

QUEENSWOOD SCHOOL



Strengthening Our Community

Special Educational Needs and Disability (SEND) Policy

Agreed by Governors: December 2020
To be reviewed: December 2021

SECTION 1: Compliance:

This policy is written in line with the SEND Code of Practice 0 – 25 (DofE 2015). All the information outlined is in line with information and support given from Telford and Wrekin's Local Offer.

Contextual information:

All mainstream providers (schools and academies) have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

- **Communication and Interaction**, *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*
- *Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*
- **Cognition and Learning**, *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*
- *Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*
- **Social, Emotional and Mental Health difficulties**, *Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

- *Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.*
- **Sensory and/or Physical Needs**, *Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).*
- *Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*
- Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly, a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs.

The LA Local Offer

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

<http://www.telford.gov.uk/send>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Each school publishes a SEND offer as part of this. Our SEND report can be found on the school website

Our school's beliefs and values around SEND

At Queenswood Primary school we believe every child is unique and that our entire school is enriched because of this.

Defining SEN

We realise that not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs meet the definition of disability. This policy refers to those pupils who meet the definition outlined in the **SEND Code of Practice 2015**.

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEND Code of Practice: 0 to 25 Years

SECTION 2: School Aim

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.

OBJECTIVES:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves their highest possible potential.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

SEND Code of Practice Pg. 94 Section 6.15 (2015)

Progress and Monitoring

Pupil progress meetings are scheduled into the staff meeting timetable allowing teachers to monitor progress and identify children requiring additional support. All teaching staff and senior leaders, monitor and review the progress of all children on an on-going basis. Staff use observations, evidence in books and tracking grids to monitor progress and achievement. As part of this, the needs of individual children within each class are monitored.

As a school we are aware that there are many factors that are not SEN that can impact on a child's progress and attainment;

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- Where English is an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Changes in personal circumstances such as a bereavement etc.

We also recognise that children start school at different stages of development and require time to settle and for their 'readiness for learning' to develop. This is reflected in the differentiated expectations staff have and the tasks provided for the children to access.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the Head Teacher and SENCo and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by quality first teaching or some parental support. Otherwise, the child is placed on our SEN register at **School Based Support (SBS)**.

Where it is deemed necessary, Individual provision maps are created for children who have been identified as, those who would benefit from a short term 'boost', or those who may have more specific learning needs. These working documents include targets and adjustments to provision including any interventions. These documents support the meeting of these targets and are evaluated to demonstrate progress over time. Children who, despite this level of support, are still causing concern are monitored more regularly and referred to relevant agencies where appropriate. At the end of the academic year class teachers pass on relevant information, including evaluated intervention and provision maps to the new class teacher.

Specialist Support

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis; we can support with sign-posting and where appropriate make referrals to the relevant professionals. School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

SECTION 4: A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

High quality first teaching and additional interventions are defined through our termly dialogue across the school. This helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of: APDR (Assess, Plan, Do, Review).

All teachers are responsible for every child in their care, including those with special educational.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Wave 1 – Quality first teaching General Provision for all children

Wave 2 – Enhanced Group Support for those just below national age-related expectation, need a 'boost' to 'catch up', not necessarily identified as SEN.

Wave 3 - Additional SEN Support Higher Need for those who despite wave 2 intervention require further intervention or it is felt wave 2 not appropriate due to specific need

Interventions and provision

The SENCo works closely with class teachers to identify concerns and develop strategies for supporting pupils either one to one or in small groups.

Intervention groups are used consistently throughout school for targeting children with areas of concern such as gross and/or fine motor maths, reading and writing. If parents have a concern they are welcome to discuss this at any time, initially with the class teacher and then with the SENCo.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parent meetings, during the Autumn and Spring terms, or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. If a parent has any questions about their child's progress they can also make an appointment to see the class teacher and discuss their concerns as they arise.

Once a child has been identified as having SEN, the class teacher will invite the parents to discuss this.

Paperwork for children with SEND

Children with SEND will have an individual provision map that records additional provision including interventions; or recommendation from other professionals involved (e.g. Speech and language therapy) who may have worked with them. This is completed by the class teacher and shared with the child and parent at consultations. The information may be updated during the year, e.g. half termly or at progress meetings, alongside the pupil's provision map.

