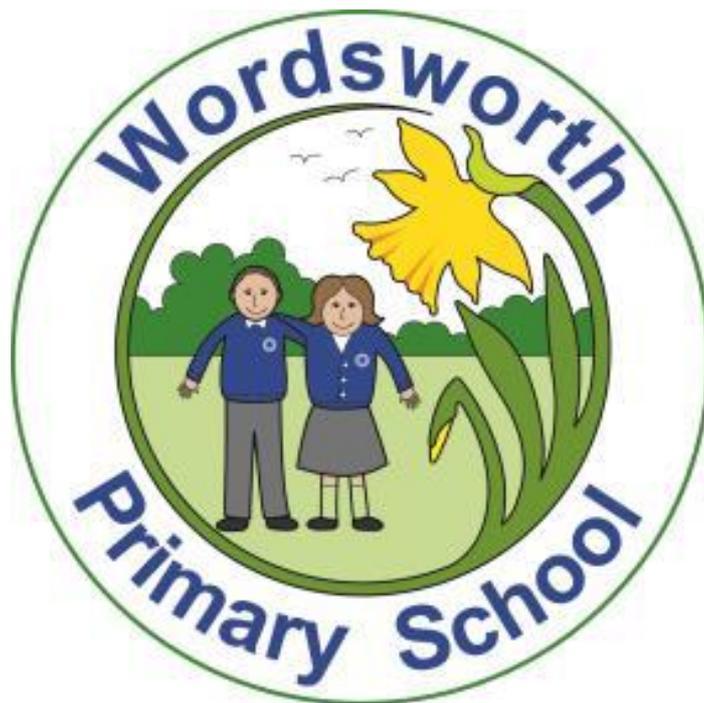


SEN Policy and Information Report

Wordsworth Primary School



Approved by: Julie- Anne Palfrey and WW Governors **Date:** September 2020

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Wordsworth Primary School is an Inclusive school in which all children are fully **integrated** regardless of special educational need (SEN) or disability.

We strongly believe:

- Children with SEND should be offered full access to a broad, balanced and relevant education, appropriate curriculum, school trips and extra-curricular activities.
- All children should have access to Higher Quality **Inclusive Teaching**
- All children should have their needs met
- Views of pupils and parents should be sought and taken into account when planning and evaluating provision
- Parents have a vital role to play in supporting their child's education.

We strive to achieve the best possible outcomes for pupils with SEN and disabilities in a variety of ways:

- Higher Quality Inclusive Teaching
- Targeted additional support or intervention
- Regular assessment, target setting and review of pupil progress by adopting an Assess Plan Do Review Approach in line with the graduated response
- Accessing specialist advice and outreach according to the child's needs
- Joined working with Parents and Professionals to ensure good communication and a shared consistent approach is in place to meet individual needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) 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, SEN coordinator's (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr. Colin Jeffery overseen by The Deputy Headteacher (SEND Lead) Mrs. Gordon, who is also a qualified SENCO.

They:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Are the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board 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 SEN or disabilities up to date

4.2 The SEN Governor

The SEN 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, Deputy Headteacher (SEND) and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the Deputy Headteacher (SEND), SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 SEN policy

5. SEN information report

5.1 Q. What kinds of special educational needs can the school cater for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy.

5.2 How are pupils' needs identified and assessed?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 How will the school involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 How will we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO and/or Deputy Headteacher (SEND) to carry out a clear analysis of the pupil's needs. This will draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 How will pupils be supported when entering the school, moving between phases and preparing for Secondary education?

In order to provide a smooth **transition** relevant SEN records of a child will be sent on transfer to a child's new school. Liaison will be arranged with any special school to ensure a smooth transfer. All children in Year 6 have the opportunity to visit their chosen secondary school and class teachers often accompany them on visits to our local authority secondary schools. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Examples of transition

- Early Years Transition
- Year Group Transition
- Key Stage Transition
- Moving to or from another school
- Year 6 Transition

5.6 What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Observations of individual pupils will be carried out by the SEND team if concerns are raised and CPD is provided to Teachers by the SEN Team. Outside agencies may be engaged to provide additional support for pupils with complex needs.

5.7 How will the curriculum and learning environment be adapted to meet individual needs?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 What additional support for learning can be accessed for pupils with SEND?

We have a number of teaching assistants who are trained to deliver interventions such as Attention Autism, Bear Necessities, Colourful Semantics, Precision Teaching, Rapid Maths, Rapid Reading and Rapid Writing.

Teaching assistants may support pupils on a keyworker 1:1 basis when a pupil requires additional support if recommended in their Education and Health Care Plan. Teaching assistants will support pupils in small groups when targeted intervention and support is required. We work with the following agencies to provide support for pupils with SEND:

- Children's Mental Health Service
- Southampton Educational Psychology
- Occupational Therapy
- Physiotherapy
- Behaviour Support Team
- Speech and Language Therapy
- Southampton Advisory Outreach Service
- Specialist Teacher Advisory Service for Visual and Hearing Impairments.

