



Wrekin View Primary School and Nursery

Policy for Special Educational Needs and Disabilities (SEND)

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Policy Lead	Mrs. H. Taylor-Ward
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Contents

1. Introduction.....	3
2. Aims and objectives of this policy.....	3
3. The SEND Code of Practice 2015.....	4
4. Management of SEND within the school.....	4
5. Identification and assessment.....	5
6. Curriculum access and provision.....	5
7. Provision maps and pupil passports.....	6
8. Code of Practice Graduated Response.....	7
9. School support.....	7
10. Request for Statutory Assessment.....	7
11. Education Health Care Plan (EHCP).....	8
12. Review of EHCP.....	8
13. Transition arrangements.....	9
14. Support for parents.....	10
15. Arrangements for complaints.....	10

1. Introduction

At Wrekin View Primary School we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. We acknowledge that a few pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Wrekin View 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 full curriculum. Our aim is to enable all pupils with SEND to develop strategies and skills to prepare them for life beyond Wrekin View.

The school has appointed Mrs. Hollie Taylor-Ward as an Inclusion Manager and Special Educational Needs and Disabilities Co-ordinator (SENCO) and she is responsible for the day to day operation of the school's SEND policy.

The governing body has appointed a designated governor, Mrs. Jane Siddons, to monitor the provision of Special Educational Needs in the school. Regular meetings take place and governors are well informed about the provision for pupils with SEND at school. The school is part of the Learning Community Trust (LCT).

2. Aims and objectives of this policy

Wrekin View Primary school is committed to:

- Enabling every pupil to experience success.
- Promoting individuals' confidence and positive attitude.
- Ensuring that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and that demonstrates coherence and progression in learning. Where it is required, resources will be adapted for individual pupils.
- Giving pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Ensuring that pupils with SEND have opportunities to express an opinion, and have that opinion taken into account in any matters affecting them.
- Identifying, assessing, recording and regularly reviewing pupils' progress and needs.
- Working collaboratively with parents/carers, other professionals and support services.
- Ensuring that the responsibility held by all staff and governors for SEND is implemented and maintained.

3. The SEND Code of Practice 2015

The SEND code of practice clearly describes how we are expected to manage, identify and support pupils with Special Educational Needs.

Pupils with additional needs relating to SEND come under 2 headings:

1. EHCP (coded E) An Educational Health and Care Plan covers all aspects of a pupil's needs with education at the school. EHCPs cover birth to age 25.
2. Additional Need (coded K). This covers all pupils who are identified as having an additional need relating to one of the 4 areas, but do not have an EHCP.

The four areas of need are;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

4. Management of SEND within the School

The head teacher and governing body delegates the responsibility for the day-to-day implementation of the policy to the SENCO.

The governing body ensure that SEND provision is an integral part of the school improvement plan and appropriate staffing and funding arrangements are made.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities toward pupils with SEND, whether or not pupils have an Education Health Care Plan (EHCP).

In line with the recommendations outlined in the SEND Code of Practice 2015, the SENCO is responsible for:

- Overseeing the day-to-day operation of this policy.
- Co-ordinating provision for pupils with special educational needs and disabilities, including transition between Wrekin View and other settings.
- Overseeing the day to day running of the specialist speech and language resource base within Wrekin View.
- Liaising with and advising teachers.
- Overseeing the records on all pupils with SEND.
- Liaising with parents of pupils with SEND and regularly informing them of the provision for their child.
- Contributing to the in-service training of staff.
- Liaising with external agencies including LA support and educational psychology services, health and social services and voluntary bodies.

5. Identification and Assessment

According to the SEND Code of Practice 2015 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 or a young person has a learning difficulty or disability if he or 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 or mainstream post-16 institutions*

We strongly believe that pupils' additional needs should be identified and met as early as possible.

For some pupils, additional needs or concerns are shared by parents or previous settings on entry to school. However, we understand that for some pupils the gap between themselves and their peers only begins to show as they progress through the school.

All teachers constantly monitor the progress and development of their pupils through daily quality first teaching. This allows teachers to not only adapt planning to meet the needs of all learners but to quickly identify where pupils are struggling to keep up with the pace of learning. Termly assessments allow for both qualitative and quantitative data to be considered and to measure progress. Where a pupil is not working at age related expectations, interventions either 1:1 or as a small group will be planned by class teachers to try and address this need.

