



Policy Title	SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY & SEN INFORMATION REPORT
Committee responsible	FGB
Last reviewed	October 2020
Next review due	September 2021
Who is governed by this policy	All pupils at the school
Available on website	YES

Signed
 (Chair of Governors)

Signed
 (Headteacher)

Date

SEND POLICY

Section 1: Rationale

At Warnham CE Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to raise all aspirations. We aim to achieve these through the removal of barriers to learning and ensuring equal access to all opportunities. We respect that all children:

- have different educational needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs. Our school provides a focus on outcomes for children.

Defining Special Educational Needs

Children with special educational needs have learning difficulties that require special provision to be made. All children may have special needs at some time in their lives. Some children will have more specific needs over a much longer period.

Children may have a special educational need if:

- there is a significant difficulty in learning compared to their peers
- there is a disability which prevents or hinders them from accessing opportunities for learning that are provided for their peers

Section 2: Policy Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide teachers with support, expertise and resources in order to identify, assess and provide for SEND.
5. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy.
6. To monitor all children on entry to school and at regular intervals to determine their initial, continuing or emergent special needs. This will be achieved by comparing information given by parents and pre-schools with information gained by teachers.
7. To enlist the support and resources of outside agencies when appropriate.
8. To involve parents in discussions relating to their child’s SEND and the provision of those needs.

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The following, although not SEND, may impact on progress and attainment:

- attendance and punctuality
- Health & Welfare
- English as an Additional Language (EAL)
- being in receipt of Pupil Premium (PP) Grant
- being a Child Looked After (CLA)
- being a child of serviceman/woman

Section 3: Managing SEND Provision

The Governing Body have due regard to the Special Educational Needs & Disability Code of Practice in carrying out its duties towards all pupils with special educational needs. The governing body has identified a governor who has the specific responsibility of ensuring that the needs of SEND children are being met. The specified governor has the responsibility to ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Headteacher has the overall responsibility to ensure that the needs of SEND pupils are met and to provide information for governors on how funding allocated to support those needs has been utilised. The Headteacher regularly liaises with the SENCo (Special Educational Needs Co-ordinator) to ensure the efficient management of provision.

The SENCo has a key role in determining the strategic development of the SEND policy and provision to enable good progress for these pupils.

TAs (Teaching Assistants) are used to provide individual and small group support to children within the classrooms with support and guidance from the class teacher, the SENCo and external agencies involved with the children.

Partnership with parents plays a key role in enabling SEND children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school treats parents as partners and supports them in playing an active and valued role in their child's education.

Professional development is identified for all staff to extend and improve their knowledge and skills. This may be through staff meetings led by the SENCo or other experts in the field of special educational needs. On-line training is also encouraged to further understanding and skills.

Section 4: Identification, Assessment and Provision – a Graduated Approach to SEND Support

The majority of children entering our school have attended some pre-school setting. Some children will have been assessed as having a special educational need. If a child has had access to external support from the 'First Team' or pre-school panel, relevant information will be passed on in a red folder. During liaison visits information will be shared on the child's needs to ensure smooth transition.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Warnham School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils.

Teaching staff are expected to use their own professional judgement with reference to the maturity level of the child when assessing a child whom they suspect of having a possible

learning difficulty. Standardised tests may indicate SEND. These concerns are then discussed with the parents and class-based assessments can take place. Based on these assessments the class teacher / SENCo will decide on a programme of support which will then be assessed again after a given amount of time to ascertain progress after the programme. We carefully apply the cycle of ASSESS – PLAN – DO – REVIEW.

If the child continues to have difficulties an 'SEN Plan' will be drawn up to record short-term targets, the teaching strategies to be used and a date for review. The SEN plans will only record that which is additional to or different from the curriculum and will focus on no more than 4 individual targets that match the child's needs and have been discussed with the parents. The SEN plan will be reviewed regularly and parents' views on their child's progress sought. The child's progress will be monitored and if sufficient progress is not being made the SENCo will consult with the parents and class teacher to organise further assessments. Outside agencies may be brought in.

Permission to seek advice from external agencies will be sought from parents prior to any contact being made. The SENCo will support the further assessment of the child, assist in planning future support and monitor the action taken.

Children will be made aware of their targets and, where appropriate, be involved in setting them. They will be encouraged to monitor their own progress towards targets. Parents will be kept fully informed and be encouraged to attend meetings to review SEN plan targets.

If a child requires a very high level of support from external agencies and continues to demonstrate significant cause for concern a request for Education, Health and Care Plan (EHC Plan) will be made to the Local Authority. For any child with an EHC Plan the school will ensure that it meets the requirements of that plan or pursue all avenues to ensure those requirements are met. EHC Plans are reviewed at least annually with the parents, the pupil, the Local Authority, the school and all other professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational needs specified in the statement. The annual review will focus on what the child has achieved as well as any difficulties that need to be resolved.