5.9 Expertise and training of staff

Although Wordsworth Primary School has no specialist units or specific teachers for SEND, Teachers and Teaching Assistants are provided with appropriate training to enable them to meet the individual needs of SEND pupils with whom they are working.

Within our staff team, we benefit from a range of experience, knowledge and understanding of how to meet the needs of pupils with **SEND**. Regular training is provided by the Special Educational Needs Co-ordinators and Inclusion Team. In addition, outside agencies and specialists are often invited to provide appropriate training.

We use specialist staff for Speech and Language intervention and work closely with NHS speech therapists and therapists from Speaking Space.

Our Deputy Headteacher (SEN) Penny Gordon has over 25 years' experience of working in both mainstream and special education supporting pupils with SEND and has been a SENCO for 8 years. Colin Jeffery (SENCO) has supported children in mainstream schools for 5 years and completed his SENCo accreditation this year. Our Safeguarding and Welfare Leader Angie King has been working with children and parents at Wordsworth Primary for 25 years. We have 2 qualified ELSA's Mrs Mackness and Mrs Chandler and our Speech and Language Lead Teaching Assistant Jenny Baker is a qualified Teacher and supports Communication and Language development across the school.

5.10 Securing equipment and facilities

The school liaise with Occupational Therapy and Physiotherapy to provide appropriate resources to support pupils with a physical disability who may require specialist equipment and facilities. Resources for SEN are provided by the school from the schools notional SEN budget.

5.11 How is the effectiveness of SEN provision evaluated?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the Deputy Headteacher and SENCO
- Using provision maps to evidence and measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 How do we enable pupils with SEN to engage in activities which are available to all pupils?

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. All pupils are encouraged to go on our residential trips in Year 2 and Year 6. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 What support is available for social and emotional development?

Our Inclusion Team work closely to ensure the educational and social and emotional needs of children are met! Our Inclusion Leader (Mrs King):

- Monitors children's attendance
- Provides Family Liaison and Support
- Oversees provision for Social and Emotional Health
- Provides support to parents regarding welfare
- Liaises with outside agencies
- Is our Designated Safeguarding Lead and Designated Teacher for Looked after Children.

In addition we provide support for pupils to improve their emotional and social development in the following ways:

- Interventions to support children's social and emotional needs A number of specialist interventions are available to pupils with Social and Emotional needs they promote self-esteem, can be used to reduce anxiety and teach pupils how to build a toolkit of strategies for self -regulation.
- An Inclusion Leader who provides support to families and monitors the progress of children with social and emotional difficulties.
- Staff who adopt and use positive behaviour strategies which acknowledge individual needs and are based on detailed observation and joint understanding of behaviours in the aim that we may provide a consistent approach for pupils.
- A Staff team who are dedicated to improving the lives of children with social and emotional difficulties in our school.

Furthermore, Pupils with SEN are encouraged to be part of the school council. The school adopts a Restorative Practice approach in order to address difficulties which may arise in friendships or during social interactions.

5.14 Which specialist SEN services are accessed by the school?

- Children's Mental Health Service
- Southampton Educational Psychology
- Occupational Therapy
- Physiotherapy
- Behaviour Support Team
- Speech and Language Therapy
- Southampton Advisory Outreach Service
- Specialist Teacher Advisory Service for Visual and Hearing Impairments.

5.15 What do I do if I have a complaint about SEN provision?

Complaints about SEN provision in our school should be made to the Deputy Headteacher (SEND) Penny Gordon in the first instance. They will then be referred to the school's complaints policy if needed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Who can I contact for further information about SEN?

At Wordsworth Primary School:

- Mrs Gordon, Deputy Headteacher (SEND Lead) - info@wordsworthprimary.co.uk
- Mr Jeffery, Special Educational Needs Co-ordinator – senco@wordsworthprimary.co.uk
- Mrs King, Safeguarding and Welfare Leader- info@wordsworthprimary.co.uk

Independent advice for SEND is available from:

SENDIASS <https://www.southamptonsendiass.info/> or Telephone Help Line 03003032677

5.17 Contact details for raising concerns regarding SEND

Mrs Penny Gordon, Deputy Headteacher (SEND Lead) - info@wordsworthprimary.co.uk
Telephone: 02380776397

5.18 Where can I access the local offer?

Our contribution to the local offer is found on our school website: www.wordsworthprimaryschool.co.uk

Our local authority's local offer is published here: <http://www.southampton.gov.uk/schools-learning/support-education/>

5.19 How accessible is the school?

Wordsworth Primary School is designed on three floors. Access is ramped where necessary into the entrances and a lift provides access to all floors. The school has three toilets suitable for the disabled. The school has a separate Equalities policy which includes information regarding accessibility.

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

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