

**Weston Hills C of E Primary School**  
**Special Educational Needs & Disability Policy**

At Weston Hills Church of England Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Weston Hills quality teaching is vital; however, for some children there are occasions when further additional support may be required to help them achieve their targets.

Our school's Special Educational Needs and Disability (SEND) policy outlines the way in which we manage SEND at our school. It reflects the opinions of all staff and governors regarding SEND and will be reviewed every year, encouraging the whole teaching staff to contribute. The implementation of this policy is the responsibility of the Head Teacher along with all teaching and classroom support staff. The SEND policy also supports the Schools Local Offer.

The SEND team consists of;

**Mrs Rebecca Edgeley**

Special Educational Needs and Disability Coordinator (SENDCO)

**Mrs Sally Alexander**

Head of Pastoral Care

This team is supported by the dedicated Head teacher, teachers and teaching assistants within school.

Our main objectives at Weston Hills are to;

- To improve the learning and raise achievement of students with SEND.
- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Our school has fully adopted the principle, policy and practices set out in the SEND Code of Practice (2014) as a model of action and intervention designed to help children towards independent learning.
- Ensure the identification of all pupils requiring SEND provision as early as possible in their primary career
- Ensure that SEND pupils take as full a part as possible in all school activities
- Liaise with outside agencies, when this would be beneficial, in order to access further specialist support for pupils and parents The governors ensure that all Safeguarding procedures are in place and are always given priority to, to ensure the safety and wellbeing of all pupils.
- To monitor pupil progress through consistent Teaching Assistant note keeping, allowing us to overcome learning difficulties/differences at the earliest convenience.

At Weston Hills we firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Children have an SEND Special Educational Needs and Disabilities as defined in the Code of Practice 2014 states 'A child has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. The code of practice gives a more detailed definition of SEND, and identifies that many students during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, mental, behavioural and/or speech and language areas.

Many children and young people who have SEN 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 sensory 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **Our school's support**

- Our school aims to support difficulties and meet needs by:
- Identifying pupils with SEND.
- Involving pupil's and parents in their own target setting and review processes and helping them to express their opinions of their own education.
- Enabling all staff to meet identified pupil's needs.
- Making the curriculum accessible to all pupils through recognising the need for differentiation. Quality first teaching is a priority throughout the whole school.
- Using a range of teaching and learning styles.
- Catering mainly for SEND pupils in the mainstream class, but recognising that some students may require specialised teaching which can be better provided within an individual or small group situation away from the main classroom.
- Making reference to the Special Educational Needs Code of practice (2014) and the SEND Toolkit for all SEND procedures and action taken in school. Guidance is also provided by Lincolnshire's SEND Handbook.

- Working closely with parents and outside agencies. Our school values the contribution and communication from parents and responds with support and guidance where appropriate. We keep regular contact with parents regarding their children's learning needs and we aim to build and maintain good home-to-school connections with parents/carers.
- Recording pupil progress daily in Teaching Assistant notebooks/record sheets which are monitored regularly by the SENDCO and Head of Pastoral Care.

### **Our SEND provision**

The Special Educational Needs Coordinator (SENDCO) is Mrs Rebecca Edgeley who is supported by Head of Pastoral Care Mrs Sally Alexander. Mrs Jane Fitzgerald, our Headteacher, is our responsible person.

Our Special Educational Needs Governor is Mrs S Lyford.

Our school has also produced a separate document which clearly identifies the graduated approach we take for SEND provision. Each page shows the support that we provide for all children at each stage on the SEND spectrum. In order to provide the best support that we can, each class teacher also has their own additional strategies to support depending upon the learning needs of the individual pupil.

As a school we monitor our pupil's special educational needs through regular discussion at staff meetings, review meetings in which parent's/guardians are heavily involved, through teacher's and teaching assistants (where relevant) records and through other communication links with parents/carers and outside agencies.

We have a provision map outlining all the support programmes children receive using our SEND and Pupil Premium funding. This is updated termly. All intervention programmes are evaluated by teaching staff termly and Pupil Progress meetings support the process of identifying needs within the provision maps.

### **Our school's SEND facilities**

The school has a variety of materials and equipment to support special educational needs. We have an SEND area at one end of the school which aims to provide a supportive learning environment and atmosphere with limited distractions. This is mainly used in order to give children, an area in which they can be given additional 1:1, booster and learning programmes/schemes sessions to support them in reaching their IEP targets and general learning development and progression.

Our school is single storey with wheelchair access, wide corridors and a disabled toilet. We also have a medical room and hygiene facilities.

