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*'Enjoy Achieving Together'*

# Special Educational Needs and Disability Policy

**Date: November 2016**

**Review Date: November 2017**

## **Introduction**

### **Definition of Special Educational Needs and Disability (SEND code of practice July 2014)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age has a learning difficulty or disability if he/she: has a significantly greater difficulty in learning than the majority of others of 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.

Special educational provision is educational or training provision that is additional to or different from that generally needed for other children of the same age by mainstream schools.

### **Definition of disabled children and young people (SEND code of practice July 2014)**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes SENDsory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child requires Special educational provision they will also be covered by the SEND definition. Whitegate Church of England Primary School believes that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

Whitegate Church of England Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational need, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that responsibility held by all staff and governors for SEND is implemented and maintained

### **Roles and responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for providing Quality First Teaching, helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet those needs.

### **The SEND Governor**

The **governing body**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governor has regular contact with the SENDDCO to keep up-to-date with and monitor the schools' SEND provision as well as reporting to the governing body.

### **The Special Educational Needs Co-ordinator (SENDDCO)**

The SENDDCO is responsible for the arrangements for SEND provision throughout the school. These include:

- 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
- organising assessments and observations of pupils with specific learning problems supporting class teachers in devising strategies, drawing up Education Plans, known as Termly Learning Goals, setting targets appropriate to the needs of the pupils, 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, alongside the class teacher, with parents of pupils with SEND 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 SEND records

- assisting class teachers 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, SATs
- contributing to the Continued Professional development of staff
- supporting LSAs/HLTAs/TAs
- liaising with the SENDCOs in receiving schools and/or other primary schools, alongside the class teacher, to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- ensuring they have full awareness of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum
- providing children and/or Learning Support Staff with appropriate pre or post learning materials to ensure appropriate inclusivity within the classroom so that barriers to learning are minimised
- through Assessment For Learning keeping up-to-date records on progress
- setting appropriate targets as Termly Learning Goals which are reviewed at the end of each term
- completing appropriate assessments/paperwork for individual 'Child Profile'
- giving feedback to parents of pupils with SEND

### **Learning Support Staff**

Learning Support Assistants and Teaching Assistants work as part of a team within Whitegate Church of England Primary School, enabling the SENDCO and the teachers to support pupils' individual needs and ensure inclusion of pupils with SEND within the class. They play an important role in implementing provision plans and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

**LSAs/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 procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- provide challenge as well as support, where necessary
- facilitate independence as necessary

### **Admission arrangements**

Whitegate Church of England Primary School strives to be fully inclusive. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with CWAC admissions policy. If a parent wishes to have mainstream provision for a child with an Education Health Care Plan, the LEA must provide a place unless this is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Access to the National Curriculum**

All class teachers, the SENDCO and learning support staff carry out an on-going process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system, School Pupil Tracker Online, is in place to identify children who are not progressing at the expected rate.

Strategies which are used to enable access for all children to the National Curriculum

- All teaching staff are capable of teaching pupils with SEND. Additional training for teachers and LSAs/TAs is made available when necessary and appropriate; particularly training to meet the specific needs of an individual pupil
- Differentiated work and/or modified resources are used to ensure full access to the curriculum; resources are easily accessible in each classroom.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively and we try to ensure that other pupils understand and respond with sensitivity
- pupils may have one to one learning support but our aim is to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of CWAC services and other agencies if it is required

### **Resource allocation**

All schools in CWAC receive funding for pupils with SEND in the following main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCO
- the delegated budget for specific learning difficulties and moderate learning difficulties
- other specific funds e.g. standards fund allocations, children's fund.

The Head teacher, SENDCO and the Governors of the school monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include learning support time, teaching time in smaller groups and resources and materials; all these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education Health and Care Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

### **Identification and assessment**

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the usual differentiated curriculum and short term interventions. We identify SEND as early as possible through monitoring and assessment.

The Code recognises three broad levels of provision within the continuum:

- School Support
- Universal Provision
- Education Health and Care Plan.

## **Categories of Special Educational Need**

The SEND Code of Practice recognises four SEND categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical, including Medical

## **The Graduated Response**

### **Initial Concern**

A child may be flagged as 'of concern' as not making expected progress either from analysis of assessment data or by a teacher or other TA who works with them. They would be considered **Initial Concern** and their progress monitored more closely and may receive wave 1 support BUT they are not considered to have SEND.

