

SEND Policy

Edmund Waller Primary School



Approved by:	Date:
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Special Educational Needs and Disability Policy

Date	Review Date	Headteacher	SENCo	Nominated Link Governor
June 2022	June 2023	Anne Rennie	Sue Greenbank	Loesje Macrory

Edmund Waller Primary School acknowledges its duty to comply with all legislation relating to the provision for children's welfare and learning needs.

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1. Aims and Objectives

We aim to provide appropriate provision to meet individual children's needs and '*make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.*'

Details of the SEND provision that is currently available is described in the SEND Information Report which can be found on the school's website. This is reviewed and updated annually.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

This policy identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements for providing effective provision for children with special educational needs and disabilities (SEND).

Edmund Waller School believes that:

- children with SEND are entitled to a broad and balanced curriculum with access to all subjects and areas of learning
- children with SEND should not be segregated from their class teachers and peers as a matter of course, but included as much as possible within the classroom setting
- all staff should be prepared for the challenges posed by teaching children with SEND and be provided with training on a variety of SEND issues
- teachers are responsible for the learning and progress of all of the children in their class
- teachers' and teaching assistants' time should be targeted effectively to facilitate the necessary support for children with SEND and as far as possible within the classroom setting

At Edmund Waller we aim to:

- have due regard to the Special Educational Needs and Disability Code of Practice
- identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met
- have in place systems whereby teachers can identify and be aware of such pupils
- provide all our children with a broad and balanced curriculum that is differentiated according to the needs and ability of the individual
- have high ambitions and expectations for pupils with special educational needs and disabilities
- be sympathetic to each child's needs by developing a strong partnership between children, parents, governors, local authority and outside agencies
- ensure that all pupils make effective progress and realise their full potential
- ensure that all pupils take a full and active part in school life
- work with other schools and the local authority to share good practice in order to improve our practice

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, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND 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 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 defined as being:
'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.'
(Education Act 1996)

4. Roles and responsibilities

The Role of the Local Authority

The local authority has a statutory duty to develop and publish a local offer which gives information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or who are disabled, including those who do not have Education, Health and Care Plans [EHCPs].

The Lewisham Local Offer can be found at:

<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/> The Southwark Local Offer can be found at:

<http://localoffer.southwark.gov.uk/>

The SENCO

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

The SEND governor

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 the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

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 SEND policy

Teaching Assistants (TAs)

Teaching Assistants will:

- work closely with the SENCo and class teachers to identify possible barriers to learning
- provide support/interventions for pupils with SEND
- assist in the preparation of lessons
- monitor pupils' progress and provide feedback to teachers and the SENCo
- provide information to assist with assessments and referrals
- attend appropriate training and suggest further training needs

External Agencies and Supporting Specialist Staff

Additional professionals employed by the school will:

- be line managed by the SENCo
- work closely with the SENCo, class teachers and TAs
- offer input with SEND pupils to support their identified needs
- assist with planning for teachers and TAs
- keep confidential and up to date pupil records
- develop support materials
- provide in-house training on specific topics
- meet and communicate with the SENCo, teaching staff and parents

The Role, Rights and Responsibilities of Parents

We rely on and encourage parents to:

- work closely with the school in order to develop a partnership that will support their child
- be aware of their child's support and contribute towards their child's progress
- to attend and take part in all meetings and reviews
- share relevant information that will help the school to support their child

The Role and Rights of Pupils

We encourage pupils to understand their rights and where appropriate to the child's age and understanding, to take part in:

- identifying and assessing and understanding their learning needs
- setting learning targets
- meetings and reviews

5. Identification of SEND

It is vital that pupils with special educational needs are identified at an early stage.

Every teacher in the school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and work in partnership with them to establish the support that the child needs.

We will adopt a graduated approach coordinated by the SENCo and using the following four stages of action: **Assess, Plan, Do and Review.**

Assess

- Initial concerns may be raised by parents or by the child's teacher and an analysis of the child's needs will be undertaken to identify what kind of action or intervention is required
- Support is put into place and reviewed regularly to ensure that the support is matched to need
- More specialist assessment will take place if there is no improvement in the child's progress
- This will be organised by the SENCo with the agreement of the parents

Plan

If it has been decided that additional support is needed, all parties will discuss:

- the expected outcomes
- the interventions or support that are required
- the expected impact on progress, development or behaviour
- a review date

Plans will take into account the views of the child

Do

The SENCo, the teacher and supporting staff:

- will oversee the implementation of the interventions
- will monitor and assess the child's progress and response to the action taken
- [the SENCo] will offer continuous advice on the effective implementation of support
- parents will reinforce the provision by contributing to progress at home

Review

The effectiveness of the support and its impact on the child's progress is reviewed at Pupil Progress Meetings, Parents' Evenings or sooner if necessary.

- In light of the child's progress and development, changes to the support will be agreed
- The views of the child are also taken into consideration at this meeting
- Parents must be kept fully informed of any additional support being given to their child
- Parental agreement to any specialist involvement is needed if a child continues to make less than expected progress
- In some cases, an Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite a substantial and significant amount of support and intervention being given over an extended period of time
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually
- Records will be maintained by the SENCo and will be available to the child's parents

A child's progress will be reviewed termly, in line with the school's assessment cycle.

6. Record keeping

Accurate and up to date records are kept that provide:

- tracking data of pupil progress
- Provision Maps recording interventions
- additional support or different provision will be recorded under the category of 'SEN Support' or 'EHCP' if the child has an Education, Health and Care Plan
- details of assessments by and the involvement of external and specialist professionals
- evidence of involvement with parents

7. Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions.

Individual Healthcare Plans will state the type and level of support required to meet their medical needs.

Individual Healthcare Plans are drawn up and supported by relevant medical practitioners or professionals.

All staff that have day to day or regular care of children who have Individual Healthcare Plans must be familiar with the plan and know how to meet the child's medical needs. Supply staff must also be made aware.

8. Partnerships

Parents and carers have a key role to play and close partnership and communication between parents, carers and the school will enable children to progress. Parents and carers can provide the school with valuable insight into what might be most helpful to their child.

Pupils with special educational needs and disabilities will benefit from the school developing a close working relationship with a range of external support agencies that can offer specialist advice and support.

We can also benefit from the close links we have with other schools, in the sharing of good practice and in making the transition between phases as smooth as possible.

9. Complaints Procedure

Parents and carers who may have cause to query the support their child is receiving are encouraged in the first instance to speak with the class teacher and/or the SENCo.

If necessary, a meeting with the headteacher can then be arranged.

If the matter remains unresolved the parent may wish to consult with the school's SEND Governor or Chair of Governors.

Parents can also seek advice from:

Lewisham: SENDIAS (SEND Information, Advice and Support) Bellingham Children's Centre, 109a Randlesdown Road Bellingham SE6 3HB

Southwark: Southwark Information, Advice and Support Team
parentpartnership@southwark.gov.uk

The practical application, relevance and effectiveness of this policy will be reviewed annually or sooner if the need arises, by the SEN Co-ordinator, the headteacher and the SEND governor.

10. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**.

It will be approved by the governing board.

11. Links with other policies and documents

This policy links to the following documents

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