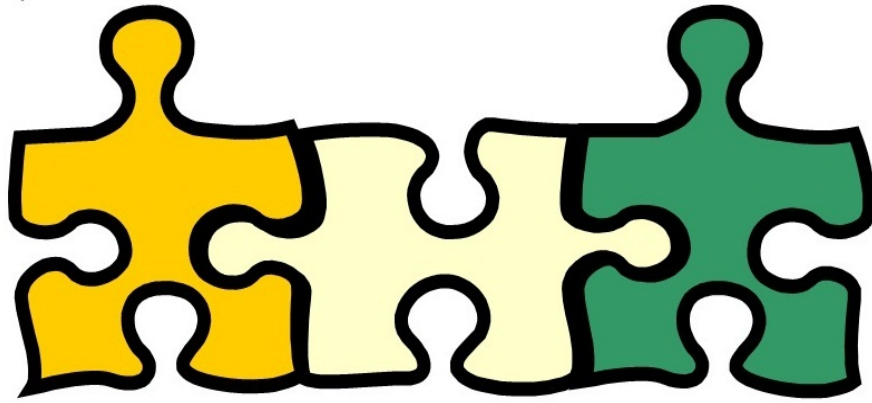


William Davies



Together we achieve more

Special Educational Needs and Disability Policy

	Signed Headteacher	Signed Chair of Governors
Date of Review: 06.02.2017	M. Maher	T. Potter
Date of Next Review: Feb 2018		



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Aim

In accordance with the inclusive ethos of the school, William Davies Primary School aims to meet the needs of every individual, taking into consideration their cultural background, in order to enable each child to progress in their learning, personal and social development, and to develop their full potential. Students have full access to a broad and balanced curriculum to achieve their best, become confident individuals, and develop the tools to make a successful transition into secondary education and adulthood.

Children with additional needs are everyone's responsibility; this policy shows how we ensure that we collectively meet the needs of all children, including those with Special Educational Needs and Disabilities. This policy aims to meet our duties as a mainstream school in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

Relevant legislation and regulations

- Special educational needs and disability code of practice: 0 to 25years
- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Objectives

- To identify children whose specific needs fall within the four areas of need identified in the new Code of Practice:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, mental and emotional health
 - o Sensory and physical
- To inform parents of our concerns and to discuss these regularly, alongside progress, development and strategies being used.
- To cater for the pupils' needs in the most effective and inclusive way possible.
- To involve other services, as and when appropriate, in the most effective way.
- For teachers to deliver a challenging curriculum on a daily basis for all children. This will be sensitive to differing paces and styles of learning, interests and capabilities. It will also reflect the inclusive ethos of the school.
- To consider the best way to deliver any intervention.

The Role of Class and Phase Teachers

Class Teachers and Phase Teachers are accountable for the progress of all children including children with Special Educational needs.

- Class and phase teachers make regular assessments of all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.
- Class and phase teachers are instrumental in delivering our graduated approach to special needs from Step 1 (see appendix 1)

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

At William Davies Primary School the SENCO is Angela Warren. The Special Education Needs Link governor is Sarah Phillips.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Working with the Head Teacher on the deployment of the school's budget and other resources, including the deployment and timetabling of SEN support staff, to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, speech therapists, other health and social care professionals, and independent or voluntary bodies
 - Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
 - Ensuring that the school keeps the records of all pupils with SEN up to date
 - Using teachers' assessments to identify all underachieving children, plan the level of intervention they might need, implement it and assess its impact. This is in collaboration with the child with SEN, the parents/carers, teachers and relevant outside agencies.
- Reporting annually to the parents or carers of children with SEN on their child's progress.

Time allocated for Special Educational Needs

William Davies Primary School ensures that the SENCO has sufficient time and resources to carry out these functions. This amounts to 2 -3 days a week.

Parents

We work closely with parents of all pupils, who are involved informally at all stages of support and more formally when necessary. If parents have a concern about their child's learning or health, they should speak to their child's class teacher, and if necessary a meeting will be arranged to meet the SENCO.

The Graduated Approach

Process for identifying children with Special Educational Needs at William Davies

SEN Support Step 1 – Quality First Teaching

The school will strive to ensure all children have access to high quality lessons and lesson sequences that meet a range of learning needs. Challenge, in a variety of forms within the usual classroom environment, will be carefully considered to meet each learner's need. This will be evident through lesson observation, book monitoring and planning monitoring. Where any concerns arise for an individual child about any key aspect of a lesson, prompt intervention will be sought to address the specific issue. This will be intervention from the class teacher/phase teacher/TA during directed time or phase teachers/teaching assistants as soon as possible afterwards.

