

# William Stockton Primary School

‘Striving for Excellence’

## Special Educational Needs and Disability (SEND) Policy

### Introduction

**‘All children should have opportunities to achieve their goals and aspirations – where their voice is heard’**

We provide an inclusive, broad and balanced curriculum in which all children are enabled to make progress and achieve success. All children are encouraged to be active participants in their learning and are taught in a learning environment that enables them to reach their full potential. Staff in our school promote self esteem and stimulate interest in many ways including praise, reward and the environment we create. Children are seen and valued as individuals with individual learning styles.

William Stockton Community Primary School has established a system of giving high priority to children who experience additional educational need during their school career which significantly affects their ability to learn and progress.

**Aims** We at William Stockton Strive for Excellence in everything we do, to help our children to achieve, be safe, happy, healthy and prepared for the future

The aims of this policy are:

- To create a school environment in which all children are included, valued and challenged, ensuring full access to all elements of the school curriculum.
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum.
- To ensure that every child reaches their full potential and outcomes.
- To promote self esteem and independence.

- To help children to acquire skills, concepts and knowledge relevant to future life.
- To regularly review and evaluate children's progress and to work in partnership with parents and children
- To identify the roles and responsibilities of staff in providing for children with SEND.

### **Objectives**

As a school we aim to meet the (Special Educational) Needs of all pupils. This will be achieved by:

- Offering all pupils access to a broad, balanced curriculum that provides every pupil with the opportunity to experience success in learning and to attain their full potential.
- Deploying a range of teaching and learning styles so that all pupils can take part in lessons fully and effectively, providing equality of opportunity.
- Setting aspirational yet attainable targets.
- Closely monitoring all pupils who are not making adequate progress and putting appropriate intervention into place.
- Working closely with all parents, listening to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Ensuring pupils with any additional educational need are fully integrated into the life of the school and the curriculum.
- Helping pupils to manage their behaviours that hinder their learning
- Liaising with outside agencies to ensure high quality provision.

## **Definition of SEND**

The Special Educational Needs Code of Practice 2014 states 'a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child 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
- (c) is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

## **Co-ordination of SEND provision:**

- The SENCO at William Stockton school is Mrs K Barr with a distributed leadership of SEN support from specific staff across the school.
  - overseeing the day-today operation of the SEND policy
  - co-ordinating provision for children with SEND
  - ensuring there is liaison with parents and other professionals in respect of children with SEND,
  - managing learning teaching assistants
  - advising and supporting other practitioners in the school,
  - liaising and advising colleagues
  - contributing to the CPD of the staff,
  - ensuring that appropriate support is in place.  
information about children with SEND is collected, recorded and updated
  - liaising with external agencies including the LEA's and educational psychology services, health and social services, and voluntary bodies.
  - overseeing records of all children with SEND and completing documentation requested by Cheshire West and Chester County Council

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following: Educational Psychologists, Inclusion and School Improvement Services, Behaviour Support Team, Speech and Language services etc.

### **The role of the governing body and head teacher:**

The governor with responsibility for SEND is Mrs M Hughes.

The governing body should:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Review the SEN Information Report annually.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. SEND provision is an integral part of the School Development Plan.

### **Admissions:**

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with Individual Pupil Funding and Statements Of Special Educational Need or Education Health Care Plans (EHC plans) are admitted into school and fully integrated.

### **Specialisms:**

- The school has experience in supporting children with a variety of needs.
- The school is designed to be accessible for all, wheelchair users can access the main classrooms and toilet for the disabled.
- A Teaching Assistant in Early Years has basic sign language training.

### **Identification, assessment and review**

#### **Resources:**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We intend to develop our resources to support children with SEND that link with priorities stated in the school's development plan.

### **Identification and Assessment:**

**All teachers are teachers of children with SEND. Provision for children with SEND is a whole school responsibility.**

- We are committed to the early identification and intervention of children who may have SEND.
- If further assessment is required we use a range of formal and informal assessments to help us to determine the child's strengths and areas of SEND. We can then identify and implement the appropriate strategies for the child.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the Cheshire West and Chester County Council policy.
- The school follows Chester and Cheshire West County Council's process for identification and assessment of need.

❖ **Wave 1: Class Action** –if a teacher identifies a child who may be of concern the child’s Assertive Mentoring targets will be reviewed and their needs discussed, adaptations are made and quality first teaching continues. The child is monitored closely.

❖ **Wave 2: SEN Support** – If a child continues to struggle to make progress and Cheshire West and Chester County Council Criteria has been met a plan of support is devised using Assertive Mentoring assessments and targets. This sets out any arrangements that are additional to and different from the usual curriculum.