Termly meetings to discuss pupil progress, with senior staff, also identify potential concerns. Parental concerns are also considered important as school life can sometimes be a small part of a larger story.

The NASEN handbook is an available tool for staff to use to identify the sequenced waves of provision and the interventions available at each stage. The SENDCo is an integral part of the transition process between waves of support.

6. Curriculum access and provision

All pupils at Wrekin View have access to a full curriculum offer including to visitors, visits and residential trips both locally and further afield. The needs of individual pupils are considered for each visit and a full risk assessment is always carried out in advance to plan for staffing and logistical arrangements to be in place. Many pupils are prepared for offsite visits using a social story, use of photographs or by visiting the website of an attraction to gain further information.

All pupils with SEND are expected to learn within a mainstream classroom unless they have been identified as benefitting from a placement within school - Language Class (a Telford and Wrekin resource base). In order to meet the learning needs of all pupils in school, teachers may adapt the type and style of resources to remove barriers to children succeeding with their learning. The school curriculum outlines a clear sequence of skills and knowledge that is to be taught to pupils. This allows teachers to not only re-cap previous learning but to also build upon knowledge, skills and vocabulary appropriate to each pupil and refer to previous learning in a context familiar to the pupil.

Strategies in the classroom may include:

- Work adapted to their needs
- Adapted resources e.g. size of print, colour of paper
- Visual timetables
- Small group support from the class teacher or learning support practitioner (LSP)
- Additional intervention, either individual or as a small group, from an LSP.
- The use of a piece of equipment to aid learning.
- Support from the pastoral team for emotional well-being.

The school community has a range of specialist provision, which pupils may or may not use in their time at Wrekin View, and expertise which includes:

- Individual support (although this is rarely 1:1 as it can restrict both independence and the opportunity to develop friendships)
- Small group support with a learning support practitioner, the pastoral team or learning mentor.
- Small, targeted support in the specially resourced Language Class.
- Additional educational resources as required, usually via small intervention groups.
- Provision of special equipment as recommended by other professionals.
- Access to outside agencies such as The Linden Centre, Fair Access Panel, Learning Support Advisory Team, the Educational Psychology service or other support services for advice on strategies, equipment or staff training. Specialist services will be sought as required.
- Access to alternative provision off-site including Arthog Outreach or Crossbar Coaching.

7. Provision maps and Pupil passports

All pupils on the SEND register held by the school have both a provision map and pupil passport.

The provision map details the provision that has been made for him/her and this will be reviewed at least termly. Pupil's views about what helps them to succeed are included. It is the responsibility of the class teachers to share new provision maps, as well as reviewed ones, with parents or carers. At this point parents / carers will be asked for their contributions towards helping their child succeed and this is also incorporated into the provision map.

Each pupil with SEND also has a pupil passport, similar to a one-page profile, where parents and pupils are central to identifying interests, ambitions and offer strategies to support each child. This child-centred approach puts the pupil at the heart of the process and is a true reflection of each individual. This document is reviewed annually.

Both the provision map and pupil passport are stored in a SEND information folder within the school network and is easily accessible to both new and familiar staff when working with the children in each class.

Parents or carers will have the opportunity to speak with class teachers on request at any point in the term where they feel they need more information about their child's provision.

8. Code of Practice Graduated Response

The school adopts the levels of intervention as described in the 2015 SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through school support as described below and in a small number of cases the Inclusive School Forum (ISF) will be approached for further advice, support or additional funding.

The funding from the ISF is of a similar level to an EHCP although the route to receiving funding is significantly quicker. Pupils who receive ISF funding have it reviewed and renewed annually in the same way that an EHCP is reviewed. Funding can be continued into secondary school.

9. School Support

This is the first stage of identifying a pupil as having some type of additional need. Pupils at school support receive interventions, equipment or resources that are different from or additional to the normal adapted curriculum (refer to curriculum access and provision above). More than one type of intervention may be used at any one time. If it is felt that this is still not meeting the needs of the child then the next stage would be, with parental consent, a referral to an outside agency for extra support.

10. Request for Statutory Assessment

The school will request an Education Health Care Needs assessment (EHCNa) from Telford and Wrekin (Local Authority) when, despite an individualised programme of sustained intervention at school support level, the pupil remains a concern and is not making expected progress. An EHCNa might also be requested by a parent or outside agency.

