



Wincobank Nursery Infant School

Brigantia Learning Trust Special Educational Needs and Disabilities policy

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Contents

1. Aims	4
2. Legislation and guidance	4
3. Definitions.....	4
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements.....	12
7. Links with other policies and documents.....	12

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our commitment to inclusive education lies at the heart of our policy and practice in meeting the needs of all learners. We believe that every child, regardless of need or disability, should feel welcomed and valued as an individual and that working in close partnership with parents enables us to nurture and support all our children to become healthy, independent, successful and caring citizens. We seek to ensure that children with SEND are fully included in all aspects of school life including access to a wide and engaging curriculum.

Our partnership with parents/carers plays a key role in enabling children with SEND to achieve their true potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. We believe that children with SEND and their parents/carers should be at the heart of planning and decision making.

We believe that all children should be given the support, resources and encouragement they need to develop a love of learning and master the skills needed to become confident, independent learners in order to achieve the highest level of personal achievement, empower them to fulfill their learning potential and prepare them for the next stage in their education.

2. Legislation and guidance

This policy and information report 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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Tracy O'Malley – TOMalley@brigantiastrust.net

They will:

- Work with the headteacher and SEN trustees to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work 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
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Principal

The Executive Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Before entry to Wincobank, information is obtained about each pupil through conversations with pupils, parents and staff along with visits to current settings and home visits. This, coupled with levels of attainment on entry, enables teachers to identify and plan for support needed to promote a smooth transition between key stages.

Class teachers make regular assessments of attainment and progress for all pupils and identify those whose progress:

- 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
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. It will become apparent within a few months which of these it is.

If our setting cannot meet the needs of a pupil, specialist external agencies provide support and advice. Once contacted (through the means of a referral form), the requested agency visits the school setting, observes the pupil and discusses how the school can meet their needs. This support is provided until the need has changed or the child leaves the school.

5.3 Consulting and involving pupils and parents

Where there is a concern about the additional needs a child may have, an early discussion will take place with the pupil and their parents. These conversations will make sure that:

- *Everyone develops a good understanding of the pupil's areas of strength and difficulty*
- *The school takes into account any concerns the parents may have*
- *Parents/carers are clear about aspects of the SEND Code of Practice, the procedures involved in it and their child's entitlement within the SEND framework.*
- *Everyone understands the agreed outcomes sought for the child*
- *Everyone is clear on what the next steps are*

Notes of these early discussions will be added to the pupil's record and given to their parents.

The SENCO will try to liaise closely with the parents/carers of any pupil with SEND who is experiencing difficulties with learning. This liaison may be managed by letter, phone, meeting or visit.

Parents/carers will be consulted and involved in the review of progress, target setting and planning the programme of support until the next review.

Permission will be sought from parents/carers before any individual programme is begun or before any external agency works with their child.

Parents/carers will be invited to attend all reviews of students at SEN Support. Reviews will occur each term and use a person-centred approach, which seeks the views of the child and their parents/carers alongside that of teachers and external agencies. These reviews may form part of the parent meetings scheduled for every child or may be held as additional meetings where necessary.

5.4 Assessing and reviewing pupils' progress towards outcomes

At Wincobank, we follow the graduated approach (four-part cycle) of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and Behaviour
- Other assessments (where relevant)
- The child's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services (where relevant)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

For pupils who have taken part in an intervention, assessments are carried out at the beginning and end of the programme and the progress of each pupil is monitored and discussed during pupil progress meetings. Further provision is then planned as required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Children are taken through a comprehensive transition process to ensure they quickly settle into school and staff are fully aware of the individual needs.

Before entry to Wincobank, visits are made to the feeder schools (wherever possible) and information about the special educational needs of pupils is obtained, any individual plans and successful strategies used. Wherever possible, pupils will be invited, with their parent/carer, to visit the school on additional dates before the official transition visits. These visits may include additional time both within the school day and after school. When a pupil joins Wincobank from another school, all records are requested from the sending school. If the pupil was identified as having additional needs at the previous school, then the SENCO contacts the school directly to seek further information. This information will then be shared with the relevant staff.

Within school, there are meetings between teachers before pupils move to different classes and information is passed on. Parents meet and children spend introductory time with their new teachers.

The Keystage One Lead, supported by the SENCO, is responsible for the transition arrangements for the move of the Y2 pupils to the various Junior schools.

It is the SENCO's responsibility to ensure that the papers of any pupil with SEND are passed on to a receiving school, but in the case of Y2 pupils this usually follows a period in which the SENCO from the Junior school visit to discuss pupils with SEND with their class teachers/SENCO at a transition meeting, where possible. The SENCO will also meet the children, usually in the child's own classroom as a starting point.

For pupils with EHCPs, the SENCO is responsible for transition arrangements, ensuring that the receiving school staff get all relevant information. Where possible, the SENCO or Inclusion staff from the feeder Junior school will attend the last annual review before transition. Pupils with SEND often have extra visits to the schools before official transition visits.

5.6 Our approach to teaching pupils with SEN

All teachers are teachers of pupils with special educational needs or disabilities. Teaching such pupils is, therefore, a whole school responsibility requiring a whole-school response. Quality First Teaching and Learning is the benchmark for every lesson, with differentiation and personalisation for individual pupils.

Pupils will be taught, as far as is appropriate for their own needs, in classes with their peers where they may receive additional support from teaching assistants. They may also receive additional support from teaching staff in withdrawal groups. Support may be offered to groups or individuals and is aimed to answer individual need.

