

## WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL



### SEND POLICY

Every learner has strengths as well as difficulties. At Wentworth we are an Inclusive School and as such value the contribution made by all members of the school community and are committed to a whole school approach, which values the achievements of all our children. We acknowledge that all children will experience some difficulties during their development. It is our commitment and duty to identify and meet those needs through a differentiated curriculum and the use of differing teaching and learning styles so that all children can have the same entitlement to the full curriculum.

The 2014 code of practice says: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(Taken from 2014 Code of Practice:0-25 years- intro xiii and xiv)

The Code of Practice on identification and assessment of special educational needs provides 4 fundamental principles upon which this policy is based.

- The needs of all pupils who have SEN either throughout, or at any time during, their school careers must be addressed...
- Children with SEN require the greatest possible access to a broad and balanced education, including the National Curriculum.
- The needs of most pupils will be met in the mainstream and without a statutory assessment or statement of SEN...
- The knowledge, views and experience of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and their children and schools, LEAs and other agencies.

We aim to give children with SEN equal opportunities with others to benefit from this and succeed in all aspects of school life. We plan to promote this by:

- identifying and assessing each child's individual needs.
- differentiating the learning experiences we provide to match these needs.
- valuing each child as an individual in order to enhance self-esteem.
- emphasising what each child can do as a basis for further progress and development.
- recognising that some children with SEN may need extra time to practice skills and consolidate learning.
- provide extra support from classroom assistants, where resources are available to fund this.
- work in close partnership with parents.
- liaising with outside agencies where appropriate in order to obtain specialist support when necessary.

Persons responsible for SEN provision.

SENDCo

Headteacher.

Class teachers.

Classroom Assistants.

Governing Body

Arrangements for co-ordinating SEN provision.

The SENDCo:

- Maintains the SEN register.
- Monitors and oversees records.
- Supports teachers in their planning for children with SEN.
- Attends review meetings with parents when necessary.
- Keeps up to date with the Code of Practice and SEN issues.
- Contributes to training for members of staff.

Class teachers:

- Plan for SEN provision for the identified children in their class.
- Plan SEN support plans (IEPs) for the identified children in their class.
- Keep regular records on the identified children.
- Provide up to date information to parents on a regular basis and attend review meetings.
- Liaise with the SENDCo regarding up dating SEN support plans (IEPs) and other records.
- Liaise with LSAs regarding implementation of daily planning for identified children.
- Attend appropriate training courses.

There is no hard and fast threshold which determines if and when a pupil has SEN – however if the class teacher identifies a particular need and a child is persistently not making progress or a parent raises concerns then the child will be monitored and necessary support put in place. Typically a pupil would be working at a significantly lower level than their peers and struggling to close the gap and maintain progress.

Support from the school takes the form of a four part cycle:

Assess - the class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on previous attainment and progress and take into account behaviour. Assessments will be reviewed termly . Where appropriate other agencies will be involved and asked to make suggestions. This will be shared with parents at a review meeting. Where agencies are involved, parents will be invited in to discuss their child so that there is a partnership approach.

Plan - Teacher, SENDCo and parents will be involved in putting support in place and deciding which interventions to access or other strategies to use to meet the needs of the child. All staff who work with the child are made aware of their needs and information will be recorded on the school's inclusion register. Targets will be set to monitor progress. Extra support will be agreed at Pupil Progress meetings.

Do - the class teacher remains responsible for working with the child on a daily basis, including when they are working away from class. Interventions may be delivered by teacher or TA. Progress is carefully monitored and children are encouraged to transfer skills between interventions and class lessons. Resources will also be used both in interventions and lessons in order to encourage independence.

Review - effectiveness of the support and interventions will be reviewed termly. Impact and quality of support and interventions is evaluated along with the views of the pupil or parent to determine the next steps. Progress made by the child will be used to determine the next steps. If a child has an EHC plan then the authority should review this at least every 12 months. All review meetings will take a person catered approach and views of parent, pupil and teacher will be included in setting the new targets.

A child maybe on the inclusion register as: Monitored- done by class teacher and SENDCo and the need met through differentiation of all activities so that the child is able to access the whole curriculum.

Informal support- class teacher and SENDCo working together, the child access quality first teaching in class and may have an intervention to give them focused support in a particular area.

Formal Support- SEN support plans are in place, with IEP's. Other agencies may be involved e.g. the learning support service to specific targets and strategies to use with the child. They will be accessing intervention based support.

Education, Health and Care Plan- this is a support plan given out by the local authority after assessments by outside agencies have been carried out.

A child may be moved between levels of support as their level of needs changes.

The SENDCo will review this half termly.

It will be discussed with teachers at Pupil Progress Meetings and parents during parents meetings.

**Effective Date**

This policy became effective in summer 2016, will reviewed in summer 2018.