



# Special Educational Needs and Disability Policy

**Reviewed and updated January 2022**

## **Aim**

In accordance with the inclusive ethos of the school, William Davies Primary School aims to meet the needs of every individual in order to enable each child to progress in their learning and personal and social development. Children 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 (SEND) whether or not they have an Education, Health and Care Plan. (EHCP)

## **Relevant legislation and regulations**

- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

## **Related WDPS policies and reports**

SEND Report

Equality Principles Statement and Policy

Supporting Children with Medical Conditions

Physical Contact Policy

Intimate Care Policy

Accessibility Plan

Safeguarding and Child Protection Policy

## **Policy Objectives**

- To identify children whose specific needs fall within the four areas of need identified in the Code of Practice (2015):
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - 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~~ needs. It will also reflect the inclusive ethos of the school.
  - To consider the best way to deliver any intervention.
- To follow the principles of a person-centred approach and seek to include and represent children's views and wishes when planning, setting targets and reviewing progress.

## **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 and Disability Co-ordinator (SENDCO)**

At William Davies Primary School the SENDCO is Angela Warren.

The Special Education Needs Link governor is Tim Potter.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND, including applying for additional high needs funding ~~or~~ and Education, Health and Care Plans as necessary.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support to ensure that pupils with SEND are effectively supported in their classes.

Identifying staff training needs and ensuring that appropriate training is provided in a timely manner.

- Working with the Headteacher on the deployment of the school's budget and other resources, including the deployment and timetabling of support staff, to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- 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 Headteacher 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 SEND up to date and reports to the local authority as required.
- Using teachers' assessments to support the identification of children with specific needs, plan the level of intervention they might need, implement it and assess its impact. This is in collaboration with the child with SEND, the parents/carers, teachers and relevant outside agencies.
- Reporting annually to the parents or carers of children with SEND on their child's progress.

This policy is reviewed and agreed annually with Governors.

## **Time allocated for Special Educational Needs**

William Davies Primary School ensures that the SENDCO 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 and report regularly on children's progress, learning and well-being at school. If parents have a concern about their child's learning, health or wellbeing, they should speak to their child's class teacher and, if necessary, a meeting will be arranged with the SENDCO.

## **The Graduated Approach**

### **Process for identifying and supporting children with Special Educational Needs at William Davies**

We recognise there is a continuum of special educational needs. We follow an assess, plan, do, review cycle to ensure that support is appropriate, effectively delivered and carefully monitored so that children are able to progress in their learning and personal and social development. We provide universal, targeted and specialist levels of support.

### **SEND 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.

### **SEND 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; personal social and emotional development and speaking and listening skills.

### **SEND 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 SENDCO. 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, Language Groups, Social Stories, Spelling Made Easy, 1:1 Reading, Read Write Inc at KS2, **WDPS Reading Rockets**.

Children can be given a named, time limited intervention programme 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 SENDCO and Senior Leadership. Depending on the level and frequency of support, a child on 'step 3' may have a WDPS Personalised Learning Pathway (PLP).

#### **SEND Support Step 4 – 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 SENDCO to liaise with external agencies and to arrange this kind of assessment and, in some cases, intervention. Depending on the outcome of external assessment, if this has occurred for a child, the child will may be put on 'step 4'. All 'step 4' children have a WDPS Personalised Learning Pathway (PLP) which is created on the basis of external agency advice, SENDCO's, parents' and teachers' knowledge of the child. This will be kept with phase notes and referred to regularly as a permanent agenda item in phase meetings. Interim reviews will be conducted termly and an annual review will take place. 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'.

#### **SEND Support Step 5 - Education, Health and Care Plan / High Needs Funding**

Where, despite the school taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress and the child's needs are ongoing, we discuss with parents the option of requesting an Education, Health and Care (EHC) needs assessment and applying for additional higher needs funding from the Borough of Newham. and/or Formal assessment may be agreed and carried out, according to the guidelines set out by the Authority, in line with the Code of Practice. The SENDCO is responsible for making the assessment request and liaising with parents and the LA to complete the assessment and subsequent planning process.

If it is decided that a child needs additional support, the SENDCO will apply for Higher Needs Funding from the Local Authority. An EHC needs assessment and additional 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, following the needs assessment, an Education, Health and Care Plan and funding is received are agreed, the school follows programme implementation, assessment and review procedures in line with Authority guidelines and the Code of Practice. All 'step 5' children have a WDPS Personalised Learning Pathway (PLP).

It should be noted that the purpose of the EHCP is to identify the additional and/or exceptional provision and support a school must provide for a child in order to support their special educational needs. An EHCP does not guarantee additional funding.

