



# Wheatlands Primary School Special Educational Needs and Disability (SEND) Policy

Date Agreed: July 2020  
Review Date: July 2021

## **1 INTRODUCTION**

Wheatlands Primary School provides a broad and balanced curriculum for all children. Through the National Curriculum and a creative, skills based curriculum, the teachers in school set suitable learning challenges to enable all children to fulfil their potential. A minority of children have learning difficulties which calls for special educational provision to be made for them. Teachers take into account these requirements and where necessary support individuals or small groups of children to ensure they can participate effectively in curriculum and assessment activities. The type and extent of the difficulty experienced by the child is taken into account by all who are involved with the welfare of the child.

This policy was developed by the SenCo following guidance in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2014) and sets out the additional principles that apply mainly to children who have a Special Educational Need.

A copy of this policy is available on the school's website.

### **Contextual Information**

The school is in the lowest 20% of all schools for the proportion of SEN support - 7.5% compared to a National average of 12.6% (Ofsted Primary Inspection Data Summary Report 2019)

## **2 DEFINING SPECIAL EDUCATIONAL NEEDS**

At Wheatlands Primary School, a child is classed as having a Special Educational Need or Disability (SEND) if they have a difficulty which requires provision or support which is different from, or additional to, that generally given to the majority of children in his or her peer group; or a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all children. Through these assessments children making less than expected progress can be identified. Children with SEN can be characterised by:

- Making significantly slower progress than their peers when starting from the same baseline.
- Failing to either match or better their own previous rate of progress.
- Failing to close the attainment gap between themselves and their peers.
- Having an increasingly wide attainment gap between themselves and their peers.

(Special educational needs and disability Code of Practise: 0-25 years July 2014)

For some children SEN can be identified at an early age whilst for others difficulties only become evident as they develop and progress through the school. Persistent disruptive or withdrawn behaviour or even learning difficulties do not necessarily mean that a child has SEN, they could develop as a result of a variety of factors including mental health issues, changes in family circumstances, bullying or bereavement. Staff working closely with such children will be alert to such changes and will respond appropriately.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

### **3 IMPROVING OUTCOMES FOR CHILDREN WITH SEN.**

In accordance with the 2014 Code of Practise (para 6.1,6.2) staff at Wheatlands work hard to be certain that **all** children in the school receive an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood.

In order to achieve these aims all staff at Wheatlands:

- Use their best endeavours to make sure that a child with SEN gets the support they need.
- Ensure that children with SEN engage in the activities of the school alongside children who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision-the SEN co-ordinator, or SenCo.
- Inform parents when they are making special educational provision for a child.

In line with the Code of Practice, we recognise that the needs and requirements of our children may fall into at least one of the following four areas and many children will have inter-related needs which will impact on the child's ability to function, learn and succeed. The areas of need are:

- Cognition and Learning
- Social, emotional and mental health difficulties.\*
- Communication and Interaction
- Sensory and/or Physical Needs

\*Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be approached as an underlying response to a further need which should be clearly identified.

The Disability Discrimination ACT 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

#### **4 THE AIMS OF WHEATLANDS PRIMARY SCHOOL**

Our aims with regard to children with a Special Educational Need are:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the Curriculum at their level in a positive way.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents and carers, children and others in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.
- To provide a broad, balanced and suitably differentiated curriculum relevant to children's needs.
- To identify, monitor and support children who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents and carers and other external agencies to provide for the child's special educational needs.
- To ensure that records relating to SEN follow the child through the school and are clear, accurate and up to date.
- To make sure that procedures for identifying children with SEN are known and understood by everyone.
- To identify all the roles and responsibilities of staff in providing for children's special educational needs;
- To raise staff awareness of and expertise with SEN through staff training.

#### **5 Admission Arrangements**

Pupils with Special Educational Needs who do not have an Education, Health and Care Plan are admitted in line with Redcar & Cleveland LA's admission policy as agreed by the school governors, and delegated by the Galileo Board of Trustees.

Children who do have an Education, Health and Care Plan will be placed in a school considered suitable for their needs by Redcar and Cleveland LA when finalising/reviewing the EHCP. Any school named as such in an EHCP then has a duty to accept that child.

