



# **Wraxall Church of England Primary School**

## **SEND Policy**

**Policy Approved by Governors:**

**Authorised for Issue: October 2022**

**To next be reviewed: October 2023**

## Our School Vision

Picture a school at the heart of the community, surrounded by nature and where the children can't wait to arrive in the morning because they know that they will experience the excitement and joy of learning.

Picture a school where the children are **inspired** to aim high and believe that their dreams are achievable because they will have developed the skills and knowledge needed. They have the confidence to challenge themselves because they know that their mistakes will only make them stronger. They will flourish and become all that they aspire to be.

Picture a school where the children are **nurtured** to be the best that they can be. They know that school is a safe and inclusive place because they have seen that all are welcomed and cared for. They will show compassion in all that they do and will make society a kinder place for all.

Picture a school where the children are celebrated for being unique individuals who together form a strong and united team. They become active and creative citizens who will **achieve** amazing things throughout their lives and develop a better future for all.

Picture Wraxall Church of England Primary School – **Inspiring, Nurturing, Achieving**

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.'

The school vision also reflects the Church of England's Vision for Education and supports the promotion of Christian values. Our vision is based around elements of 'The Parable of the Sower'.

"The seeds sown in good soil" Mark 4: 13-20

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrated our values, we are helping our school to grow and flourish and enabling our community to live "life in all its fullness" John 10:10

## Our School Christian Values

Our School's Christian Values are demonstrated in all that we do and say

**\*Compassion \* Responsibility \* Respect \* Perseverance \* Friendship \* Honesty \* Courage**

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

### **Aims**

A pupil has Special Educational Needs (SEND) if they have a difficulty or disability, which calls for special educational provision that is different or additional to that available to most pupils of the same age. We aim to create an environment that meets the needs of all pupils, in order that they can achieve their learning potential; thus providing equal opportunities for all learners.

This policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability (SEND), working within the guidance set out by the SEND code of practice 2014.
- Ensure that all pupils have access to a broad and balanced curriculum, providing learning opportunities that are appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEND provision as early as possible; carefully monitoring and assessing their progress.
- Enable SEND pupils, through reasonable adjustments, to have full access to all elements of the school curriculum.
- Monitor the effectiveness of any additional provision to ensure the best possible outcome for the pupil.
- Work in partnership with parents/carers of SEND pupils for the benefit of the child, keeping them fully informed of their child's progress and attainment.
- Ensure that SEND pupils are involved, where possible, in decisions affecting their future provision.
- Identify the roles and responsibilities of all staff providing for SEND pupils, ensuring a high level of expertise through continual professional development.
- Ensure support of pupils with medical conditions through consultation with health care and social professionals, to enable full access to the curriculum.
- Work in cooperation with Local Authorities and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of a pupil with SEND

### **Legislation and guidance**

This policy 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.

### **Definition of SEND**

A child or young person has special educational needs if he or she has a learning difficulty or disability that require special educational provision to be made.

A child has learning difficulties or disabilities if he or she has:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in other mainstream schools.

The Code of Practice states that Special Educational Needs and provision can be considered as falling into four broad areas;

#### Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autism (ASD)

#### Cognition and learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### Social, emotional and mental health

#### Sensory and/or physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children who have difficulties may fit clearly into one of these areas;

However, children whose needs fall into a mixture of these four categories have complex needs. A child is described as having mild or severe learning difficulties depending on the degree of their needs and the impact they have on their lives.

#### Guidelines

All teachers are responsible for identifying all pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring specialised or additional support are identified at an early stage. LSAs will work closely with teachers to support in identifying all pupils with SEND. A detailed individual assessment of each pupil and their situation is undertaken at the earliest opportunity in order to make an accurate assessment of their needs.

Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Implementing provision and reviewing how effective it is in securing progress, are part of the effective assessment of need, informing the next steps in the graduated approach. Any necessary additional or specialised provision identified by review will be provided in a timely way.

Parents/carers (and pupils when appropriate) will be involved at each stage of this progress. The school firmly believes in developing a strong partnership with parents/ carers and recognises that

they have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership.

A pupil identified as having SEND and receiving additional or specialised provision will have this documented in an SEN Support Plan (SSP). This consists of three desired outcomes for the child, which are SMART (Specific, measurable, achievable, realistic, timed), and will be reviewed three times a year.

If external specialist advice, assessment or intervention is required, this may also be included in the SSP. (Please see Appendix 2)

If the pupil requires provision beyond what the school can offer, a request can be made for Statutory Assessment, which may lead to the pupil receiving an Education, Health and Care Plan (EHCP).

As far as is practicable, pupils identified as having SEN/Disability are, through teacher planning and differentiation, fully integrated into our classes. Every effort is made to ensure that they have full access to the National Curriculum and all aspects of school life.