SEN Support Step 2 – Frequent Phase Intervention

The school uses additional teaching staff and support staff to provide prompt intervention, as needed, for children who demonstrate an immediate need in an aspect of their learning. Teaching staff meet weekly at 'Phase Meetings' where more strategic intervention can be planned for. Where a child has demonstrated a more fundamental learning need and has required phase support on a frequent basis the Phase will agree on a strategy to support the child. This may be in the form of a regular activity (e.g. extra reading) or continued phase support in response to the child's needs in each lesson. Support of this nature will mainly focus on reading, writing and mathematics skills; PSE, behaviour and speaking and listening skills.

SEN Support Step 3 – Additional targeted teaching; intensive support; sustained support; named, time limited intervention

Some children may need sustained and/or intensive additional targeted teaching and intervention to address their specific learning needs or to enable their wider development and/or to meet their social needs. This level of intervention will be planned for at 'Phase Meetings' and in collaboration with the SENCO.

For some children, where the learning difficulty seems quite specific and the school has the means to provide it, a time limited, named intervention programme may be put in place. At William Davies, these include; Numbers Count, Newham Numeracy Intervention Kit (NNIK), Language Groups, Social Stories, Spelling Made Easy, 1:1 Reading, Read Write Inc at KS2 and LifeBoat.

Children can be given a named, time limited intervention program when;

- They have not made expected progress with quality first teaching and have needed continuous additional support within the phase as identified in Step 2
- May have a more specific learning need (e.g. maths, spelling, word finding difficulties). Step 3 Interventions must be decided in consultation with SENCO and Senior Leadership.

SEN Support Step 4¹ – External Agency Involvement

Some children receiving the level of support outlined at Step 3 will also receive outside agency input.

Support or advice from outside agencies may need to be sought for some children who have more distinct learning needs or physical needs that affect their learning and/or wider development. It is the responsibility of the SENCO to liaise with external agencies and to arrange this kind of

intervention. If this has occurred for a child, the child will be put on 'step 4'. All 'step 4' children have an WDPs Individual Education Plan (IEP) which is created on the basis of external agency advice, SENCO's, parents' and teacher's knowledge of the child. This will be kept with phase notes and referred to regularly as a permanent agenda item in phase meetings. Formal reviews will be completed termly. Where a child has not had follow up from the external agency or no longer needs to follow the advice from the external agency for a one-year period, they will no longer be considered 'step 4'.

SEN Support Step 5¹ - High Needs Funding

Where, despite the school taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, we discuss with parents the option of applying for Higher Needs funding from the Borough of Newham and/or requesting an Education, Health and Care needs assessment. Formal assessment may be agreed and carried out, according to the guidelines set out by the Authority, in line with the Code of Practice.

If it is decided that a child needs additional support, the SENCO will apply for High Needs Funding from The Local Authority. Funding is usually sought to enable the school to provide additional, personalised resources, programmes, support and teaching for the child to be delivered on a 1:1 basis. If funding is received, the school follows programme implementation, assessment and review procedures in line with Authority guidelines and the Code of Practice.

SEN Support Step 6 – Educational, Health and Care Needs Plan (EHC Plan)

This step refers to children who are eligible for an Education, Health and Care Needs Plan.

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the child has not made expected progress, the school or the child's parents could consider asking the Local Authority to carry out an EHC needs assessment. If an EHC Plan is put in place, the school follows programme implementation, assessment and review procedures in line with Authority guidelines and the Code of Practice.

Reviews

SEND status review occurs annually, however, SEND children's progress is formally monitored termly and reviewed in detail at termly pupil progress meetings. Children's progress is also monitored weekly, through phase meetings. IEPs are reviewed termly, and the school follows review procedures for children in receipt of high needs funding, or children who have EHC plans in line with Authority guidelines and the Code of Practice.

¹ Pupils with exceptional needs could be identified without having gone through the stages. They could be children referred from other agencies or other schools

Children with English as an Additional Language

A very high percentage of children at William Davies are considered 'EAL'. The structure of our curriculum and many directed approaches teachers employ are designed specifically to support children with needs of this nature. Sometimes, children who are new to the country with little or no English arrive in the school. Although the needs of these children are additional to the needs of the rest of the children and they may receive additional support over a longer period of time (such as the phase teacher), these children will not automatically be considered special needs (usually step 2 or 3). Under the William Davies structure of support, all children are supported as needed. A child who is new to English and has required the level of support provided to a step 2 or 3 child, will not be considered for a William Davies Step of SEND until they have been here for 2 years unless it has been agreed by the teacher, phase teacher and SENCO that they have a significant learning need.

Equal Opportunities and Inclusion

At William Davies, in all subjects, we ensure that the school meets the needs of all, taking account of factors including gender, ethnicity, culture, religion, language, sexual orientation, age, and social and economic circumstances. We promote equality of opportunity and foster good relations between all children. We also make reasonable adjustments to ensure that children with disabilities are not at a disadvantage compared with their peers.

INSET and Special Educational Needs

The SENCO will attend appropriate training sessions disseminating information to the rest of the staff at the INSET Sessions and individual class teacher meetings. The SENCO will arrange for external professionals to deliver inset to meet the needs of the school's staff.