The provision map outlines challenging **SMART (specific, measurable, achievable, relevant, time bound)** targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SBS, we may apply for the child to be assessed for an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Annually, a Pupil plan is used to record information pertinent to that child, such as their strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. Progress is recorded and short-term targets for the next 12mths are set.

Staff Expertise

Staff training needs are identified and planned for in response to our pupil needs and our anticipatory duty. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. Below offers an overview of current staff training:

- Mrs Alison Melville – SENCO - Holds a Post Graduate Certificate in SEN and Inclusion, also known as the National qualification for Special Educational Needs Co-ordinators.
- Miss Kayleigh Vincent is the school's lead professional for Future in Mind Promoting, protecting and improving our children and young people's mental health and wellbeing.
- Miss Kayleigh Vincent - Qualified as an ELSA (Emotional Literacy Support Assistant)

The staff at Queenswood Primary School have experience in working with lots of different children with specific learning or behavioural needs. Many of our staff have attended a wide variety of courses, received training or worked with the relevant agencies, in the following areas:

Child Protection and Safeguarding

Epi-pen training

First Aid

Diabetes awareness training

ELKLAN

Autism

Attention Deficit Hyperactivity Disorder

Behaviour management

MAPA - Managing Actual and Potential Aggression

Attachment disorder

In addition, we welcome outside agencies to come in and support us both in class and in staff training such as:

Health Visitors

School Nurse

Speech therapy

Physiotherapy

Occupational therapy

Children and Adolescent Mental Health services

Learning Support Advisory Teacher

Educational Psychologist

Sensory Inclusion services

Behaviour Support team

Outreach support

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress, which is sustainable, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

For further information about what is available locally please visit the earlier link for the Telford and Wrekin local offer. Here you will find signposting for other agencies that support families and pupils. It includes information about how Telford aims to support children through education, health and social care.

Admissions

All applications to the school must be made through Telford and Wrekin. Parents and children are always welcome to visit the school and we will try our best to accommodate your visits as quickly as possible, just contact the school office to book an appointment.

Transition

Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with a statement of Special Educational Needs to ensure that they are appropriately supported in conjunction with parents.

Prior to transition the SENCo arranges SEN transition meetings with key secondary school staff such as Year 7 Transition Co-ordinators and Inclusion Managers. There is good communication between the secondary schools, our Year 6 teachers and our SENCo. Staff from the secondary schools visit our school and meet with the children in Year 6. The Year 6

children visit secondary school for transition days. Where it is appropriate extended transition sessions can be arranged to ensure a successful transition. A child's SEND records are transferred to the secondary school.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further information please refer to our Intimate Care and Medication in school policies via the link below.

<http://www.queenswood.org.uk/media/16483/intimate-care-policy-2020-covid-update.doc>

SECTION 8: MONITORING AND EVALUATION OF SEND - ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Mrs Melville - the SENCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.

Mrs Stephens is the Governor responsible for special educational needs and meets regularly with the SENCo. She also reports to the Governors to keep them informed. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- We are meeting the learning needs of individual pupils'.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014).
- Parents are notified if the school decides to make SEND provision for their child they are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo.
- The deployment of all special educational needs personnel within the school monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The special educational needs co-ordinator (SENCo) is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning needs.
- Supporting class teachers in devising strategies, drawing up Individual Provision Maps (IPM's).
- Setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND, through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support.
- Including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- They play an important role in implementing Pupil Profiles and monitoring progress.

SECTION 9: STORING AND MANAGING INFORMATION

SEN documents are stored in line with a school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and in line with our Privacy Notice policy.

For Further information please refer to our Data Protection and GDPR page of our website via the link below

<http://www.queenswood.org.uk/media/24312/data-protection-policy.pdf>

SECTION 10: REVIEWING THE POLICY

This policy is reviewed annually.

SECTION 11: ACCESSIBILITY

Adaptations to the curriculum teaching and Learning Environment. Queenswood school is on two levels. Corridors are wide, we have an easy access toilet, hoist and changing facilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities:

All of our children have equal access to school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

For further information, please follow the link below to our Accessibility Plan and Equality Policy

<http://www.queenswood.org.uk/media/24311/accessibility-plan-july-2018.pdf>

<http://www.queenswood.org.uk/media/12840/equalities-policy-2020.docx>

SECTION 12 : DEALING WITH COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. For further information please refer to the complaints policy via the link below.

<http://www.queenswood.org.uk/media/12838/complaints-policy.pdf>