## **6 Inclusion Policy**

We welcome all children into our school, and provide equality of opportunity to all. Every child is offered a broad and balanced curriculum and staff have high expectations and set challenging targets for all children.

These opportunities are available to all children regardless of their:

- Gender
- Special Educational Needs
- Level of disability
- First Language
- Medical needs
- Race or religion
- Home circumstances (Looked After children, asylum seekers, travellers etc.)

## **6 IDENTIFICATION, ASSESSMENT AND MONITORING**

As set out in the Code of Practice (2014), Wheatlands Primary School follows a graduated approach to SEN support.

The class teacher is the person who is initially responsible for identifying a child in their group who is failing to make progress. It is their initial responsibility to respond to that identification and ensure that correct educational provision for the child is in place. The class teacher can assess the progress of the children in their group by using a mixture of the following:

- Performance monitored by the teacher as part of ongoing observation and assessment
- Outcomes from baseline results
- Progress against the objectives specified in the National and Foundation Stage Curriculums
- Information which parents provide about their child or comes from the child themselves.

If a class teacher is concerned about the progress of a child, then those initial concerns should be discussed at Pupil Progress Meetings and shared with the Senior Leadership Team and SenCo.

For any child who is a concern, special consideration will need to be given to:

- Communication with the child and the parents in trying to ascertain any reasons for the lack of progression and the best course of responsive action to take.
- The expectations and targets which are set.
- The activities and strategies which are planned in order to help the child progress.
- The resources made available to that child.
- The assessments made of the child's progress.
- The level of support received by the child from the class teacher.
- The level of support received by the child from others i.e. Teaching Assistants, voluntary helpers, peers etc.

- The physical placing of the child within the classroom.
- Any required modification that may need to be made within the National Curriculum.

This may lead to the conclusion that, despite quality-first teaching, concerns remain over the child's current rates of progress and the child requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that the current rates of progress are inadequate. Adequate can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment base line, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to a broad and balanced curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

## **7 SEN SUPPORT**

If, despite receiving support, parents and school remain concerned about the rate of progress, then, in line with the Code of Practice, the child will receive more targeted intervention at the level of 'SEN Support'.

Concerns about the rate of progress for a child can be defined in many ways, examples of which are, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum expectations substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Whatever the reasons for concern, further assessment of the child's needs will be made and a SEN Support Plan will be drawn up through conversations between the parents, class teacher, SenCo and child.

The Support Plan should consist of:

- The timescale in which the Support Plan applies
- The Redcar and Cleveland SEND Range which applies to the child.
- The full document can be accessed here  
[https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc) )
- An outline of the difficulties the child is experiencing.
- Three or four specific difficulties that the Support Plan is addressing.
- Measurable, achievable but still challenging targets for each specific area for development.
- The strategies, resources and staff which will be employed in delivering the support plan.
- Comments from the parent.
- Any other useful information.

The Support Plan will then be implemented by all staff involved with the child. It should be reviewed termly at the very least, and progress recorded at the start of the new Support Plan.

At any point, it may be felt that the opinion of other professionals should be sought. The parents should be involved in all discussions and their permission must be sought before contact is made with any outside service.

Outside agencies can be approached for assessment and advice, they will usually see the child so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessment to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish strategies that have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Decisions whether or not to refer the child to an outside agency, and indeed which agency to approach, will be made in partnership with the parents, school and other professionals involved with the child. Outcomes will always have the best interests of the child at heart but it is worth pointing out that access to some agencies is limited and can involve being added to a waiting list.

The provision made for the child will be recorded on their support plan.

## **8 REFERRAL FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

If a child fails to make progress, in spite of high quality, targeted support as planned for in the SEND Support Plan, then the school may consider requesting an Education, Health and Care needs assessment.

For this to take place, the child must continue to demonstrate a significant cause for concern despite receiving the support of school and outside agencies. They also need to feature in, at least, Range Three of the Redcar and Cleveland Ranges document.