Children with Physical Difficulties

All staff working with, or directly responsible for, children in the school are made aware of any child with a physical condition which directly affects their wellbeing, learning and safety.

Medical Care

Staff follow the Health and Safety Policy at all times with regard to First Aid. All medication must be kept securely in classrooms or the medical room, and must be accessible at all times to the appropriate children.

The SENCO meets regularly with the school nurse to discuss any children with medical conditions and, where necessary, a care plan is drawn up by the school nurse the SENCO, the parents/carers and the child. All care plans should be displayed in the medical room and copies kept by the SENCO, class teacher, and any other relevant members of staff. Emergency contact numbers are readily available in a place known to all appropriate staff.

Where a child's medical needs impact directly on their learning or access to education, they will be assigned a 'SEND step' as outlined in this policy. In some cases, an IEP will be drawn up in line with external agency advice, SENCO, parents and teacher knowledge of the child.

Children with food allergies are clearly identified to the midday staff, supervisors and school cook, although this type of need is considered medical and not relevant to the school's SEND register.

Special Needs Resources

The SENCO, the staff and parents/carers are a supportive resource for any pupil with special educational needs. Specialised, practical resources are available within the school and accessible to all class teachers and support staff. Additional specialised resources are purchased on a needs basis. An outside agency may provide specialist equipment for an individual child. This should form part of the WDPS Individual Education Plan for that child.

Reporting Arrangements

The assessment manager works closely with SENCO to ensure continuity between in-house record keeping and externally required records (SIMS). The SENCO reviews SIMS regularly to keep records current. When inputting data into SIMS, the WDPS Steps approach relates to the SIMS system as follows:

WDPS SEND steps	Required entry to SIMS
1	
2	
3	
3K	K
4K	K
5K	K
6K	K

Additional SIMS Codes: N: No special need has been identified.

In some cases, where a child has been removed from the WDPS SEND register, the SENCO will enter an 'N' onto SIMS in order to show a recent SEND history and to ensure that child remains a consideration for the school.

APPENDIX ONE - NOT PART OF POLICY DOCUMENT

SEND at William Davies Primary School

William Davies Primary School employs a graduated approach to supporting children who experience difficulties learning or have a specific and/or identified need or disability.

We use a 6 step plan which defines the different levels of severity of a child's needs and the relevant, corresponding support.

A child will graduate through to the next step when evaluation of the support given for a step has been deemed not effective enough and does not support the child in progressing adequately (close to the expected progress rate of 1 WDPS point (William Davies Point Score) during one term or 3 WDPS points a year (regardless of attainment)).

(See Flow Chart).

Tracking SEND

A child's SEND status will be recorded on the whole school tracker – the information for steps 1 to 3 will be provided by the class teacher termly, when the end of term data is submitted. The information regarding the children who are on steps 4 to 6 will be provided by the SENCO termly, in the same manner.

Where a child has a WDPS IEP (stages 4 and 5), or if they have an EHC plan, they will maintain their SEND status on the tracker for the following year (transferred by the Assessment Leader), until, through WDPS IEP review, it is deemed that that level of support is no longer needed.

Medical Needs

Where a child has medical needs, this will be recorded on the whole school tracker but a child need not be assigned a SEND step as their need may not directly impact on their learning or access to education. Where necessary, children with a special medical need will have a William Davies Care Plan, devised with parents, SENCO and the school nurse.

Where a child's medical needs could impact directly on their learning or access to education, they will have a WDPS IEP, which will be written in conjunction with the SENCO and the child's parents. Their SEN status will be 'Step 4' without needing to progress through the steps. This information will be transferred onto each year's new tracker.

Some minor medical needs, such as 'wears glasses' or 'asthma' will also be recorded on the tracker as a means of keeping all staff informed. Each term, the SENCO will update the list and hand data to the assessment leader to be imputed on the tracker.

Pupil Progress and Phase Meetings

The progress and attainment of and action for SEND children will be a permanent item on the agenda for each phase meeting.

The progress and attainment of and action for SEND children will also be discussed as a point of importance in Pupil Progress Meetings, with any relevant notes made against each child's name. In

addition, notes may be made against any child's name where it is deemed important that some information is documented.

WDPS IEPs and IEP Reviews

Children at William Davies will have a WDPS IEP (William Davies Primary School Individual Education Plan) if they are on Step 4 or 5. This will be written in conjunction with the parents, SENCO, class teacher and, where appropriate, the child. It will be reviewed termly.

Child Protection Issues

Where there are or have been child protection issues, this will be recorded as T (true) on the tracker. It will be the responsibility of the SENCO to provide the Assessment Leader with updates of this data termly. It will be the responsibility of the class teacher (and anyone working with directly with the child) to seek out this information from the SENCO, where they find it to be true for a child in their class.