

# Stow Heath Primary School



## Special Educational Needs and Disabilities Policy

2023-2024

## **Stow Heath Primary School**

### **Special Educational Needs and Disabilities (SEND) Policy**

#### **Introduction**

Stow Heath Primary School has a named SENCO who has the new Government SENCO qualification relevant to their setting and a named Governor responsible for SEND. They ensure that Stow Heath's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Stow Heath Primary, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

#### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

As we recognise that all children work differently, at different rates and with different skills and abilities, some may be offered additional support, through small group or 1:1 activity, in order to boost their skills level and confidence.

The school also caters for the needs of high achieving children alongside this.

This SEN policy details how we will do our best to ensure that the necessary provision, is made for any pupil who has special educational needs and that those needs are shared with all, who are likely to work with them. We will ensure that teachers and all staff are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Special Educational Needs and Disabilities (SEND) Policy**

#### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions are fully included in all school activities by ensuring consultation with health and social care professionals

- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Stow Heath Primary, we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared, for full participation in a multi-ethnic society. We also measure and assess the impact regularly through termly meetings between our Parents, SEN coordinator, individual teachers, and Management Team to ensure all children have equal access to succeeding across the curriculum.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers and staff respond to children's needs by:**

- providing transitional periods, individually adjusted, to meet the needs of the child both pre-nursery setting, from class to class, from school to school if a change of setting is needed and from Year 6 to year 7. Staff will liaise with parents and relevant agencies prior to transitions.
- providing support for children who need help with communication, language and literacy planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole setting. The governing body, the school's head teacher, the SENCO and all other members of staff in the school, particularly class teachers and teaching assistants have important day-to-day responsibilities. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners and the information will be used to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class or setting.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

We will also ensure accessibility to all areas of the settings are in line with the Disability Discrimination Act (revised 2002). The coordinator will liaise with the appropriate authority/agency should any physical alterations to the building be necessary.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command

of English or arises from special educational needs.

## **The Role of The SENCO and what provision looks like at Stow Heath Primary**

The Special Educational Needs Co-ordinator [SENCO] responsibilities include:

Overseeing the day-to-day operation of the school's SEND policy.

Co-ordinating provision and supporting interventions for children with SEN.

Liaising with and advising fellow teachers and staff as per the school's Send Model

Overseeing the records of all children with SEN.

Liaising with all those working with children with SEN including parents and carers.

Contributing to the in-service training of staff.

Liaising with school and local high schools so that support is provided for Nursery aged and Y6 pupils as they prepare to transfer.

Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Making regular visits to settings and classrooms to monitor the progress of children on the SEN Support Register.

## **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may need to consult the school's graduated response "Send Model." This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class, setting or curriculum area including Early Years.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

Prevents the attainment gap between the child and his peers from widening.

Closes the attainment gap between the child and their peers.

Better the child's previous rate of progress.

Ensures access to the full curriculum.

Demonstrates an improvement in self-help, social or personal skills.

Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Stow Heath Primary School will adopt a graduated response. For Stow Heath, this is a three-step wave model where evidence will be collated at each point and involve the assess, plan, do, review model to learning in each wave. This approach consists of:

- Wave 1 – First Quality Teaching & Leaders Advice.

- Wave 2 – Intervention and support from the Senco and/or external agencies.

- Wave 3 – Adjustments above and above those of their age-related peer.

A collaborative approach will be used at all levels of this model.

The school will record the steps taken to meet the needs of individual children through the use of the processes of the Early Help Assessment, Team Around the Child, the Review process, or a Success Plan (Individual Support Plan) where the SENCO, in conjunction with class teachers and Assistant Heads, will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LA with a record of our work with the child to date, through this response model.

## **Reasons for a child being added to the SEN Support register may include the fact that he/she:**

Despite first Quality Teaching, the pupil makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness. The pupil shows signs of difficulty in developing literacy or

mathematics skills which result in poor attainment in some curriculum areas. They present persistent emotional or social difficulties, which are not improved by management techniques usually employed in the school or setting. They have sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment. They have communication and / or interaction difficulties and continues to make little or no progress.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs, will be treated as partners and given support to play an active and valued role in their child's development and education. A collaborative approach will be used.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term and on a need to basis to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

### **The Nature of Intervention (Wave 2 &3)**

The SENCO, the child's class teacher and staff will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO or with staff support or other interventions such as Special Educational Needs Early Years and Speech and Language Support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

The child's class teacher will be responsible for first quality teaching on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents and carers will be invited to meet regularly with the appropriate staff member and/or SENCO depending on which Wave they are in at the time on termly basis.

### **The use of outside agencies (Wave 2 & 3)**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual Outcomes will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom or small groups outside of the classroom depending on what is needed. The delivery of the interventions recorded in the SP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child (Wave 2 & 3):**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or social difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learn.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

### **School Request for Education Health and Care Plans (from September 2014) (Wave 3)**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous Success Plans and Outcomes for the pupil.
- Records of Early Help Assessments, Team Around the Child Reviews, TME reviews and their outcomes.
- Records of the child's health and medical and social care history where appropriate.
- Attainment levels in literacy and numeracy and Early Years Foundation scores and examples of. Records of attendance over a year.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and young person.

The parents of any child who has been referred for an Education Health and Care Plan will be kept fully informed of the progress of the referral. Children with an Education Health and Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to a school setting or high school, the SENCO from the respective setting, will be informed of the outcome of the review.

### **Success Plans new to policy but has been in place for a number of years**

Strategies employed to enable the child to progress will be recorded within a Success Plan which will include information about:

- The short-term aspirations set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The review dates.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers and staff use a range of strategies to meet children's special educational needs. Activities and lessons have clear learning objectives and staff scaffold work appropriately and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Individual success plans, which employ a small-steps approach, feature in the provision that we make. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children on the special needs register, requiring additional support to their peers or have outside agencies involved, have an Individual success plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning

experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom or setting situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

### **The role of the governing body**

The SEND Governor meets with the Senco termly. They challenge the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all staff are aware of the importance of providing for these children and ensure that funds and resources are being used effectively. The governing body has decided that children with special educational needs will be admitted to the centre or school in line with the agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and staff and in drawing up Individual Success Plans for children. The SENCO and the head teacher hold regular meetings to review the work in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

**Signed:**

**Date: September 2023**

### **Links with Agencies**

01902 558406 for Early Years Special Needs Service

01902 556945 for Parent Partnership Service

### **Other support links are:**

- Wolverhampton Sensory Inclusion Service
- Educational Psychologist – Individual case load
- Specialist Teacher Service – Individual case load
- School Nurse – Bilston Health Centre
- Speech and Language Therapy Service – Gem Centre
- Occupational Therapy service – Gem Centre
- Paediatric Service – Gem Centre