[https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc)

The decision to initiate an Education, Health and Care needs assessment should be taken in consultation with the school, parents and outside specialists involved with the child through the medium of a Referral Planning Meeting (RPM)

In order for the local authority to make the decision to put an Education, Health and Care Plan (EHCP) in place it will expect to see evidence of the action taken by the school as part of SEN support. This information may include:

- individual targets which have been set for the pupil
- records of regular reviews and their outcomes
- the pupils health including the child's medical history where relevant
- National Curriculum attainments in maths and english
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare services.
- The child reaching Level Three of the Redcar and Cleveland SEND Ranges document  
[https://search3.openobjects.com/mediamanager/redcar/fsd/files/final\\_send\\_ranges\\_2016\\_2.doc](https://search3.openobjects.com/mediamanager/redcar/fsd/files/final_send_ranges_2016_2.doc)

## **8 EDUCATION HEALTH CARE PLANS**

If the decision is made at a RPM to request an EHCP assessment on behalf of a child, then that process may result in the child being issued with an Education Health Care Plan. If this is the case, and Wheatlands Primary is the school chosen by the parents and the LA as the best school for the child to attend, then the school is responsible for implementing the EHCP within school.

The class teacher is responsible for delivering education for that child, in collaboration with any other resources or personnel through the EHCP.

The SenCo is responsible for co-ordinating all other aspects of the EHCP and for monitoring and evaluating the effectiveness of the EHCP through the Annual EHCP Review.

## **9 ANNUAL REVIEW OF EHCP**

All EHCP's will be reviewed annually. Parents, the pupil (where appropriate), the LA, the school and professionals involved, are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then

be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SenCo of the receiving school may be invited to attend the final annual review in school of pupils with statements. This is to enable planning for the child's needs and reassure both child and parents that an effective and supportive transfer will occur.

## **10 EARLY YEARS**

Wheatlands Primary School recognises that the early identification of Special Educational Needs and early intervention is extremely important in the Early Years. Staff in the Foundation Stage measure progress of the children against the Foundation Stage Curriculum, and draw up an appropriate support plan in consultation with parents and the SenCo, if concerns are adequate. If progression continues to be a source of concern, outside agencies will be called upon to assess Foundation stage children and advise the teachers.

## **11 ROLES AND RESPONSIBILITIES**

Providing a sound education for children with a Special Educational Need is shared responsibility of every member of staff in school.

### Head Teacher

Overall responsibility for the policy, planning, implementation and monitoring of Special Educational Need provision across the entire school.

Other responsibilities include:

- Representing SEN in all decision making and strategic planning
- Managing the school budget in such a way that the school is able to fulfil its objectives in SEN
- Ensuring the Practice in dealing with SEN across the school meets the framework set out in the SEN policy
- Supporting the SenCo in fulfilling their role to the highest standard

The SenCo's responsibilities include:

- Overseeing the day to day operation of Wheatlands School S.E.N policy
- Coordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Liaising with the relevant Designated Teacher where a looked after child has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- Liaising with external agencies including the LA's support and educational psychology services, health and social services.
- Ensuring that the school keeps the records of all pupils with SEN up to date

- Supporting colleagues with writing, implementing and reviewing support plans
- Liaising with the Head teacher to co-ordinate SEN provision and training
- Developing, monitoring and evaluating SEN policy, practise and procedures in consultation with the Head teacher
- Co-ordinating annual reviews for children with an EHCP
- Maintaining a register of children with additional needs

Class Teachers – responsible for:

- Planning for children with a Special educational Need within their class group
- Planning strategies designed to help the child achieve their specific targets
- Writing, implementing and reviewing support plans for children with a Special Educational Need in their class group
- Working with the child on a daily basis
- Evidencing progress according to the outcomes described in the plan
- Liaising with parents in order to plan for and support the development of their child
- Liaising with support staff working in their class on a daily basis

Teaching Assistants – responsible for:

- Assisting in the delivery of the curriculum to children with a Special educational Need
- Supporting teachers in the planning, implementation and review of support plans

## **12 SEN PARTNERSHIPS**

We recognise that effective partnerships are crucial when providing support for children with a Special Educational Need.

### Parents

We positively strive for close working relations between school and the parents of children with a Special Educational Need. In order to best meet the needs of the child, it is essential that school, parents and other professionals all work together towards the same goals and employ the same strategies.