### **Wave 1 and 2 – In class/Universal Provision**

- **Wave 1** - Teacher continues to deliver high Quality First Teaching. This will include 'personalisation' and initiating strategies/techniques to help the child make progress. Personalised Provision plans or Termly Learning Goals would be in place as this is considered good universal teaching practice.
- **Wave 2** – This involves focussed provision to address a particular concern through a timed, targeted, and monitored intervention. This may take place within class or through a small group during curriculum time. This extra support or provision is intended to close the gap in progress. The child may be on Termly Learning Goals for a short time, from which evaluation will show whether support is no longer needed or additional support may be required at Wave 3.

### **Wave 3 – School support**

- **Wave 3** – If the child is still not making progress, parents, SENDCO and teacher to discuss seeking further professional advice and placing child on the SEND register along with starting or continuing with regular, targeted provision and Termly Learning Goals. These children will have personalised provision plans which monitor their progress towards individualised learning outcomes.

### **Education Health and Care Plan**

Only a very small proportion of pupils require an Education Health Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support. Where a child has been issued with an Education and Health Care Plan, by The Assessment and Monitoring Team at CWAC Whitegate Church of England Primary School will use its resources, actual and human resources and facilities to provide the support specified in the plan in order to meet the agreed outcomes.

### **Partnership with parents**

We will continue to build home/school links and encourage parents to be partners in their child's education. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive relevant information when they meet with teachers so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They will be included in any decisions to consult outside agencies and will always receive feedback from school following the input of external professionals.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, and Annual Reviews for EHC plans are usually held in the Summer term.

Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher and/or SENDCO.

We are happy to make arrangements, where necessary, for interpreters to be present for parents with a first language other than English. SEND information and leaflets are available in a number of community languages through Cheshire West and Chester Information Advice and Support Service and Family Information Service.



This website <http://www.westcheshirelocaloffer.co.uk/>

provides a range of support for parents of pupils with SEND.

### **The voice of the child**

We believe, where possible, pupils should be involved in making decisions about their education and the ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. It is important that all pupils know that their opinions will be valued and have opportunities to practise making choices so that they feel secure and have a sense of ownership over their education.

### **Arrangements for parental dissatisfaction and/or complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher.

If the parents think that the child should be given more support, they should raise their concerns with the SENDCO or Head teacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEND.

In addition the Family information service can offer further advice to parents in this area.

### **Evaluating the success of the SEND Policy**

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible
- making use of good practice in planning for, teaching and assessing children with SEND
- regularly reviewing of the child's progress against targets set
- providing additional intervention if progress is not adequate
- receiving appropriate funding from the LEA to support the child's needs with an Education Health and Care plan
- Taking into account the views of the child wherever possible
- having a positive and effective partnership with parents
- encouraging a multi-agency approach whenever possible

### **Links with other services**

#### **LEA**

Schools Special Needs Local Officer for children with SEND

Educational Psychology Service

Specialist teachers from CWAC Cognition and Learning Service

Specialist teachers from Visual or Hearing Impairment Teams

Specialist teachers from Autism team

Support from the Behavioural team

#### **The Medical Services**

Community Paediatrician

School Nurse

Consultant Child Paediatricians

Clinical Psychologist

CAMHS

Physiotherapy Service

Occupational Therapy Service

Speech and Language Therapy Service

Continence team

#### **The Social Services**

**Date of Policy: December 2016**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	CAROL DELF
<b>APPROVED:</b>	
<b>SIGNED:</b>	
<b>TO BE REVIEWED:</b>	<b>NOVEMBER 2017</b>

## **Glossary of abbreviations**

EHC Plan Educational, Health and Care Plan  
SEMH Social, Emotional and Mental Health  
CAMHS Children and Adolescent Mental Health Service  
COP Code of Practice  
HLTA Higher Level Teaching Assistant  
TA Teaching Assistant  
LSA Learning Support Assistant  
INSET In –Service Training  
EYFS2 Early Years Foundation Stage 2  
KS Key Stage  
LEA Local Education Authority  
CWAC Cheshire West and Chester  
MLD Moderate Learning Difficulties  
SLD Severe Learning Difficulties  
ADHD Attention Deficit and Hyperactivity Disorder  
ASD Autistic Spectrum Disorder  
ODD Oppositional Defiance Disorder  
PD Physical Disabilities  
HI Hearing Impairment  
VI Visual Impairment  
PIVATS Performance Indicators for Value Added Target Setting  
SATs Standardised Attainment Tests  
SEND Special Educational Needs and Disability  
SENDCO Special Educational Needs Co-ordinator