

## **Introduction**

The William Amory Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

## **Our vision and values**

The William Amory aims to develop a happy, secure, and well-disciplined atmosphere, to encourage a caring, respectful and trusting relationship between teachers and children. We promote excitement, enjoyment and an enthusiasm for learning.

The school provides a rich curriculum which caters for children of all abilities and attempts to develop each child's potential to the full. Children are encouraged to achieve high standards.

We believe that working with parents is essential and we aim to foster an open relationship between home and school. Many opportunities are given to parents to share in their children's education and to celebrate their achievements.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement; remove barriers to learning and increase physical and appropriate curricular access for all.

All children with Special Educational Needs (SEN) are valued, respected and equal members of our school family. As such, provision for pupils with SEN is a matter for the school as a whole.

The William Amory Primary School provides an inclusive, broad and balanced curriculum for all children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs, enabling all pupils to participate effectively in curriculum and assessment activities. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **Aims and Objectives of this Policy**

Our aims are:

- To reach high levels of achievement for all,
- To be an inclusive school,
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career,
- To meet individual needs through a wide range of provision,
- To attain high levels of satisfaction and participation from pupils, parent and carers,
- To share a common vision and understanding with all stakeholders,
- To give transparent resourcing to SEND,
- To provide curriculum access for all,
- To work towards inclusion in partnership with other agencies and schools,
- To achieve a level of staff expertise to meet pupil need.

We recognise that some pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

### **Management of SEND within School**

The governing body delegates the responsibility for the day to day implementation of the policy to the appointed Special Educational Needs Coordinator (SENCO), who is Qualified Teacher.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

### **Role of Special Education Needs Co-ordinator (SENCO):**

The SENCO is responsible for the operation of The William Amory's SEND policy. Her/His specific responsibilities include:

- overseeing the day-day operation of the school's SEND policy,
- liaising with and advising colleagues,
- liaising with other schools,
- maintaining and updating resources for SEN, ensuring that staff have knowledge and access to materials,
- attending relevant SENCO update meetings, and keeping abreast of new research,
- helping with the assessment of children with SEN,
- maintaining the schools SEND support list and overseeing the SEN records,
- liaising with parents of children with SEN (in conjunction with class teachers),
- carrying out reviews for EHCP plans,
- contributing to the in-service training of staff,
- liaising with external agencies including the LA's support and educational psychology services; Health and Social Services and voluntary bodies. The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEND policy.

### **Role of the Governing Body:**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils,
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEN and all those involved with teaching and supporting Statemented/EHCP pupils,
- Ensuring that SEN pupils are fully involved in school activities,
- Having regard to the Code of Practice when carrying out these responsibilities,
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy.

### **Role of the SEN Governor:**

The Governing Body appoints a governor to have lead responsibility for the oversight of special educational needs in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirement. The SEN Governor has regular contact with the Headteacher and SENCO, to keep up-to-date with and monitor the schools SEND provision, and is required to make an annual report to parents on the implementation of the SEND policy.

### Role of the Headteacher:

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision,
- Keeping the Governing Body well informed about SEN within the school,
- Working closely with the SENCO/SEN team,
- Informing parents of the fact that SEN provision has been made for their child,
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### Role of the Class Teacher:

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils'
- Collaborating with the SENCO to decide the action required to assist the pupil to progress'
- Working with the SENCO to collect all available information on the pupil '
- In collaboration with the SENCO, develop Individual Action Plans for SEN pupils,
- Working with SEN pupils on a daily basis to deliver the Action Plan targets within differentiated planning'
- Developing constructive relationships with parents'
- Being involved in the development of the school's SEN policy.

### Quality First Teaching, SEN Support and The Graduated Response.

We accept the principle that pupils' needs should be identified and met as early as possible using our best endeavours. Where possible this should start with Quality First teaching. Once a need for SEN support is identified we use the graduated response process of continually assessing, planning, doing and reviewing (APDR) in order to attempt to remove barriers to learning and put effective SEN provision in place. Each cycle of APDR should build upon the previous plan with successive cycles involving more specialist expertise if required.

Quality First Teaching starts with an understanding of the teachers needs and strengths and using CPD to reduce the former and increase the latter.