The teacher liaises with the SENCO, teaching assistant, parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half term/term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

❖ **Wave 3: SEN Support** - If adequate progress is not made after intervention and review, the SENCO, teacher and TA in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. New targets and support plan is drawn up in consultation with the parents/carers.

➤ The targets and support are continually under review to ensure success for the child and progress is made. The parents/carers and children are always involved. We follow the four stage review process for every SEND child.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and Assertive Mentoring assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the child’s Assertive Mentoring form and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

**Do** – providing the support – extra assistance for learning or learning aids –

as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher, TA and SENCO and SEN Lead contribute to this review. This stage then informs the next cycle, if necessary.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an application for Individual Pupil Funding may be necessary. We use the Cheshire West and Chester County Council guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education Health Care plan (EHC plan) may be issued by the local authority in consultation with school and parents/carers and health professionals. When a child is given an EHC plan we use Cheshire West and Chester Council Guidance to allocate a personal budget.

### **Resolving EHC plan disputes**

We follow Cheshire West and Chester County Council complaints procedures.

### **Provision for Medical Needs**

#### **Children who have long term medical conditions and who may require on going medication**

A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the class teacher, health and safety co-ordinator and member of staff administering the medicine. Other medical or social care personnel may need to be involved in the risk assessment (see administering medication policy for further details. We have two members of staff with 'Long Term Medical Condition' Training

### **Curriculum entitlement:**

- All children are entitled to a broad, balanced and relevant curriculum. Progress is continually monitored using a range of assessments including: half termly Assertive Mentoring assessments, observations/baseline assessment/National Curriculum Levels/P. Levels/standardised tests and All information gained is used to support planning in order to aid progress.

### **Inclusion:**

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable

targets, a broad and balanced curriculum for all children and systems in place for early identification of barriers to learning. The school has a current Accessibility Plan and Soundfield System is fitted in to classrooms to enable children with hearing impairments to access the curriculum fully.

### **Evaluation procedures:**

- The Headteacher, Senior Management Team / Governing Body, will on a termly basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, materials and equipment used, resource allocation, liaison with other educational establishments and our priorities for the year.
- The SENCO, SEN Leads and Subject leaders monitor classroom practice/analyse pupil tracker data and test results/identify value added data for pupils with SEND. SEND is part of our school self-evaluation arrangements/is a priority in the School Development Plan.
- Average Point Score tracking assists in monitoring and evaluating SEND pupil progress. Pupil Tracking is completed termly, monitoring the progress of all children including pupils with SEND, identifying children who exceed or fall below the expected level of progress and intervention is planned accordingly
- The class teacher, SENCO and SEN Leads track the progress of all SEND pupils, Pupils with Speech and Language difficulties, Vulnerable and Looked After Children, children with medical needs, EAL and Summer Born children on a half termly basis.

### **Procedures for concerns:**

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the Headteacher or the SEND Governor
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.



## **Staffing policies and partnership with external agencies.**

### **Professional development for staff:**

- We have a plan for all staff including the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO/SEN Lead attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEND.

### **Support services available:**

- Advice and support from outside agencies is available if requested by the school.
- The various support services available from the SENCO/SEN Lead
- We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, i.e. the LA, SEN support services, health services, social services, etc.

### **Links with other agencies:**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

### **Partnership with parents:**

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as termly updates.

- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

### **Pupil participation:**

- All children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their targets, discussing their choices, assessment of needs and in the review procedures.

### **Transfer arrangements:**

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

### **Teaching Assistants**

Teaching Assistant class support and delivery of target interventions is an essential part of the support we provide for children with SEND.

TA performance in this area is reviewed through observation, intervention analysis and through regular performance management of practice. Higher Level Teaching Assistants support teachers and Senior Management as part of this review process.

## **Distributed leadership**

Team Leaders are to lead their teams in the Early Identification of Special Educational Needs. With support from SENCO Team Leads:

Using half term assessments from Assertive Mentoring & Pupil Tracker to review the achievement of each child. If a child significantly achieving below National Expectations they are identified for SEN intervention. If a child is significantly & consistently achieving below the expected months in Early Years Team Leaders share professional discussions with class teachers to identify the area of need for each child.

Team leads create a half termly provision map for children with SEND identifying the correct provision, time scale and costs.

