independent help and support. Matters concerning decisions made by the LA will be referred to West Berkshire SEND department.

### **Staff Training and Awareness**

"In service" training through staff meetings, training days or external courses, is offered to all teaching staff and TAs. Support from external agencies may be brought in for training when necessary. The Inclusion Manager will keep staff updated on all matters of SEND.

### **Partnership with parents/carers**

Our aim is to develop close links with all parents through:

- Welcoming parents/carers into school
- Regularly informing parents/carers of developments or changes
- Making our intentions clear
- Sharing and valuing the parents'/carers' point of view
- Giving parents/carers the opportunity to bring somebody with them to meetings, to give support
- Providing a private place for parents/carers to talk
- Parents'/Carers' Evenings
- Giving notice of review dates in line with the Code of Practice for SEND
- Supporting parents in accessing external support services
- Holding regular coffee mornings to provide an informal opportunity to discuss low level concerns and to support parents in forging relationships with others parents of pupils with additional needs.
- Running Parent/Carers Workshops led by outside speakers.

### **Links with Other Schools and Units**

Detailed individual records are made available to our Secondary colleagues when a child transfers, together with verbal communication between the relevant departments. Secondary school representatives are invited to all transfer reviews involving children with an EHCP.

### **Links with External Agencies**

The school is in regular contact with:

- the assigned Educational Psychologist who is available for informal and formal assessments and reviews
- the School Health Service, through visits by the school nurse
- the Educational Welfare Officer for the local authority
- The Cognition And Learning Team, Autism Advisory Service and Therapeutic Thinking Support Team based at West Berkshire
- Occupational Therapists
- Speech and Language Therapists
- Berkshire Sensory Consortium Service
- Specialist Inclusion Support Service

As and when the need arises, advice from other appropriate agencies is sought.

### **Monitoring and Evaluation of SEND Policy**

The Inclusion Manager will monitor SEND SAP documents termly. The implementation of the school's SEND policy is monitored by the Inclusion Manager and Headteacher throughout the year, this may be conducted through:

- Observation in classrooms and learning walks
- Working alongside class teachers
- Assisting with the writing of SAPs
- Reviewing children's records and assessment information
- Discussion between the Inclusion Manager and staff
- Regular updating of the SEND register

- Feedback from parents/carers and the child
- Tracking of data
- Monitoring and assessing a pupil's SAP and the delivery and differentiation of teaching and learning activities.

This policy is reviewed by the Governing Board annually. The Governing Board will also publish an annual report to parents on the nature and effectiveness of the school's SEND provision.

### **Links to other policies**

This policy should be read in conjunction with the following policies:

- Supporting pupils with Medical Needs in School Policy
- Accessibility Plan
- Equality Policy
- Assessment statement
- Complaints Policy