### **Triggers for SEND concerns**

The whole teaching staff at our school may raise concerns about a pupil having SEND when any one of the following are noted:

- Lack of progress in acquiring literacy, numeracy skills or other curriculum areas.
- Marked high ability in numeracy, literacy or reasoning
- Poor short term memory
- Consistent difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of coordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour / over-anxiety
- Lethargy
- Toileting problems
- Obsessive behaviour / nervous tics / habits
- Attendance problems
- Child protection issues
- Family problems – family break-up, bereavement

### **Our Complaints procedure**

The school welcomes parents at any time and parents are encouraged to discuss any concerns or complaints with staff concerning the special educational needs provision made at school.

### **Parental Role**

Parents are encouraged and supported to play an active part in their child's education.

This may be through;

- Completing homework regularly and reading with their child
- Asking for support and guidance
- Keeping informed through school letters
- Discussions with the class teachers/SEND/CO/Head of Pastoral Care
- Attending parents evenings
- Discussions with other professionals
- Commenting on their child's IEP.

IEP's are issued termly and questionnaires regarding SEND provision are issued at parents evening. The SENDCO and Head of Pastoral Care hold regular meetings with parents who require advice, reviews or progress updated for SEND children.

### **Training of Staff involved in SEND procedures**

All of our school staff regularly attend relevant courses and receive information to update skills and knowledge of special educational needs. Our Governing Body are informed of any in-service training for Governors.

Staff training also happens informally through day-to-day contacts between staff and formally through:

- Induction of new staff and newly qualified teachers
- Training of teaching and classroom assistants
- Regular feedback to all staff on up-to-date news regarding special educational needs.

Within the last 3 years all of our teaching staff have had the following training which link to SEND:

- Lincolnshire's Inclusion Development Programme – year 1 focussing on identifying and supporting pupils with dyslexia and/or speech, language and communication difficulties.
- Seizure training.
- Child Protection Training.
- SEF (school evaluation).
- E-Safety.
- First Aid.
- Inclusion Development Programme – year 2 focussing on the Autistic Spectrum.
- Positive Handling – Team Teach.
- Autism Tier 1 given by The working Together Team at Gosberton House Outreach team.
- Identifying dyslexia.

Our SENDCO Mrs. Rebecca Edgeley completed the National Special Educational Needs and Disability award in September 2013. The SENDCO and Head of Pastoral Care have both been on training in order to ensure the SEND procedures are carried out correctly across the whole of the school. They have also been on CAF (Common Assessment Framework) training. (Now Team Around the Child).

Our Head Teacher is also our Child Protection Officer and so her role is provided with a wealth of experience, training and knowledge.

In addition to the above, our previous SENDTA has been on the following training in the last 3 years:

- Inclusion Development Programme training which was then fed back to all other teaching staff.
- Supporting pupils with Autism and/or Aspergers Syndrome in mainstream schools.

- Circle time.
- Peer Support.
- Inclusion Development Programme (ASD) training which was fed back to all other teaching staff.
- Inclusion Development (how are we doing so far?) training.
- Dyslexia outreach.
- Attachment disorders in school.

This was then shared with staff.

### **Our Outside Agencies**

The following additional professionals support our school on a regular basis:

- Educational Psychologist
- Speech and Language Therapists
- STAPS – Karen Brown
- School Nurses – a range of experienced nurses support us from Spalding’s Johnson Hospital
- Support teacher for Hearing/Visually Impaired –
- Community Paediatricians
- The Working Together Team at Gosberton House School – Zoe Fielding and Penny Bellamy

### **Review**

The head teacher and teaching staff will review this policy in **2017/2018** and annually thereafter. Any amendments will be presented to the Governing Body for their approval.

This document was approved by the governing body and head teacher in November 2009.

This policy has been reviewed and updated 14<sup>th</sup> July 2010

This policy has been reviewed and updated 7<sup>th</sup> January 2011

This policy has been reviewed and updated 2<sup>nd</sup> February 2012

This policy has been reviewed and updated 24<sup>th</sup> January 2013

This policy has been reviewed and updated 31<sup>st</sup> October 2013

This policy has been reviewed and updated 28<sup>th</sup> June 2014.

This policy has been amended due to name changes in February 2015.

This policy has been reviewed and updated 19<sup>th</sup> October 2016

Mrs R. Edgeley

(SENDCO)

Date.....

Mrs J. Fitzgerald

(Headteacher)

Date.....

Mrs S. Alexander

Head of Pastoral Care)

Date.....