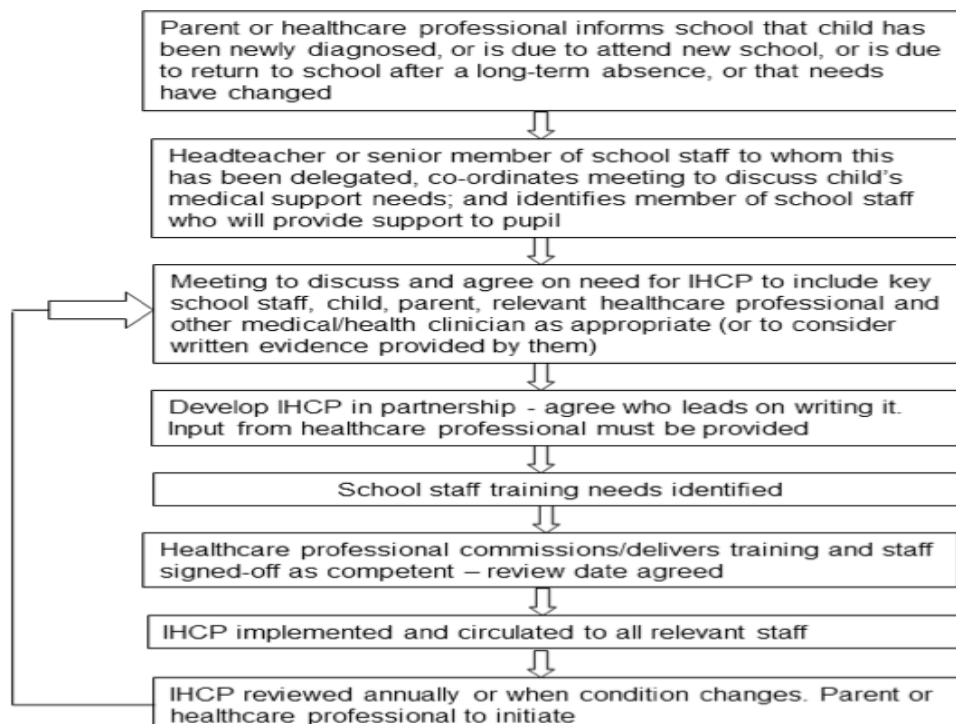
Team leads review each child's achievement each half term with class teachers and success of half termly intervention.

Team leads Quality Control class teachers half termly IEP's explaining the support provided for each child and each child's targets.

## Appendices

### Appendix 1

#### Process for developing Individual Health Care Plans



## **Appendix 2**

### **SEN Distributed Leadership**

#### **SENCO**

- Mrs K Barr

#### **SEND Leads**

Foundation Stage -Mrs L Gayton

KS1 - Mrs L Hillstead

LKS2- Miss G McNally

UKS2- Miss A Kauffman

There is a HLTA based in each Key Stage to support work with parents.

Mrs Beamish

Miss Andrew

Our School Learning Mentor is also available to support work with parents.

Mrs Baker

SEND Governor

Mrs M Hughes

## **Appendix 3**

### **Administering Medicine Policy**

#### **Policy Statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to school, we agree to administer medication as part of maintaining health and well-being or when they are recovering from illness. In many cases, it is possible for the child's doctor to prescribe medicine that can be taken at home in the morning and evening.

These procedures are written in line with 'The administration of medicines in educational establishments. The HeadTeacher and Health and Safety Co-ordinator are responsible for ensuring all staff understand and follow procedures.

#### **Procedures**

- Children taking prescribed medication must be well enough to attend the school.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents must give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided –

- \*Full name and date of birth of child
- \*Name of medication and strength
- \*Who prescribed it
- \*Dosage to be given in school
- \*How the medication should be stored and the expiry date.
- \*Possible side effects that may be expected should be noted
- \*Signature, printed name of parent

The medication and consent form should then be given to the team Teaching Assistant who is responsible for administering medicine in the school.

Please see Appendix A for copy of consent form

- All medication is stored safely in a plastic box in the staff room either in the refrigerator or cupboard high out of the way of children.
- Clear records of administration are kept in compliance with this document. See Appendix B. The person responsible for administering the medicine must fill out the appropriate records after administering medicine.

### **Children who have long term medical conditions and who may require on going medication**

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the class teacher, health and safety co-ordinator and member of staff administering the medicine. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment and understand the routines of the school when administering medicines.
- For some medical conditions staff may need training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff are part of the risk assessment.
- The risk assessment includes arrangements for taking medicine on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan is drawn up for the child with the parent, outlining all roles and what information must be shared with other staff who come into contact with the child.
- The health care plan should include the measures to take in an emergency.
- The health care plan should be reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor including the parent, signs it.

## **Managing medicines on trips and outings**

If children are going on outings, staff accompanying the child must be fully informed of the needs and medication, read the risk assessment and signed it.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of medication, inside the box is a copy of the consent form and a card to record when given.

On returning to school the information is added to the record of administration.

If a child on medication is taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of medication. Inside is a copy of the consent form signed by the parent.

**Date of Policy: September 2017**

**Review: September 2018**