



SEND Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

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0.1	Oct 2023	SL	Created by Susie Lee
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Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Willowbrook Mead Primary Academy we aim to ensure your child achieves the very best they can at school whilst ensuring that they are included in all aspects of learning and school life. We aim to meet the needs of all the children through a broad, balanced, and exciting curriculum.

At times, some children require additional support or intervention to help meet their needs or improve their learning. The decision regarding when to give extra support is made by the school with parents' and carers' full involvement as we are aware that, as parents and carers, you know your child best.

Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEND at Willowbrook Mead Primary Academy

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identification of Special Educational Needs

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- 1) The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents. An 'investigating individual needs' plan will then take place.
- 2) Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline (two year delay in reading age, two year delay in spelling age, two year delay in maths age, Level 1b on entering year 3)
 - makes little or no progress even when teaching has targeted identified areas of weakness
 - consistently presents emotional or behavioural difficulties which are not reduced by behaviour management techniques usually used in school
 - sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
 - communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
- 3) Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

A summary 'mid-year report' is given out during the Spring Term and a formal written end of year report will be sent at the end of the Summer Term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Parents are invited to contribute to meetings 3 times per year (following assessment periods) where they will be asked to contribute to outcomes for their child and they will review progress towards previous targets. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Care plans will be reviewed annually unless medical conditions change. Under guidance from the schools '*Supporting children with medical conditions*' policy.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a '*provision menu*'. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo and subject leads who monitor overall progress after the intervention.

- Interventions are planned in blocks and some have a clear entry and exit criteria.
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo and subject leads monitor interventions to identify 'what works'.

Adaptations to the curriculum teaching and learning environment – as outlined in our '*Accessibility Audit and Accessibility Plan*'

Willowbrook Mead Primary School is disability friendly. The school is split over two levels with lift access across the ground floor. Corridors are wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

Willowbrook Mead implements Leicester City's BERA Framework with the aim of delivering high quality SEND provision using the application of **Best Endeavours** and **Reasonable Adjustments** within a mainstream setting.

All our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as fun time, Talk Boost, Play Interaction and BRP which will support pupils on a 1:1 basis when they are require additional support.

Teaching assistants will support pupils in small groups when support is required.

We work with the following agencies to provide support for pupils with SEN:

- Learning, Communication and Interaction Support service
- Early Years Support Team
- Educational Psychologist
- Autism Support team
- Social, Emotional and Mental Health Support Team
- Education Welfare Officer
- Visual/Hearing support
- Speech and Language Therapy
- School Nurse
- ADHD Solutions
- Virtual Schools

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the School's Accessibility plan for more information on how we support disabled pupils.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the Behaviour Mentor and our Emotional Literacy Support Assistant (ELSA). Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered.

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services).

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers an inclusion base with a range of personalised programmes. This is delivered by a trained ELSA who has developed good, trusting relationships with the children. We can also make referrals to the Mental Health Support Team.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to address the underlying issues.

Transition arrangements

Transition into and within school: We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from Nursery and Reception - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School: The secondary school SENDCo is invited to meet with the SENDCo at Willowbrook Mead and discuss the needs of children with SEND, they may also attend some review meetings if necessary. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Governors: It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints: The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Contact details of support services for parents of pupils with SEN: Parents can look for support with services by contacting SENDIASS. <http://www.sendiassleicester.org.uk/>

Leicester City Local Offer: The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website www.localofferleicester.org.uk/

Equal Opportunities: The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Review framework: This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)