#### **SEND Support Step 6 – Educational, Health and Care Needs Plan (EHCP)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND 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 EHCP needs assessment. If an EHCP is put in place, the school follows programme implementation, assessment and review procedures in line with Authority guidelines and the Code of Practice.

STEP 1: QUALITY FIRST TEACHING	<p><b>High quality teaching that meets the needs of all children.</b> Appropriate challenge for all. Tasks modified and adaptations applied within normal classroom practice.</p>	<p>This step indicates children have no perceived special need. Children on this step won't have a PLP or PPT.</p>
STEP 2: FREQUENT PHASE INTERVENTION	<p><b>Additional, measured and specific support to address an acute, subject-specific need.</b> Example: Phase teacher/teacher/TA provides targetted, short term support to address a misconception or to 'close the gap'. This occurs frequently (in response to need) over at least 2 terms and/or across different subjects.</p>	<p>This step indicates a possible initial concern or need. Child will most likely be engaged in age appropriate subject-specific study. Children on this step won't have a PLP or PPT.</p>
STEP 3 and 3K: NAMED, TIME LIMITED SPECIFIC PROGRAM	<p><b>A time limited, specific program recommended by SENDCO.</b> When support from step one and two have failed to have sufficient impact; when a more general learning need is suspected. Example: language groups, social stories, NNIK, Spelling Made easy, 1:1 reading, RWI in KS2, Lifeboat, or a bespoke program prescribed by the SENDCO. MUST be time-limited and impact assessed closely.</p>	<p>This step indicates a need is clearly evident. 3 indicates may some non- subject specific support may be employed. 3K indicates the child is officially on the special needs register: Child will probably still be engaged in subject-specific study but maybe not at their actual age. Child may have a PPT/PLP.</p>
STEP 4K: EXTERNAL SUPPORT	<p><b>SENDCO has sought advice/support/assessment from an external agency and guidance is being implemented.</b> Example: VI, LCIS, CAMHS, S&amp;L, OT, Physio, Complex needs team.</p>	<p>This step indicates a child has most likely been diagnosed with a specific need or needs. Child may or may not be engaged in subject-specific study. Child will most likely have a PLP &amp; PPT.</p>
STEP 5K: HIGH NEEDS FUNDING/EHC	<p><b>LA fund additional support or child has EHC plan.</b></p>	<p>Child has been awarded high needs funding or has EHC plan. Child may or may not be engaged in subject-specific study (age appropriate or otherwise, dependent on need). Child will have a PLP &amp; PPT.</p>

## 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. Termly interim reviews and annual reviews of PLPs take place. Our school follows review procedures for children with EHCPS and/or for whom school is in receipt of high needs funding, or children who have EHC plans in line with Authority guidelines and the Code of Practice.

WDPS follows a graduated approach to SEND support, however in some cases the need for support at step 4 or above will be rapidly identified and acted upon.

### **Children with English as an Additional Language**

A very high percentage of children at William Davies have English as an additional language. The structure of our curriculum and many directed approaches teachers employ are designed specifically to support children learning English.

Some children with EAL may receive additional support over a period of time, however these children will not be considered to have special educational needs. In some cases, the teacher, phase teacher and SENDCO may identify an additional or specific learning need and the graduated approach to SEND support will apply. Generally we do not consider a SEND assessment until the child has been learning English for 2 years.

### **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.

### **CPD and Special Educational Needs**

The SENDCO will attend appropriate training sessions, disseminating information to staff at INSET Sessions and individual class teacher meetings. The SENDCO will arrange for external professionals to deliver training 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 SENDCO 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 SENDCO, the parents/carers and the child. All care plans should be displayed in the medical room and copies kept by the SENDCO, 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, a PLP will be drawn up in line with external agency advice, SENDCO, 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 SENDCO, 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.

## **Reporting Arrangements**

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

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 SENDCO 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 follow an assess, plan, do, review cycle to ensure that support is appropriate, effectively delivered and carefully monitored so that children are able to progress in their learning and personal and social development. We use a **6-5** step plan which defines the different levels of 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 3K to **6 5** will be provided by the SENDCO termly, in the same manner. Where a child has a WDPS PLP (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 PLP review, it is deemed that that level of support is no longer needed.

#### **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 PLP and PLP Reviews**

Children at William Davies will have a WDPS PLP (William Davies Primary School Personalised Learning Pathway) if they are on Step 4 or 5. This will be written in conjunction with the parents, SENDCO, class teacher and, where appropriate, the child. PLPs and interim reviews will take place termly, along with an annual review.

#### **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 Designated Safeguard Lead to provide the Assessment Leader with updates of this data termly. It will be the responsibility of the class teacher (and anyone working directly with the child) to seek out this information from the Designated Safeguard Lead where they find it to be true for a child in their class.