11. Education Health Care Plan (EHCP)

An EHCP will normally be provided where, after a needs assessment, the local authority considers the pupil requires provision beyond what the school can offer from its allocated budget. However, the school recognizes that a request for an EHCNa does not always lead to an EHCP. The EHCP normally offers additional resources to be given to the school to further support the child.

Whilst an EHCP will enable most pupils to thrive in a mainstream school, occasionally a child may be considered by both school and parents/ carers to be needing more than a mainstream school offer. In this case an annual review would be called, with the SENCO, local education officer and parent/carers in attendance, to discuss the next steps. Each case is dealt with individually according to the needs of the child.

12. Review of EHCP

An EHCP must be reviewed annually and every six months for pupils in nursery or reception year. The local authority will inform the head teacher at the beginning of each school year of those pupils requiring reviews. The SENCO will organise these reviews with the child's parents and in addition may invite some/all of the following people as appropriate:

- The pupil
- The relevant member of school staff.
- Teaching staff/SENCO from secondary school (in the case of a year 6 child going to year 7).
- An education officer.
- The educational psychologist.
- Any other person the SENCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHC plan.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it. Amendments are made during a 'live' review, by the SENCO, in agreement with parents, and in some cases, professionals.
- If appropriate, to set new objectives for the coming year.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send them, with any supporting documentation to the local authority. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.

13. Transition arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. We do not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for all pupils. Reference should be made to the normal admission policy for the school as stated in the school prospectus.

There are many times within a child's school journey where they will meet key transition points. Each of these are important and whilst some features are common to all transitions, arrangements are tailored to the age and stage of the child.

- **Starting in Wrekin Giants or Nursery**

Parents and pupils will visit together for the first few weeks to build a relationship with the teacher and develop a feel for the environment. By mutual agreement parents will then begin to leave their child for short visits which increase over time as the child settles.

- **Starting in Reception Year**

The majority of children starting school during the year in which they turn 5 will do so at the same time. Prior to starting school Reception, teachers and the SENCO will visit children in their current nursery settings and talk to staff. If children are not in a setting already a home visit may be arranged.

All children starting in Reception will have multiple visits, usually in the summer term prior to starting school, with parents initially but leading to short sessions with just peers. There will be an opportunity to visit the dinner hall and experience a range of activities within the setting.

- **Transition between year groups**

All children are expected to move into their new classes and year groups each September, at the start of a new school year. To prepare for this, pupils will visit their new classes in the July prior to this, will have photographs of key people, entrance and exits plus the classroom itself. For a few pupils with SEND, extra opportunities to meet their new teachers and have informal conversations are planned in for the summer term.

- **In year transfers**

For a very small number of pupils, moving into or out of Wrekin View may occur part way through the year. At these times there will be handover conversations, for pupils with SEND, between the SENCO at Wrekin View and the receiving / previous school. Key information about the graduated response is shared plus any key documents are shared to ensure transition is as smooth as possible. Conversations with individual parents is also key at these times.

- **Leaving in Year 6**

At the end of Year 6 all pupils will leave Wrekin View. For some pupils with SEND this can be a very difficult time with some pupils and their families needing enhanced support. Many pupils who have SEND are offered additional transition visits, have key staff visiting them at Wrekin View or may spend time creating their own information booklets based on school websites and own photographs. All Year 6 pupils have set transition dates with peers in addition to this. The SENCO at Wrekin View meets with the SENCO at each

secondary school where pupils with SEND will be moving to and key information is shared.

14. Support for parents

Parents have daily access to their child's class teacher and all queries should be initially directed towards them. For pupils with an EHCP there may be more regular contact from the learning support practitioner, who is the key adult for their child.

Appointments with the SENCO can be made at the school office on 01952 951405. Parents have the opportunity each term to attend a SEND coffee morning at the school, where professionals are invited to attend; they are usually local to the area and a useful source of interest to parents.

Where the local authority publish information about events for pupils with SEND, particularly during school holidays, these are shared with parents on the school newsletter and via the school DOJO pages.

All parents have access to information on the Local Offer at:
www.telfordsend.org.uk

15. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO or the headteacher. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to put forward their complaint on
<https://lct.education/statutory-information/complaints/>

The parent support group, IASS, is also available to offer advice:
<https://livewell.telford.gov.uk/Services/928/SEND-IASS-Special-e>