Recording

Children's SEND files are confidential and kept in the locked cupboards in the Inclusion Room (The Nest). These records will ensure the continuity of provision between class teachers, Key Stages and school transfers. The files contain information such as SEN plans, outside agency reports, provision maps, notes from planning meetings with the Educational Psychologist and other agencies, observations, tracking progress and records of parent meetings.

Statutory Access and Inclusion

Warnham School wants all the children to feel that they are valued members of the school community, that they have equal rights as well as a responsibility to ensure others' rights are respected and the absolute right of **equal access to all** opportunities offered within and outside the school.

Monitoring and Evaluation

The school monitors the progress of children with special educational needs. This includes analysis of pupil tracking data, IEP reviews, and standardised test results in addition to information from class teachers, Local Authorities, parents / carers and reports from external agencies. Provision is then amended to reflect the child's needs if expected progress has not been made.

The SENCo and assigned governor hold regular meetings to review provision.

Supporting Pupils with Medical Conditions

Pupils at school with medical conditions must be properly supported so that they can have full access to education, including school trips and PE. 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.

Section 5: Exiting SEND Support

Once a child has made significant progress and is in a position to manage without additional support the child will be removed from the SEND register after consultations with parents, the class teacher, SENCo and any outside agencies that are involved.

Section 6: Supporting Pupils and Families (Links)

The Local Offer improves choice and transparency for families and details information about the provision available to children at Warnham School. Our Local Offer can be found on our school website: www.warnham.w-sussex.sch.uk

The West Sussex Local Authority Local Offer can be found at: westsussex.local-offer.org

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.

The link to Warnham Schools Medical Conditions Policy can also be found on our school website: www.warnham.w-sussex.sch.uk

Some children with SEND may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision under the Special Education Needs & Disability Code of Practice (2014).

Parents can access additional, independent support from the Information, Advice and Support Service (SEND IAS) send.ias@westsussex.gov.uk 03302 228555

Complaints

If a parent / carer is unhappy with any aspect of special educational needs provision, please refer to the school's complaints procedure.

Section 7: Training and Resources

Assessment of the needs of pupils with SEND is then considered against the teacher's abilities to meet these and training given where appropriate. All staff are encouraged to undertake training and development.

The school's SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

Section 8: Policy Review

The SEND Policy is reviewed annually.

Roles and Responsibilities

SENCo:	Lucy Gordon
SEND Governor:	Marlene Fleming

SEN Information Report

Introduction

Welcome to our SEN information report which is part of the West Sussex Local Offer for learners with special educational needs (SEN). As part of the Children and Families Act 2014, all schools have a legal duty to make available their local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published and reviewed annually. The required information is set out in the [SEN Regulations](#).

At Warnham CE Primary School we are committed to working together with all members of our school community. This report and the Local Offer have been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Our policy for identifying children with SEN and assessing their needs

We plan for a range of needs in the school. The areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or physical needs.

The SENCO meets regularly with Teachers to discuss special educational needs.

Class Teachers are the first point of contact for parents/carers who may wish to express a concern about some aspect of their child's progress or learning. The Class Teacher must have knowledge of every child's skills and abilities, and find ways of providing appropriate access to the curriculum for each child. The Class Teacher is the person with key responsibility for devising and delivering support within the classroom which is matched to the child's needs.

In collaboration with Class Teachers, and other professionals where appropriate, and in consultation with parents/carers, the SENCO decides if a pupil who is causing concern needs to be placed on the SEN register. Each child is registered under his/her main presenting or predominant need.

The progress of all pupils in the school is monitored regularly using a range of strategies. These include School Pupil Tracker on line, which records each child's achievement and progress against age related expectations every half term, enabling Class Teachers to track and monitor individual progress and liaise with the SENCO to plan further support for any child failing to make sufficient progress. This tracking system ensures that those pupils making insufficient progress can be identified, assessed and targeted for appropriate intervention at the earliest opportunity.

In addition to tracking individual academic pupil progress over time we look at progress in other areas, for instance communication and interaction or social and emotional mental health needs.

Name and contact details of the SENCO

The SEN Co-ordinator (SENCO) is Lucy Gordon who works 2.5 days a week at the school.

To contact the SENCO to arrange a meeting, please telephone 01403 265230 or email directly using lgordon@warnhamprimary.co.uk or the office using office@warnhamprimary.co.uk

Arrangements for consulting parents of children with SEN and involving them in their child's education

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents/carers
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately
- ensuring that all parents/carers can access information provided by the school
- focusing on developing the child's strengths as well as areas of additional need.

We follow the Graduated Approach to SEN Support which takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review'. Parents of children with SEN are consulted and involved at each part of the cycle.