### **Admission arrangements for a child in receipt of an Education, Health and Care Plan**

A place will be provided for a child who has an Education Health and Care Plan (EHCP) agreed at the time of application, which names Wraxall CE Primary School as the educational setting, following consultation with the school. This place will be allocated within the Published Admission Number (PAN) before the consideration of any other applications, or above the PAN if places have already been offered at that time. (Please refer to School Admissions Arrangements)

### **Conclusion**

In order to embed an inclusive ethos in our school, this policy links closely with all other policies in supporting all pupils to reach their full potential.

If parents/ carers feel their child is not getting the right level of support, they are not being fully involved or kept up to date with their child's progress; they should firstly approach their child's class teacher or the school SENDCO to discuss any concerns. They should then follow the School's Complaints Procedure.

If support is required to do this, parents/carers may wish to seek independent advice and support. This is available through Supportive Parents or an independent mediation organisation. Alternatively you can contact the North Somerset Council's Vulnerable Learners Service on 01934 634 854 or [VLS@n-somerset.gov.uk](mailto:VLS@n-somerset.gov.uk) for further advice.

If a child is in receipt of an EHCP, instead of following the School's Complaints Procedure, parents/ carers are advised to contact the North Somerset Vulnerable Learners Service directly.

This policy will be reviewed in light of changes in legislation or practice following consultation with staff and governors. Any amendments considered necessary will be forwarded to the Governing Body for approval.

## Appendices

### Appendix 1

#### Roles and Responsibilities

SEND provision will be the overall responsibility of the Board of Governors and Headteacher of the school. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with special educational needs to **Vicki Sheppard (SENDCo)**

#### Board of Governors

The Governing Body nominates a SEND Governor to link with the SENCo. This Governor and the SENDCo meet at least 3 times a year to discuss SEND issues and pupils' needs.

The Board of Governors should:

- ensure that all pupils' special educational needs/ disabilities are addressed
- have regard for the Code of Practice
- have regard for the school's SEND (and Inclusion) Policy
- ensure the policy is kept under review
- ensure that parent/carers of all pupils with SEND are reported to annually
- ensure that appropriate funds and resources are delegated to SEND

#### Headteacher

The Headteacher should:

- keep the Board of Governors informed about SEND issues
- work in close partnership with the SENDCO
- liaise with parents and external agencies as required
- delegate and monitor the SEND budget
- ensure the SLT are actively involved in the management of SEND within the school.
- SLT members should ensure consistency of practice and contribute to the realisation of the SDP
- provide a secure facility for the storage of records relating to Special Educational Needs/Disability

### SENDCo

The SENDCo should:

- co-ordinate the day to day provision of the school's SEND Policy
- liaise with and delegate responsibility to Teacher/s in Charge of (or Head of) LSC/SLC where applicable
- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs
- maintain the school's SEND register and oversee the records of all pupils with special educational needs/disabilities, ensuring that they are kept secure in the storage provided by the Headteacher
- organise necessary reviews and referrals
- liaise with external agencies and parents where appropriate
- contribute to the in-service training of staff
- utilise Classroom Assistant expertise in staff development

### Class Teacher

The class teacher should:

- Plan the learning for each child in their class with SEND, referencing their EHCP, SEN support or monitoring plan
- be aware of current legislation
- be familiar with the administrative process within the school
- keep up to date with information on the SEND Register
- Keep SEND records secure using the provided lockable storage
- be involved in assessing and recording data for the SEND register
- monitor and review progress
- be involved in the Annual Review process

- work closely with all members of staff to identify pupils' needs
- develop an inclusive classroom
- work closely with other staff to plan for learning and teaching
- supervise the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- Write a SEN support plan for SEND pupil, with support from the SENDCo and input from parents and pupils
- Write a Monitoring plan for those pupils who are considered to need extra support, with support from the SENDCo.
- Meet with parent to discuss targets and review progress (Termly, three times a year)
- involve classroom assistants as part of the learning team
- attend professional development training (when appropriate)

#### Classroom Assistant

Classroom assistants should:

- work under the direction of the class teacher
- be involved in planning
- look for positives by talking to the child about his/her strengths
- provide practical support
- listen to the child/speak to staff on the child's behalf
- explain boundaries and operate these consistently and fairly
- keep records of interventions carried out and ensure they are kept securely using the storage provided
- attend meetings
- share good practice

Reference should be made to the documents titled 'Guidance on the Management, Deployment and Development of Assistants in School'



## **Appendix 2**

### **Specialists and other professionals**

- Vulnerable Learners service (VLS)
- Speech and Language (S&L)
- Community Paediatrician (CP)
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer (EWO)
- Social Services (SS)