Quality First Teaching should emphasis high quality teaching, differentiated for individual pupils, as the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Quality First Toolkits include:

- Knowing pupils well
- Formative and summative assessments
- Explicit instruction
- Effective questioning
- Deliberate targeting of 'encounter, learn, rehearse, apply

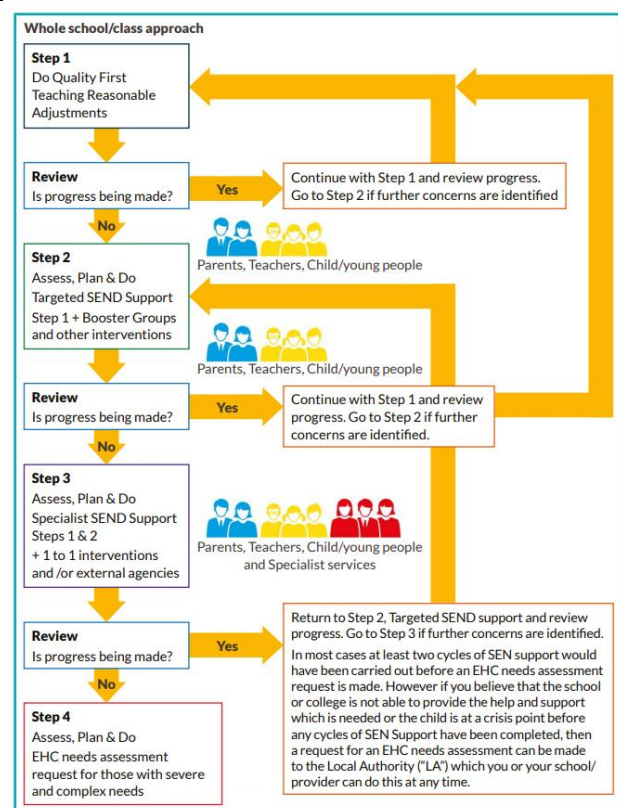


Figure 1 Courtesy of Worcs CC

- Differentiation
- Providing recognition
- Using metacognition
- Personalised learning
- Collaborative learning
- Teaching thinking skills & problem solving

There are four areas of need as stated in the SEND Code of Practice, 2015. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

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

Whilst these four areas broadly identify the primary need of a pupil we also consider:

- the needs of the whole child, which may also impact on a pupil's progress,
- Disability,
- Attendance and punctuality,
- Health and welfare,
- English as an additional language (EAL),
- Being in receipt of the Pupil Premium. (PP),
- Being a Looked After Child (LAC),
- Being a child of a service personnel.

These can be provided for in a variety & mix of strategies:

- in class support for small groups with an additional teacher or Teaching Assistant (TA),
- small group withdrawal with TA, CT, or Learning Mentor LM,
- individual class support / individual withdrawal,
- further differentiation of resources,
- reading buddies,
- interventions,
- provision of alternative learning materials/ special equipment,
- group support,
- provision of additional adult time in devising interventions and monitoring their effectiveness,

Further support can be gathered with access to Specialist Teaching and Educational Psychology Service, Steps or other support services for advice on strategies, equipment, or staff training.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list in one of four categories – Monitoring, Early Help, EHC needs, EHCP. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### Moving on from Quality First

Escalation will usually be triggered when despite receiving QFT and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period,
- Continues to work at a considerably lower level than the age related National Curriculum levels,
- Continues to experience difficulty in developing literacy/numeracy skills,
- Has emotional problems that substantially impede their learning,
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists,
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- Parental consent is sought before any external agencies are involved.
- Falls within the following table (used as a guideline for determination)

	National Expectations	Monitoring Register	Early/Extra Help	EHC Needs	EHC
How they might look in school	Pupils would be expected to need very occasional support in class.	Pupils would <ul style="list-style-type: none"><li>• probably be involved in an intervention</li></ul>	Pupils would <ul style="list-style-type: none"><li>• Targeted SEN Support.</li><li>• need an IEP.</li><li>• be funded by school.</li></ul>	Pupils would <ul style="list-style-type: none"><li>• Sustained and targeted SEN Support.</li><li>• need an IEP.</li><li>• Requires a provision map</li><li>• Have AEN funding.</li></ul>	Pupils would <ul style="list-style-type: none"><li>• be on SCHOOL SUPPORT.</li><li>• need an IEP</li><li>• Requires a provision</li><li>• Have EHCP funding</li></ul>
Age related Criteria	SS 85-115+ Percentile 16-84	SS of 79-84	SS of 68-78 in more than one area	SS of below 67 Percentile of 1.5 or below in more than one area	SS of below 67 Percentile of 1.5 or below in more than one area

The resulting Education Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

In order to ensure that the school has a clear picture of a child who requires SEN support. We will use the following processes to monitor and record:

- A central register of pupils requiring SEN support and differing levels
- An individual folder stored centrally which includes centralized originals of documents (includes a pupil datasheet)
- IEP's that follow APDR Principles tabulating need, actions and next steps.
- Provision Maps – Class provision maps for pupils who require SEN support
- Information from parents,
- Information on progress and behaviour,
- Pupil's own perceptions of difficulties where relevant,
- Information from health/social services,
- Information from other agencies.

