



SEND policy – 2021-22

Context

The SEND code of practise for Special Educational Needs (2015) requires that all children should be given the opportunity to achieve their full potential and have access to a broad and balanced curriculum regardless of ability.

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.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

All members of staff at Windmill Primary School are committed to providing the conditions and opportunities to enable any child with SEND to be fully included in all aspects of school life. It is the aim of the school to create an environment which encourages independence but also facilitates improvements in both academic and social, emotional and mental needs of children. Meeting individual needs is the responsibility of all staff and a whole school approach is essential to enable all children with SEND to take part as far as is practical, in all school activities. We regard parents/carers and children as active partners in the school's special needs activities, and every effort is made to involve them as fully as possible.

Aims and objectives of the policy:

At Windmill Primary School we promote a happy and relaxed atmosphere with an emphasis on positive and effective learning behaviours. The environment of the school enables children with special needs to feel safe and secure. In order to meet the special educational needs of our children at Windmill Primary School we are committed to:

- the early identification of all pupils requiring SEND provision so that appropriate provision or intervention can be made and their attainment raised
- the planning of an effective creative curriculum to meet the needs of the children with special educational needs and ensure that the targets set on Individual Education Plans are specific, measurable, realistic and time related
- involving children and parents/carers in the identification and review of the targets identified in their Individual Education Plans
- working in close partnership with, and involve parents/carers of children who have special educational needs so that we can work together to support our children

- ensuring that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them
- working in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs
- using a variety of teaching styles and resources to cater for different learning styles and to allow children with SEND to access the National Curriculum
- assessing and keeping records of the progress of children with SEND
- encouraging active involvement by the children themselves in meeting their needs
- providing on-going training for all staff working with children with SEND
- Using the graduated approach to SEND teaching involving a cycle of assess, plan, do and review.

Governance Oversight:

Governance at Windmill Primary School is enacted through the Nene Education Trust (NET) Local Improvement Board, which is chaired by Kyle Rochford. This board has governance responsibility and oversight of SEND within the school. They have regular contact with the SENDCO and the Senior Leadership Team within the school to keep up-to-date with, and validate the school's self-evaluation of its SEND provision.

INCLUSION TEAM LEAD (SLT) – Laura Giles

The Special Educational and Disability Needs Co-ordinator (SENDCo) is Sophie Clent

Core responsibilities

The Inclusion Leader is responsible for securing inclusive practice across the school and ensuring that arrangements for SEND provision throughout the school is in line with the recommendations in the SEND Code of Practice 2015, by providing

- strategic leadership and support for the early identification and assessment of pupils with possible special educational needs
- the provision of appropriate and effective support and intervention through the oversight of the SEND budget and through delivery of relevant training and support
- the strategic monitoring of the attendance of all pupils with identified needs and their achievement and the well-being of those learners
- directing the work of the operational SENDCO who holds day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

As a member of the SLT within the school and reporting directly to the Lead for Inclusion, the SENDCO is responsible for promoting developments in teaching, learning and assessment to meet the needs of learners with additional needs, to ensure that quality first teaching in every classroom enables all SEND learners to access and engage with the curriculum effectively and to make good or better progress in all areas.

The Inclusion Lead has strategic oversight of the provision for CLA and PLAC pupils, whilst the SENDCO acts as the Designated Teacher with daily oversight and responsibility for Children Looked After ensuring that the planning and evaluation of CLA learners' ePEP (electronic Personal Education Plan) is responsive to need, consistently applied and effective in ensuring the child's engagement and achievement in school. The SENDCO is

also responsible for the strategic allocation of the CLA Pupil Premium and evaluation of the impact of this spend.

To this end, the SENDCo leads a team of support staff, providing direction regarding targeted support, guidance and training for the team as required as well as regularly evaluate the impact of actions taken in order to revise and develop provision as required. They will also provide professional guidance to colleagues and will work closely with staff, parents and other agencies in keeping with the requirements detailed in the DfE Working Together 2018 publication.

Wider responsibilities of the SEND team

- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents and carers of pupils with EHCPs or SEND / additional learning needs
- liaising with infant school partners, other feeder schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Working in partnership with external agencies

The Inclusion Lead and SENDCO should be aware of the provision in the Local Offer and co-ordinate a team of Early Help trained staff in school to work with professionals providing support to families to ensure that all pupils with an identified need and their families receive appropriate and timely support from the relevant agencies.

Accountability

The Inclusion Lead reports to the Principal, SLT and Governing Body each term on the SEND profile across the school, the allocation of the SEND budget and impact of this spend, the implementation of SEND policy and progress and attainment of all pupils with identified SEND.

