

**EDMUND WALLER PRIMARY SCHOOL**  
**Special Educational Needs and Disability Policy**

Date	Review Date	Headteacher	Special Needs Co-ordinator (SENCO)	Nominated Governor
January 2018	January 2019	Colleen Boxall	Ruth Stevens	Sile Stuttard

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

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 SEN 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.

Children have a learning difficulty if they:

- have a *significantly greater* difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them
- 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)

#### **Aims and Objectives**

- 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.

## 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 (EHC) plans.

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

### The Role of the Governing Body

The Governing Body has responsibility for:

- appointing a member of staff to be the Special Needs Co-ordinator (SENCO)
- ensuring that the SENCO will hold a 'National Award in Special Educational Needs Co-ordination' or have previous relevant experience
- ensuring that the SEN Co-ordinator is allocated time to undertake the demanding role of SENCO
- ensuring that the provision for special educational needs is of a high standard
- ensuring that pupils with SEND have access to all activities and school facilities
- ensuring that funding is in place to support this policy
- ensuring that the SEND Policy is made available to parents on the school's website
- nominating a link governor to visit the school regularly, to liaise with the Head Teacher and the SENCO and to report back to the Governing Body
- the effective implementation, monitoring, evaluation and updating of this policy
- compliance with the SEN Code of Practice when
  - admitting any child whose Education, Health and Care Plan names the school
  - publishing a Special Educational Needs Information Report
  - regularly reviewing funding for resources

The Governing Body delegates powers and responsibilities to the Head Teacher to ensure that all school personnel are aware of and comply with this policy.

### The Role of the Nominated Governor

### The Nominated Governor will:

- work closely with the Head Teacher and the SEN Co-ordinator (SENCO)
- ensure that this policy is up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

### The Role of the Head Teacher

#### The Head Teacher will:

- provide leadership and vision in respect of equality
- ensure that all school personnel, pupils and parents are aware of and comply with this policy
- keep the Governing Body and the link governor informed of all matters relating to its responsibilities for the provision of SEND
- report annually to the Governing Body on the success and development of this policy
- be responsible for supervising the statutory assessment and annual review process for pupils with SEND
- work closely with the SENCO to ensure that
  - the daily management of SEND provision is effective
  - parents are informed when SEND provision has been made for their child
  - all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND
  - appropriate guidance, support and training is provided to staff
  - all pupil records are sent to and received by schools when pupils with SEND transfer
  - the SEN Information Report is published on the school's website
  - relevant research and information is used to improve this policy
  - the quality of teaching for pupils with SEND is monitored and that
- pupils with SEND make progress appropriate to their ability
- all school personnel have high expectations of pupils with SEND
- appropriate provision is in place
- differentiation is put into practice and 'reasonable adjustments' are made
- the pupil tracking system is effective

### The Role of the Special Needs Co-ordinator (SENCO)

#### The SENCO will:

- ensure the implementation of this policy
- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience
- work closely with the Head Teacher to oversee the day to day provision for pupils with SEND within the school, including those with Education, Health and Care Plans(EHCP)
- lead the development of SEND provision throughout the school
- liaise with parents regarding their child's special educational needs
- ensure that parents are kept up to date with the provision made for their child
- link parents with supporting professionals
- help select, train, organise and manage learning support and teaching assistants
- ensure all school personnel understand their responsibilities to children with SEND and have access to the necessary information
- ensure pupils with SEND are included in all aspects of school life including extra-curricular activities and events
- identify the barriers to learning and what kind of provision a pupil requires

- provide staff with advice, resources and teaching strategies
- arrange in-service training for school personnel and governors
- ensure that pupils with SEND have full access to the curriculum
- organize and monitor the implementation of in-house and external support for pupils with SEND
- undertake classroom observations, ensure differentiated teaching methods are being used
- track the progress of children with SEND
- maintain records of all children with SEND
- use provision maps to record and evaluate provision and interventions that have been used and monitor the effectiveness of interventions
- keep up to date with new developments and resources
- make effective use of relevant research and information to improve this policy
- organize annual reviews for children with Education, Health and Care Plans (EHCP)
- liaise with outside agencies and feeder or transition schools
- provide information for the SEN Information Report
- annually report to the Governing Body on the success and development of SEND

### The Role of Class Teachers

Class teachers will:

- follow the school's policy and procedures for the identification and assessment of pupils with SEND and the provision it makes for them
- work closely with the SENCO and inform them of any identified barriers to learning or lack of progress of pupils
- be well-informed about the special needs and medical conditions of the pupils that they teach;
- maintain the necessary records and ensure that information is shared with all relevant staff, especially at transition points (year to year or school to school)
- clearly describe a pupil's learning needs and all support given in the end of year school report
- have high expectations of pupils with SEND, whatever their learning difficulty and set challenging targets
- include pupils with SEND in all class activities (including off-site) and demonstrate a pro-active approach to supporting children's additional needs
- ensure that an individual pupil's needs are clearly identified and provided for in any risk assessments
- ensure that all planning includes suitable differentiation and makes reasonable adjustments
- provide high quality and appropriately differentiated teaching for all pupils
- plan for and effectively deploy support from teaching assistants
- implement advice and teaching strategies given by the SENCO or supporting professionals
- deliver programmes recommended for individual pupils
- track and monitor the progress of all pupils
- liaise with the parents of pupils with SEND to ensure they are aware of support their child is receiving and to update them on their progress
- ensure that children with SEND are informed about additional support and understand its purpose
- suggest ways that parents can support their children at home
- undertake appropriate training as required and identify any additional training needed

### The Role of Teaching Assistants (TAs)

Teaching Assistants will:

- work closely with the SENCO and class teachers to identify possible barriers to learning
- provide support for individual or groups of 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

### The Role of 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 LSAs
- offer input with SEND pupils to support their identified needs
- assist with planning for teachers and LSAs
- keep confidential and up to date pupil records
- develop support materials
- provide in-house training on specific topics
- meet and communicate regularly 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

## 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 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
- Detailed records will be maintained by the SENCO and will be available to the child's parents

### 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

## 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.

Health Care Plans are drawn up and supported by the School Nurse.

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

## Partnerships

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

Pupils with special educational needs 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.

## Complaints Procedure

Parents 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 Head Teacher can then be arranged.

If the matter remains unresolved the parent may wish to consult with the school's SEN 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*

[jennifer.becon@family-action.org.uk](mailto:jennifer.becon@family-action.org.uk)

**Southwark**: *Southwark Information, Advice and Support Team* tel: 020 7525 3104

[parentpartnership@southwark.gov.uk](mailto: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 Head Teacher and the nominated governor.***