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

### Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. We aim to ensure that children with SEND make progress as much as any other child. We also aim to narrow the attainment gap between pupil and peers and ensure full curricular access

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents,
- Information on progress and behaviour,
- Pupil's own perceptions of difficulties where relevant,
- Information from health/social services,
- Information from other agencies.

### **Targets and Action Plans**

All pupils on our SEN Support list will have Individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom provision and which follows the APDR format. For pupils with an EHCP, provision will meet the recommendations on the plan.

Plans must be reviewed termly and actions/recommendations taken following that review.

The Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Plan will be created through discussion with both the pupil and the parent or carer and with input from the child where appropriate.

### **Request for Education, Care and Health Assessment**

The school will request an Education, Care and Health Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions,
- Current and past Action Plans,
- Records and outcomes of regular reviews undertaken,
- Information on the pupil's health and relevant medical history National Curriculum levels,
- Other relevant assessments from specialists such as support teachers and educational psychologists,
- The views of parents,
- Where possible, the views of the pupil,
- Social Care/Educational Welfare Service reports,
- Any other involvement by professionals.

### **Education, Care and Health Plans**

An EHCP may be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond that offered by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP,
- Of shorter term,
- Established through parental/pupil consultation,
- Set out in an Action Plan,
- Implemented in the classroom,
- Delivered by the class teacher with appropriate additional support where specified.

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent/carer,
- The pupil if appropriate,
- The relevant teacher,
- A representative of the SEN Inclusion and Assessment Team, Educational Psychologist and other agents,
- Any other person the SENCO or parent/carer considers appropriate.

#### ***The aim of the review will be to:***

- Assess the pupil's progress in relation to the objectives on the EHCP,
- 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,
- If appropriate to set new objectives for the coming year.

At Key Stage transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

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

### **Partnership with Parents or Carers**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision,
- working effectively with all other agencies supporting children and their parents,
- giving parents and carers opportunities to play an active and valued role in their child's education,
- making parents and carers feel welcome,
- ensuring all parents and carers have appropriate communication aids and access arrangements,
- providing all information in an accessible way,
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing,
- instilling confidence that the school will listen and act appropriately,
- focusing on the child's strengths as well as areas of additional need,
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child,
- making parents and carers aware of the Parent Partnership services and encouraging them to look at the Parent Partnership board,
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

### **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice).

Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning,
- identify their own needs,
- share in individual target setting across the curriculum,
- self-review their progress and set new targets.

In addition, pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets,
- Regular meetings with named adults,
- Where appropriate, working with learning mentors,
- Annual reviews.

### **Special Provision**

The school has the following special facilities:

- Wheelchair access to lower ground classrooms,
- Disabled toilets with hand rails,
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas),
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading),
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

### **Pastoral Support**

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Outside agencies will be involved should the need arise.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for children and young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles. Parents are invited into school on a regular basis to attend parents evenings or information evenings. Information can be found in our prospectus and in our regular news letters. We operate an "Open Door" policy which means parents are always welcome.

### **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

- Educational Psychologist, School Nurse, CAMHS, First Steps,
- Mind ~ Younger Minds, Behaviour Support, Autism Outreach, PDD Outreach,
- Visual Impairment Unit and,
- SENNS.

### **Links with other schools**

#### ***Early Years Settings***

The Reception Class teacher may arrange a visit to the pre-school setting when they are informed of a child with SEN who **will be starting school** at The William Amory. When a child already has a statement or AEN funding they are usually invited to attend the child's Annual Review held during the summer term in the pre-school setting.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, who will assess the child's needs and put a suitable program in place.

#### ***High Schools***



Specific links are maintained with Blythe Bridge High School, to which the majority of our pupils transfer, although liaison with other schools takes place. Transition days are organised to familiarise all pupils with SEN with their new schools and close links are maintained to ensure that relevant information is passed on.

### **Resources**

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

In addition to main classroom resources and those recommended by outside agencies and other sources, the school can used the following assessment resources to provide baseline and progress:

- Speech and Language
  - WellComm toolkit
  - PHAB phonological toolkit
  - CAT4 Reasoning toolkit
- Maths
  - Dyscalculia Screener (digital) for concerns about Dyscalculia

Note – these MUST not be used to identify or diagnose a condition. They are merely a tool to examine progress through objective (normative) assessments and to assist in making decisions about types of support we may be able to provide..

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/SENCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy should be read in conjunction with our Behaviour Policy and Disability and Equality scheme/Accessibility plan.