The Principal

The Principal will be responsible for:

- Overseeing the implementation of the special educational needs policy with the Inclusion Leader and SENDCo.
- Ensuring that the statutory entitlement of all SEND learners is met and that learners access support they need in order to make at least good progress from their starting points
- Liaising with the Local Advisory Board

Class teachers:

Every class teacher at the school is responsible for:

- being aware of the school's procedures for identifying, assessing and making provision for children with special educational needs
- integrating children fully into the class routines
- planning work according to children's differing needs and abilities, as shown on lesson plans
- meeting with parents/carers and children each term to review and set new I.E.P. targets, and the writing of the new I.E.P.
- ensuring that I.E.P.s are sent home and copies given to the SENDCo, both the new and reviewed I.E.P.s.
- Passing on all relevant pupil information to the next teacher

SEND Support Staff (assistant teachers):

The school employs additional adults to support the SENDCo in delivering learning programmes to children with SEND throughout the school. Assistant Teachers work with individual children and with small groups on specific intervention programmes. They also support teachers during the teaching of Literacy and Numeracy in class; groups or individual children may be withdrawn if necessary during the teaching of these lessons.

Assistant Teachers meet with the SENDCo regularly to plan short daily programmes of work for individual children or groups of children and to review the progress of learners / impact of intervention provided. ATs also play an important role in the setting and reviewing of targets for IEPs and may be present during IEP and annual reviews.

Class teachers and Assistant Teachers are jointly responsible for keeping records of the interventions that are delivered, which are given to the SENDCo at the end of intervention to be analysed while planning further intervention if needed. The effectiveness of each intervention is evaluated along with the impact of the particular programme on individual children.

Children with statements of SEND, or with Education, Health and Care plans, may be supported on an individual basis by additional adults employed by the school from the funding delegated by the LA for this purpose.

Admission arrangements (SEND):

Normal admission arrangements apply. The admission policy is based on agreed Northamptonshire policy. We strive to be a fully inclusive school in which all children are treated according to their needs and in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, reasonable adjustments are made to ensure the child's needs are fully met.

The SEND provision at Windmill Primary is based upon the current Inclusion statement, which emphasises the importance of providing effective learning opportunities for all pupils to fully access the national curriculum.

Identification and assessment:

At Windmill Primary we accept the principle that pupils' needs should be identified and met as early as possible. When a child is admitted to the school with a previously identified special educational need, the SENDCo and Head decide upon the allocation of provision the school is able to provide. Throughout the school, the progress of all children is collected and analysed to ensure that they reach their full potential. We are committed to closing the attainment gap between SEN children and their peers.

In the event that intervention is unsuccessful, the SENDCo will seek help from external providers and the child will be added to the SEND register, which is in addition to the extra support the child is already receiving within school. These specialists may include an Educational Psychologist, the School Nursing Team, or specialist teachers from the Local Authority's SEND support services. With their help, strategies which are additional to or different from their peers will form the basis of future IEPs. Parents/carers play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENDCo.

Request for Statutory Assessment:

To further support pupils, the Inclusion Leader may request the Local Authority (LA) to make a statutory assessment of the child's SEND need.

In accordance with the Code of Practice all referrals must be made using the standard referral form and all sections must be completed. Depending on the nature of the referral being made, additional documentation may be required.

If the LA agrees, it collects information from all the professionals involved with the child. From this, they decide whether the child needs an Education, Health and Care Plan (EHC) to meet their needs.

An Education, Health and Care Plan is a legally binding document which sets out the provision the child must receive to meet his/her SEND need. The LA may provide the school with additional funds to cover the costs of this provision, which may be used for additional adult support and/or specialist teaching and equipment.

Each year the school must also hold an Annual Review. The SENDCO will organise these reviews and invite:

- the pupils' parents/carers
- the pupil if appropriate
- the class teacher
- the Principal /Inclusion Leader
- any other person the SENDCo considers appropriate.

The aim of the review:

- Assess the pupils' progress in relation to the objectives on the Education, Health and Care Plan.
- Review the provision made to meet the pupils' needs as identified in the Education, Health and Care Plan.

- Consider the appropriateness of the existing Education, Health and Care Plan in relation to the pupils' performance during the year, and whether to cease, continue or amend it.
- If appropriate to set new objectives for the coming year.

In **year 6 secondary transition reviews**, receiving schools will be invited to attend in order to plan appropriately for a smooth transition into the new school year. It also gives parents/carers the chance to liaise with teachers from the receiving school. Within the time limits set out in the code of practice, the SENDCo will complete and share the annual review forms and any supporting documentation with the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Education, Health and Care Plan.

Partnership with Parents/Carers:

We actively encourage all of our parents/carers to support their child through positive attitudes. We inform parents/carers if a child is added to the SEND register, so that they are fully involved in the child's learning programme and intervention plans.

Special Needs Documentation:

The following documentation is collected for children with special educational needs:

- Reports and assessments that have been conducted by an outside agency
- Individual Education Plans
- Records of intervention programmes
- Pupil attainment and progress data
- Behaviour records
- Personal development information

Complaints Procedure:

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, Inclusion Lead and, where there is still a concern, the Principal. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the NET Local Advisory Board by submitting these concerns confidentially in writing to the school.

Parents/carers may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents/carers. If the parents/carers disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. If the LA makes a statutory assessment, but decides at the end of that process not to issue an Education, Health and Care Plan for the child, the parents/carers again have the right to appeal to the SEND Tribunal.

Parents are advised to contact the Information Advice and Support Service for Special Educational Needs and Disability in Northants (IASS) for further information as required – see below:

Email address: contact@iassnorthants.co.uk

Website: <http://www.iassnorthants.co.uk/Pages/home.aspx>