THE WHARTONS PRIMARY SCHOOL
(Excellence, Enjoyment and Achievement for All)

Special Educational Needs Policy

A child has special needs if he or she has a learning difficulty, which requires special educational provision to be made for him or her.
A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or it means that a child has a physical or learning disability, which prevents or hinders him or her in making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

We at The Whartons Primary School are committed to providing all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. In doing so, The Whartons Primary School has implemented the Special Educational Needs and Disabilities (SEND) Code of Practice.

The Code of Practice

The fundamental principles of the code are that:

- effective assessment and provision will be secured where there is partnership between parents and carers, children, schools, the Local Authority and other relevant agencies
- the needs of all pupils who may have SEND must be addressed at any time from birth to 25
- the knowledge, views and experience of parents, carers, other agencies and children are vital
- because there is a range of needs, there should be an equally wide range of support to meet those needs
- children with SEND require the greatest possible access to a broad and balanced curriculum and individual pastoral support as they can be more at risk from prejudice
- the needs of the majority of SEND children will be met in a mainstream setting, but some withdrawal may be necessary
- accessibility plans will be developed for specific needs of pupils over and above the requirements of the Equality Act.

To meet these principles we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, feel safe and flourish.
- Respond to learners in ways which take account of their varied needs and life experiences
- Be committed to identifying a pupil's special educational need(s) at the earliest point and then making effective provision to ensure improvement in long term outcomes.
- Work in close partnership with parents and carers to achieve these aims. This includes ensuring parents are able to participate fully in decisions and are provided with information and the support necessary to enable this.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them.

- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- Employ a qualified Special Needs Coordinator who will have responsibility for the day to day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans (and statements)
- Gather information prior to transition to school from relevant agencies
- Endeavor as class teachers to identify any children who may have SEND so that they can be assessed as soon as possible and reviewed regularly
- Ensure children receive provision from the most appropriate agency. In most cases this will be the school

Once a pupil has been identified with SEND at EHC plan level, the Local Authority and school must:

- work within prescribed time limits
- write clear thorough EHC care plans, setting out the child's educational and non-educational needs, objectives to be secured and provision to be made
- ensure the annual review of the EHC plan is arranged for the child and that targets are updated and monitored

Objectives

In order to achieve these aims the following objectives are set:

- the school will update the SEND Register, which contains the names of all of the children with SEND once a term,
- the school will identify children with SEND as soon as is possible, and in accordance with the staged approach outlined in the Code of Practice,
- the school will review individual children, their targets and their needs termly, with input from teachers, parents and carers and involved agencies
- parents and carers will be kept informed at all times
- the school will maintain clear and up to date records at every stage
- the school will refer children to appropriate agencies where needed
- assessment may happen before a pupil joins Early Years Foundation Stage through liaison with outside agencies

The Governors and Staff Roles

The Governing Body, in conjunction with the head teacher, have responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources. There is a named governor responsible for SEND (TBC).

The Headteacher (Julia Dickson) is responsible for:

- ensuring the policy is implemented
- discussions with parents where opinions may differ
- signposting parents to other agencies and the governing body if agreement is not reached

The SENCO (Carolyn Gomes) is responsible for:

- maintaining the SEND Register
- liaising with staff, parents and external agencies where appropriate
- organising and conducting annual reviews for pupils with EHC plans and/or FFI funding

Class teachers have responsibility for the children with SEND in their class:

- planning and delivering a differentiated curriculum
- collecting and gathering information and reporting to annual reviews
- liasing with SENCO at earliest point of concern through the school's 'cause for concern' sheet
- liaising with parents and carers as well as external agencies when necessary
- liaising with teaching assistants other support staff and colleagues, where necessary
- planning, monitoring and evaluating individual children's difficulties, needs and targets
- evaluating progress of SEND pupils
- attending INSET and training sessions

Teaching Assistants who are directly involved with a child or group of children will liaise with the class teacher in order to meet the needs of that child. The teacher will monitor pupils' progress regularly in consultation with the TA. The school provides TAs to support children in the classroom. Children with EHC plans **may** have additional TA support where this is appropriate.

External Agencies

A wide variety of agencies are available to support children with special educational needs. The school liaises closely with these colleagues who sometimes work directly with the pupil and sometimes provide care plans for us to implement. The school refers and liaises regularly with the following services:

- the School Nurse
- the Educational Psychologist
- School and Early Years Support Services
- Behavioural Support Services
- S.T.A.R.S. (Specialist Training in Autism and Raising Standards)
- Health Visitors
- the Educational Welfare Officer
- the Speech and Language Service
- Occupational Therapy Service
- Visually and Hearing Impaired Support Service
- Hospitals
- Physiotherapy
- General Practitioners
- Social Services
- Children's Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Targeted Mental Health Services (TAMHS)
- Outreach Services.

We co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer / transition stage of the child's education.

Supporting Parents and Carers of children with SEN

The school is fully committed to a meaningful partnership with parents/carers of children with SEN where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.
The school will support parents by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child.
- Providing as much information as possible in an accessible way.
- SENCO available to meet by appointment and through e mail contact
- Publishing information on how the school implements the SEN Policy on the school website following the information set out in the SEN information regulations(2014) and as part of the school's contribution to the local offer(see Leeds City Council web site)
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns raised either by parent or school
- Parents of pupils with SEN will be invited to a review of targets and progress three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings, where parents of children with SEND are offered an extra parents' evening slot.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer
- Planning in support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents' views and considering adjustments to practice in the light of analysis

Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-awareness to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.
The school will:

- Support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, involve pupils with SEND as fully as possible in monitoring and reviewing their progress and in making decisions about future support and provision. Their views are recorded and shared.
- Actively listen to and address any concerns raised by children themselves.
- Encourage pupils with SEND to stand for election to the School Council.
- Plan in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

- Seeking pupils' views and considering adjustments in the light of analysis.

Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions.

Removing a child from the SEN register

In consultation with parents, the child will be considered for removal from the register where sustained good progress is made so that:

- the attainment gap has been sufficiently closed between the child and their peers
- a child's wider development and /or social needs have improved and the progress in the targeted area is considered to be sustained
- SEN support is no longer required to ensure progress is sustained.

Conclusion

The Whartons Primary School ensures all pupils with identified SEND receive the best possible provision at all stages and makes certain that all pupils with SEND play a full part in the life of the school and beyond.

Glossary

SEND	Special Educational Needs and Disabilities
EYFS	Early Years Foundation Stage
SENCO	Special Educational Needs Co-ordinator
FFI	Funding For Inclusion
TA	Teaching Assistant
INSET	In Service Training
EHC	Education Health and Care plan

The Leeds Local offer can be found on the Leeds City Council Website under
http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer

An SEN Information Report is also published on the schools website, this and the policy will be reviewed annually or as appropriate.

Ratified by the Pupil Support Committee: March 2019
Review Date: March 2020