Where a pupil is receiving SEN support, we talk to parents regularly to set clear outcomes and review progress towards them, set them out in an individual SEN plan, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We hold parent/teacher consultations for children bi-annually so that we can meet parents at least two times each year.

Parents of pupils with SEN can find support at www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disabilities-send/

Arrangements for consulting young people with SEN and involving them in their education

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible, pupils are involved in monitoring and reviewing their progress.

The views of the pupil are included in parent/teacher consultations, the SEN plan and the AR review process. This is undertaken either through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

Arrangements for assessing and reviewing children's progress towards outcomes

At the Review stage of the four part cycle the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the Class Teacher and SENCO in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Arrangements for supporting children in moving between phases of education

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible. Year 6 pupils have an opportunity to create a 'pupil passport' to take to Secondary School.

Pre-school transition:

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.
- For pre-school pupils, home-visits are conducted in order to discuss the transition and any related concerns.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new Teacher. All SEN Plans will be shared with the new teacher.
- Children will have opportunities to meet their Class Teacher work within their new class in the Summer Term prior to transition and a transition book may be created.

In Year 6:

- The SENCO and Year 6 staff will liaise with the Secondary School SENCO/representatives to discuss the specific needs of your child and what provision needs to be made.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- When children are preparing to leave us, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. 'transition days' at the end of the Summer Term.
- Secondary school SENCO/representatives facilitate additional opportunities specifically targeted at the more vulnerable pupils.

Our approach to teaching children and young people with SEN

Warnham CE Primary School is an inclusive school and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community. We work closely with the West Sussex external agencies to support and achieve positive outcomes for children who are looked after by the local authority and have SEN.

We have high aspirations of all children and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community and which supports them to make the best possible progress and achieve well regardless of their individual need.

To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy.

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

How we make adaptations to the curriculum and the learning environment of children with SEN

The staff at Warnham CE Primary School provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils, and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEN will be enabled to access the curriculum through the specialist SEN provision provided as appropriate to their needs, taking into account their individual wishes and those of their parents/carers. Every effort will be made to educate pupils with SEN alongside their peers in the classroom where this is reasonable for their needs.

The range of provision includes:

- class-based small group support from the Class Teacher, Teaching Assistant (TA) and, in specific cases, the Learning Mentor and SENCO. The Learning Mentor works with pupils who need help with overcoming barriers to learning.
- individual or small group interventions out of class from a TA, learning Support Teacher or Teacher.
- differentiation of resources.
- alternative methods of recording, eg. writing frames/mind maps.
- provision of specialist equipment according to need.
- access to intervention programmes to ensure progress.

The expertise and training of staff to support children with SEN, including how specialist expertise will be secured

The school recognises the importance of continuing professional development for all teaching and support staff, to ensure the progress of all pupils, including those with SEN. In-class provision and support are deployed effectively to ensure that learning is differentiated appropriately and that progress is maximised.

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by West Sussex County Council, which are described in the Local Offer Website, see <https://westsussex.local-offer.org/>

As a school, we also employ Teaching Assistants who deliver some of the interventions as co-ordinated by our SENCO and Class Teachers.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCO.

If a child has a complex special educational need or disability, they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the plan through liaison with parents/carers, the pupil, SENCO and other professionals.

Evaluating the effectiveness of the provision made for children and young people with SEN

Monitoring progress is an integral part of teaching and leadership within Warnham CE Primary School.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be part of the formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the plan will be formally reviewed annually.

The SENCO collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Effectiveness can be measured in many ways, including the following:

- The children are successful in meeting targets outlined on their SEN Plan (academic and social/emotional)
- The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the Teacher, parent and pupil
- Children may move off the SEN register if they no longer need additional SEN support or provision

Parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss pupil progress.

How children with SEN are enabled to engage in activities available with children in the school who do not have SEN

All learners should have the same opportunity to access extra-curricular activities and school activities including residential visits. Access to after school clubs is provided as of right, and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At Warnham CE Primary School we offer a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

The 2010 Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.”

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with 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. Children and young people may therefore be covered by other SEN and disability legislation.

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child’s wellbeing. We have a caring, understanding team looking after our children.

The Class Teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents’ initial point of contact. If further support is required, the Class Teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health practitioners and Children’s Services, and/or the Learning and Behaviour Advisory Team.

We have our own Learning Mentor to offer support to vulnerable children and families.

Bullying is not tolerated at Warnham CE Primary School. We recognise that bullying can be present in different forms and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying.

How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children’s SEN and supporting their families

The school works proactively with health and social care bodies, the local authority (LA) support services and voluntary sector organisations. The SENCO is responsible for liaising with outside agencies if further support is required.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

In the first instance, parents’/carers’ complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the whole school complaints policy.

If there continues to be a disagreement with regard to the SEN provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

Reviewed September 2020