



SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed: Summer 2018

Next Review: Summer 2021

Introduction

At Waverley Abbey, we believe that **all** our teachers are teachers of children with special educational needs.

It is not unusual for any child to receive additional support in their learning and the support we offer is carried out in a caring and supportive way. We monitor a child's progress and ensure that all relevant adults are involved in the process.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice, 2014).

Vision

It is our task as teachers at Waverley Abbey to promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites challenges and motivates each child and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

Aims and Objectives

Aims

At Waverley Abbey children, whatever needs a child has, are provided with inclusive teaching and provision which will enable them to make the best possible progress in their development and feel that they are a valued member of the wider community.

- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- We strive to give children with SEND the support they need.
- We will set ambitious outcomes (educational and other) for children following discussion with the family and the child.
- We work to ensure that all children become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- We believe that all children learn best with the rest of their class or peer group.
- Our aim is for all children to work independently in class and work cooperatively in group sessions.



Objectives

- To work within the SEND Code of Practice to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.
- To deliver a programme of training and support for all staff working with children with SEND that develops our practice within the guidance set out in the SEND Code of Practice.
- The Local Governing Body (LGB) and teaching staff ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.
- All staff and members of the LGB ensure that any child with any need is identified and supported in their learning.

Key Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo) has day-to-day responsibility for:

- Overseeing the day to day operation of the SEND policy
- Coordinating the provision for SEND children through the development of the provision map (PM)
- Managing the professional role of the Learning Support Assistants
- Advising and supporting school staff
- Contributing to the professional development of Staff
- Monitoring and analysing children's progress
- Ensuring that Provision Maps are in place and reviewed.
- Ensuring that Statements/ Education and Health Care (EHC) plans are in place for those who need them and that they are reviewed annually
- Ensuring that relevant information about SEND children is collected, recorded, updated, and disseminated.
- Liaising with external agencies including SEND management, the Multi professional Team, Health and Social Services.
- Ensuring liaison between parents, outside agencies and other professionals

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The Class Teacher is responsible for:

- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff
- Familiarising themselves with children's records and information regarding their SENs
- Supporting children in achieving Provision Map targets
- Keeping the SENCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENCo of their concerns, or concerns expressed by parents

The Learning Support Assistants are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENCo
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving Provision Map targets
- Keeping records of their work with individuals or groups

Parents support their child by giving encouragement, attending meetings and reviews.

Staff in school with specific roles

Designated Teacher for Safeguarding and Looked After Children (LAC) – Kate Redman

Lead for Behaviour and Welfare: Sarah Stevenson

Home School Link Worker: Rosemary Pointon

ELSA (Emotional Literacy Support Assistant): Maria Lodge

Role of the Good Shepherd Trust

It is the statutory duty of the Good Shepherd Trust (GST), the multi academies trust to which the school belongs, to ensure that the school follows their responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice.



Evaluation

The Local Governing Body (LGB) monitors and evaluates the progress of children with SEN through data, analysis and reports created by staff to ensure that pupils are supported appropriately and that they are making good or better progress.

Admission and Inclusion

We welcome all children to Waverley Abbey Junior School and endeavour to ensure that the appropriate provision is made to cater for their needs.

Pupils with Education and Health Care Plans are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Access to the Curriculum

All pupils have equal access to the curriculum; where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in the SEND information report published on the school website.

The SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum. This is called SEND support.

Should a child fail to make progress over time, despite this additional support, the school may request advice and support from the multi professional team or other professionals and increase or modify the support arrangements. The range of support provided at SEND support will vary between individuals according to their level of need.

The next stage of this graduated response is requesting an Education, Health and Care assessment from the Local Authority. This only occurs in a very small number of cases when a child's special educational needs are a significant cause for concern.

Support for children with SEND is planned and reviewed on a termly basis. The school provision map details all additional support arrangements for children with SEND. The SENCo devises the Provision map in consultation with staff.

We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom



- Groups for catch up phonics, spelling, phonological skills, social skills, language programmes outside of the classroom
- Behaviour monitoring charts and reward systems
- Individualised programmes of work
- Increased use of laptop and ICT
- Use of symbols to aid understanding

Support is reviewed and amended as necessary each term according to each child's progress in relation to the National curriculum and Provision mapping targets.

Creating individual plans of support

When a child fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, the school will initiate a time bonded plan of action. This includes mapping the provision for children with SEND and creating a provision map for that child detailing appropriate interventions, such as:

- In-class support by teacher/LSA;
- Small group work;
- Behaviour support programmes;
- Use of specialist equipment;
- Alternative teaching strategies;
- Visual supports and aids;
- Emotional Literacy groups;
- 1:1 interventions e.g. Phonics.

Parents and child will be involved in developing a plan of individual support through termly meetings. Where there are outside agencies and professionals involved this takes the form of a Team Around the Child Meeting (TAC) or Team Around the Family Meeting (TAF).

If it is necessary, where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Appropriate records will be maintained, including assessment and observation, standardised tests, Key Stage attainment tests. Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.



SEND Register

The children on the register are reviewed regularly and may move off of the register and those identified will be added.

A child will be included on the SEND Register for the following reasons:

- The child has communication and/or interaction difficulties and continues to make little or no progress;
- The child makes little or no progress, despite teaching approaches that are targeted towards a child's specific area of need;
- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas;
- The child presents persistent emotional or behavioural difficulties which are as a result of other difficulties e.g. social problems, limited communication skills etc.;
- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision.

Use of outside agencies

These agencies (speech and language, occupational therapy and behaviour support) may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's Provision Map (see section below) in order to establish which strategies have already been used and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Provision Map continues to be the responsibility of the class teacher.

Provision Map

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register. The class teacher writes a Provision Map (PM) for the child in consultation with the parent/carer and child. The PM includes expected outcomes as well as the types of intervention used to support a child's progress. It also shows the targets that a child is working towards and the strategies used. The targets are reviewed frequently throughout the year and in addition, a progress review is written in the spring and summer terms.



Pathway Plan and Education Health and Care Plan (EHCP)

The school, in consultation with parents and pupil, may apply for an Education Health Care Plan should the child continue not to make progress within their specific areas of need.

Resources

The delegated SEND budget is used for SENCo salary, Learning Support Assistants and individual support assistants. A budget is also allocated each year according to the resources needed to carry out the SEN Action Plan. The provision of additional support is made as appropriate from the delegated SEND budget.

Additional funding for children with EHCPs is received from Surrey County Council. The delegated SEND budget is used directly to support children with Special Educational Needs and disabilities through the teachers, HLTA and LSA support throughout the school. Support is given within the classroom, on an individual basis or as part of a small group according to a child's level and area of need.

Classrooms contain support materials to address children's needs in Literacy and Numeracy and other subject areas. ICT resources are also available to support learning.

Partnership with Parents

At Waverley Abbey School we value greatly the role parents play in their child's learning and the impact of parent involvement on pupil progress.

Parents are notified early of any concerns about their children and if a child is identified as having Special Educational Needs this will be discussed with parents and any course of action to be taken will be discussed.

Parents are involved in the reviews of accessed provision and targets are shared with parents on a termly basis.

Parental contact takes place through informal discussion, Parents' Evenings, Homework diaries, telephone calls or letters and through appointments with the Class teacher, SENCo and/or the Headteacher.

Links to other policies

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

- Teaching and learning
- Equality
- Assessment
- Behaviour
- Anti – bullying
- Complaints
- Supporting children with medical needs
- Special Educational Needs Information report