In order to achieve this partnership, school:

- Recognise that parents are the people who know the child best and so draw on their knowledge and prior experience.
- Keep an open dialogue with parents so that they are aware of the progress the child is making, the people who are working with their child and feel confident enough to raise questions in school.
- Share reports and information with parents, being aware of any difficulties the parents themselves may have with regard to literacy skills or any other potential barriers to effective communication.

- Are flexible in the timing and location of meetings.
- Realise that differences of opinion may occur, and value the opinions of the parents at all times.
- Expressly seek the permission of the parents before approaching any outside agencies to work with their child.
- Seek alternative solutions if differences of opinion between school and parents arise.
- Regularly (at least three times a year) invite parents into school for a Structured Conversation where their opinions and knowledge of the child are sought and discussed.

#### Other schools

Input from other schools is vital for information sharing and widening staff awareness.

With this in mind:

- The SenCo attends regular briefing meetings held for all cluster SenCos.
- Close contact is maintained between Wheatlands and the Secondary schools which our children attend. This facilitates smooth transition for Special Educational Needs pupils leaving at the end of Y6.
- School seek the support and advice from the transferring school if a pupil with Special Educational Needs transfers onto Wheatlands's roll.

#### Other professionals

The support of other professionals is essential in providing for children with a Special Educational Need.

Wheatlands Primary liaises with a vast number of support services including amongst others:

- Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum Disorders)
- Hearing Impaired Service & Teachers of the Deaf
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- The Junction (offering therapeutic support/Young carers support)
- The Link (offering therapeutic support)
- EVA (support for families who are affected by domestic violence)
- Attendance and Welfare service
- Social Care
- Housing and Homeless support
- Physiotherapists
- Occupational Therapists
- The Speech and Language Unit
- Time4You Counselling Service
- Other charities involved in supporting our children

## 13 TRAINING

Training is offered to staff using a number of different approaches.

- Individually and provided by an outside agency to a Teacher or TA depending on the needs of a child whom they are working with.
- Whole school and provided by an outside agency; this tends to deal with information raising on the issues that affect Wheatlands the most, such as Autistic Spectrum Disorders.
- Whole school and provided by the SenCo. This could be information cascaded from a course attended by the SenCo, deal with changes in policy and practise, be an update on maximising the potential of all children in school or provide information on how to support children with a particular need, such as Dyslexia.
- Individual and provided by the SenCo; this would support staff in their work with their group as a whole or focus in on a particular child.
- Individual and provided by an outside agency to the SenCo; this training ensures that the SenCo is kept up to date with changes and developments in SEN in school. This training is cascaded back to staff within school.

Any member of staff (teacher, TA, dinner supervisor, volunteer, student, non-teaching staff) who feels they require more training in the field of SEN should approach the SenCo in order to discuss their needs.

## 14 Physical Restraint

Under current law, physical restraint can be used in school in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

At Wheatlands, physical restraint is only ever used as a last resort, **and only when being restrained is in the best interest of the pupil.**

Key legal points:

- School staff have a power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Any force used must be reasonable, and proportionate to the circumstances. It must also be used for the shortest amount of time possible.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- It is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.

Reasonable adjustments are made for disabled children and children with special educational needs.

If it has been necessary to use some kind of physical intervention on a child in school, then we will always communicate that fact to the parents at the earliest possible opportunity.

## **15 STORING INFORMATION**

Confidentiality and trust should be maintained as far as possible, but Wheatlands will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child as in accordance with the General Data Protection Regulations (GDPR) (2018).

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share that information.

We record and share information about children and their families (data subjects) in line with the six principles of the GDPR which state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been,

- to prevent harm to a child or adult,
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making does not rely solely on an individual, but has the support of the Headteacher and the DSL.

Staff and volunteers should respond in a timely, appropriate way to any safeguarding concerns using the following three critical criteria:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- In order to prevent significant harm arising to children and young people, or adults, including the prevention, detection and prosecution of serious crime.

Parents are provided with copies of their child's support plan on a thrice yearly basis, they are also sent reports by any outside agency who works with their child. The child's SEN records are an open file which can be viewed at any time by the parents, to do this they should ask the child's class teacher, leave a request at the school office or phone and speak to the SenCo.

Any concerns relating to the application of this policy should be addressed to Mrs.S.Pyle (Headteacher) or Mrs.S. Johnson (SenCo)