When staff identify that a pupil has special educational needs then interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum are sought, adapted or devised as necessary. Any programme of intervention is discussed with the pupil and parent/carer before commencing.

Strategies/Interventions may include:

- Teaching assistant support in class or in small groups
- Phonics and reading programs e.g. Read-Write, Inc one to one and small group
- Computer-based literacy programs eg Lexia
- Multi-sensory or specific support programs
- Group work on a range of topics e.g. motor skills, emotional regulation, social skills
- Speech and language support, eg LEAP (language enrichment activity programme, VIP (vocabulary improvement programme), 1:1 speech therapy
- Personalised timetable

5.7 Adaptations to the curriculum and learning environment

As far as possible, pupils with SEND will be integrated into mainstream classes and supported within them. Students will only be withdrawn from mainstream groups on a regular basis:

- *to receive help with literacy, numeracy, emotional, social or mental health skills*
- *to work with Educational Psychologist or other Local Authority Support Teams*

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. *For some pupils, it will be necessary to choose work from earlier key stages so they are able to demonstrate progress from their starting point.*
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions, support pupils in class, small groups and on a 1:1 basis dependent upon need.

We work with the following agencies to provide support for pupils with SEN:

- *Educational Psychology*
- *Autism Team*
- *Ryegate Children's Centre*
- *MAST*
- *School Nursing*
- *Social Care*
- *CAMHS*
- *Speech and Language Therapy*
- *Hearing Impaired Service*
- *Visual Impaired Service*
- *Early Years Inclusion*

5.9 Expertise and training of staff

Our SENCO has *13 years' teaching experience, including 7 years' experience* in this role.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

To ensure that teachers are aware of progress being made, including that from any intervention programs where pupils are being withdrawn from classes, pupil progress meetings are held to discuss individual children. The meetings also enable discussion about CPD requirements for staff and general discussion about strategies to meet the needs of individual pupils.

A programme of CPD is arranged annually for all staff; information on SEND is included as a standing item in staff meetings and there is information available on individual difficulties in the SENCO office and on the school network. This is extended as more useful information becomes available.

All staff are encouraged to develop their skills in the education and management of pupils with SEND. Each member of staff receives a copy of the SEND Policy. The SENCO offers advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.

In the last academic year, staff have been trained in *Birmingham Toolkit, Shape Coding, Creating dyslexia friendly classrooms, Provision Map, Mighty Minds*. Staff have also benefitted from training and support from the *Educational Psychology Team, Autism Team and Learning Support Service (Fusion TSA)*.

5.10 Securing equipment and facilities

Where a child requires additional equipment or facilities to enable them to access a mainstream school, equipment and support are sought from the relevant outside agency:

- *Communication and Interaction – Speech and Language Therapy Service, Autism Team*
- *Cognition and learning – Fusion TSA*
- *SEMH – MAST/CILS, CAMHS, Educational Psychology*
- *Sensory or physical need or disability - Visual Impairment Team, Hearing Impairment Service, Sheffield Children's Hospital, Occupational Therapist, School Nursing, Barnardos*

5.11 Evaluating the effectiveness of SEN provision

The effectiveness of the school's provision for pupils with SEND is evaluated by:

- *Reviewing pupils' individual progress towards their targets (at least termly)*
- *Reviewing the impact of interventions (pre and post assessments)*
- *Using pupil and parent questionnaires*
- *Monitoring by the SENCO*
- *Reviews of Pupil Passports, Learning Plans and MyPlans*
- *Holding annual reviews for pupils with statements of SEN or EHC plans*

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We are committed to ensuring that pupils with SEND have access to all activities within and outside the school setting.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. *Parents/ carers support school trips where necessary.*

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

The school offers a wide range of provision to support the emotional wellbeing and social development of all pupils through school:

- *Personal, Social and Health Education is taught across the school by class teachers. The programme includes online safety, building successful relationships and Fundamental British Values. Planning and delivery of such lessons is monitored by planning scrutiny and lesson observations by the SLT.*
- *Pupils with SEND are encouraged to be part of the school council*
- *A small team of support staff are available to children who need extra support throughout the school day including unstructured times of the day where they support pupils if they are having difficulties making and keeping friendships and also help when disagreements occur.*
- *The school also runs intervention programmes to support individuals who are anxious, angry, lack confidence, are on the autistic spectrum, find it difficult to comply with the school organisation and other difficulties.*
- *Support is offered at breaks and lunchtimes for pupils who need this. Supervised structured activities including indoor games, outdoor sports and a quiet room are available each day.*
- *Careful discussions are held with the class teacher, support staff and SENCO about an individual's needs. These discussions also involve parents/carers and pupils wherever possible.*
- **Children have the option to play inside or outside at unstructured social times**
- **Currently, we have a well-being room that children can access in an afternoon, this is a fluid provision, some children use it daily, some children access lego club in there twice a week, some children access as and when it is needed.**

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Where we cannot meet the needs of a pupil alone, specialist external agencies provide support and advice. Once contacted (through the means of a referral form), the requested agency visits the school setting, observes the pupil and discusses how the school can meet their needs. This support is provided until the need has changed or the child leaves the school.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The details of support services available to parents of pupils with SEND in Sheffield can be found at the link below:

<http://www.sheffielddirectory.org.uk>

5.17 Contact details for raising concerns

Mrs Tracy O'Malley

TOMalley@brigantiastrust.net

01142490590

5.18 The local authority local offer

Our contribution to the local offer is published here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=9hSEQFI12tE&localofferchannelnew=0>

Our local authority's local offer is published here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO in conjunction with the Trust SEND Lead, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions