Wombridge Primary School

Special Educational Needs and Disability Policy

Date Approved: November 2021
Approved by: Governors
Review Date:

Vision Statement

Our vision is that our pupils learn to lead the way to life, aspiring and understanding that they can contribute to society by aiming for good qualifications which leads to a good job. We see this vision at the heart of the relationships between everyone in the school community, which is typically diverse, as is the case in most of modern urban Britain.

Our aims and ethos

We want our pupils to grow into responsible, well-educated adults, capable of thriving in today's modern society. In a diverse and multi-cultural society, it is essential that our children develop a level of knowledge and understanding that embraces the beliefs and cultures of others.

Values

L.E.A.D

Learning
Aspiration
Enjoyment
Determination

Learning

We aim to ensure teaching and learning is creative, encouraging children to interact and engage in their educational journey. We are an inclusive school that embraces diversity and values a collaborative style of learning.

Enjoyment

We are passionate about ensuring children have fun in school, whilst facilitating and building a socially connected learning environment.

Aspirations

We believe that reaching out to our children and families is hugely important. Providing new opportunities that ignites their hopes and dreams, to think beyond the walls of Wombridge with a view to improving confidence, self-esteem, and motivation.

Determination

A growth mind-set approach is cascaded throughout the school. Developing a can do, rather than can't do attitude, through perseverance.

Motto

"If you start with strengths the impossible becomes possible. Today's learners, tomorrows leaders"

Special Educational Needs and Disability Policy 2021

Wombridge Primary School

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of **everyone** involved in providing forpupils with SEND.
- Identify the way we identify, implement and evaluate our SEND provision and practice with reference to the requirements of the 2015 SEND Code ofPractice.

Legislation and guidance

This policy and information report is based on the statutory **Special EducationalNeeds 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, SEND co-ordinators (SENDCOs) and the SEND information report

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 the others ofthe same age, or
- A disability which prevents or hinders them from making use of facilities of akind 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 sameage by mainstream schools.

There are four broad areas of need for SEND:

1. **Communication and Interaction**
   Children who have speech, language and communication difficulties. This caninclude children with Autism Spectrum Disorder.

2. **Cognition and Learning**
   Children who learn at a much slower pace than their peers. This can alsoinclude children who have a Specific Learning Difficulty like dyslexia, dyscalculia or dyspraxia.

3. **Social, emotional and mental health difficulties**
   Children experiencing social and emotional difficulties which manifest in a variety of ways. This can include becoming withdrawn, disrupting behaviour ormental health difficulties such as anxiety or depression.

4. **Sensory and/or physical needs**
   Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided. This could be children with a visual impairment, hearing impairment or children with a physical disability.

Roles and responsibilities

The SENDCo

Our SENDCo is Mrs Michelle Hutton who is contactable via 01952 388040.

The SENDCo will:

- Work with the headteacher and SEN governor 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, andother 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 andits support services
- Liaise with potential next providers of education to ensure that the schoolmeets 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

The SEND governor

Our SEND governor is Dave Seaton

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within theschool and update the governing board on this

- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

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

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 using Provision Map and howthey can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and developmentand decide on any changes to provision
- Ensuring they follow this SEND policy

Identification of SEND

At Wombridge Primary School, we understand the importance of early identification of SEND. For some children, it can be identified at an early age. However, for other children, difficulties become evident only as they develop. Eitherway, we will respond to any concerns as soon as possible, working in partnership with parents.

Members of staff work closely together to communicate any concerns as soon as possible. This may arise from behaviours displayed in the classroom, class assessments (which are formally completed on a termly basis) or from conversationswith parents.

The SENDCo will review data on a termly basis and identify children who: fail to match or better the child's previous rate of progress; fails to close the attainment gap between the child and their peers or widens the attainment gap. Any social and emotional concerns are recorded on CPOMS and tracked in partnership with the Safeguarding and Inclusion Manager; Miss Emma Partridge and/or the Pastoral Manager; Mrs Corrine Whittingham.

We recognise that slow progress and low attainment do not necessarily mean that achild has SEND and likewise if a child is working at age expectations, it should not be assumed there is no learning difficulty. Children who have English as an additional language are not necessarily SEND and if there are any concerns with progress, we will liaise with the Multi-cultural Development Team to identify whether there are limitations with command of English or if it arises from SEND.

Appendix 1 illustrates the journey of children with SEND at our school.

Support for improving emotional and social development

At Wombridge, the emotional health and wellbeing of all our children and staff is of utmost importance to us and we endeavour to support each other in this. Our schoolmotto “If you start with strengths the impossible becomes possible. Today’s learners, tomorrows leaders”is at the heart of all we do. We constantly aim to promote a positive approach to learning and will support children who find aspects of education challenging.

We provide support for pupils to improve their emotional and social development inthe following ways:

- Small nurture groups across year groups
- Feelings and Wishes
- Drawing for Talking
- Gardening
- Forest School
- Safeguarding Champions

Working with other agencies

We recognise the important contribution that external support services make inassisting to identify, assess and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services willbe involved with SEND pupils:

- Learning Support Advisory Team
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Early Years Inclusion Team
- Sensory Inclusion Service for hearing and visual impairments
- The school nursing team via Healthy Child Programme
- Physiotherapists

We also have links with the following organisations:

- The Local Authority
- Strengthening Families
- Parents Opening Doors (PODs)
- SENDCos in other Telford schools

Policy development and implementation

This policy is the responsibility of the SENDCo; Mrs Michelle Hutton and will bereviewed on an annual basis.

Date created: November 2021

Approved by Governing Body

Date to be reviewed: November 2023

Appendix 1

The SEND journey at St George's CofE Primary School

Identification/Pre-SEND

Previously identified as having a SEN/D at their former setting

Assess	Concerns about academic, emotional, physical or social progress are identified by either parents, Class Teacher, SLT or the SENDCo. This might be through an informal conversation, a School Based Meeting, data analysis or pupil progress meetings.
Plan/Do	The Class Teacher will complete a SEND referral form identifying concerns and reviewing current Quality First Teaching strategies. (e.g. differentiation/resources) This will be reviewed by the SENDCo who will give further suggestions and recommendations after monitoring and/or completing an observation using a pre-SEND checklist.
Review	If, after adjusting Quality First Teaching strategies, there is still limited progress, the child will be placed in short-term targeted interventions which will then be reviewed after a term. This will be discussed with parents.

If there continues to be concerns:

SEND Support

Assess	Appropriate assessments take place depending on the Area of Need. This may involve referrals to external agencies for specialist support e.g. Educational Psychologist, Learning Support Advisory Teacher, Occupational Therapy, Speech and Language, Early Years Advisory Teachers
Plan/Do	Interventions and additional provision will be planned based on any assessments that have taken place. Short-term targets will be created. This will be discussed and reviewed with parents/carers three times a year.
Review	Plan to be reviewed termly with evidence. The aim is for short-term targets to be met each term. If the child is making good progress, there will be consideration as to whether they need to remain on the SEND register.

If the child is continually making limited progress, despite several APDR cycles, then an EHCNA will be considered as long as the child meets criteria.

If the child doesn't meet EHCP criteria, but we feel we need additional funding/advice, an application the Inclusive School Forum will be completed with the possibility of Additional Inclusive Funding (AIF).

EHC Plan

Additional Inclusive Funding

Additional funding is received to ensure the child is receiving bespoke interventions to improve progress. Bespoke targets are created and the APDR is repeated and reviewed each term .

EHCP is reviewed annually with parents, teachers and appropriate external agencies.

AIF is reviewed annually by the school and sent to the ISF. If needs have changed, there may be a need for an EHCP application.