



William Penn Special Educational Needs and Disability (SEND) Policy

SECTION 1: Introduction

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 Years (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010 (Equality Act 2010 and Schools, May 2014)
- SEND Code of Practice: 0 – 25 Years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the William Penn Primary School SENCo and was co-produced with the SEN Governor, the Leadership Team, staff and parents of pupils with SEND.

SENCo

The coordinator of SEND and Inclusion is **Vanessa Theophilus**. The Headteacher is the advocate on the Senior Leadership Team.

SECTION 2: Aims and Objectives

Aims

Our vision statement, 'Living, Laughing and Learning Together' is centred on the importance of inclusion. We are committed to being an inclusive school, giving all our children every opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, religion attainment or background.

All teachers set appropriate learning challenges and respond to the children's diverse learning needs. Teachers promote high standards to ensure all children achieve their best, to become confident individuals living fulfilling lives. Every teacher is a teacher of every child, including those with a Special Educational Need or Disability (SEND). The school uses its best endeavours to make sure that a child with SEND receives the support they need.

The policy will ensure that William Penn school meets the needs of children identified as having a SEND and gives due regard to general duties to promote disability equality. The school makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Equality of opportunity is promoted and discrimination prevented. The policy outlines how children are identified, how provision is planned and carried out and systems for review. All our policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to safeguarding, medical, behaviour, anti-bullying and curriculum policies.

William Penn School is part of The Weald Network Group made up of 11 schools, who work together to improve outcomes for provision for children with SEND. The school has produced a Local Offer, which describes provision for pupils with SEND in our school. This document is reviewed annually and can be viewed on our website. A Local Offer has been produced by West Sussex Local Authority describing provision available within the county.

Objectives

William Penn School is committed to being an inclusive school, giving all children access to 'high quality first teaching' across a broad and balanced curriculum.

- To identify, at the earliest opportunity, and provide for pupils who have a special educational need and/or disability.
- To work within the guidance provided in the SEND Code of Practice: 0-25 Years (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCo), who will work with the SEND Policy.
- To ensure that every child with SEND experiences a differentiated curriculum, success in their learning and achieves the highest possible standard.
- To provide intervention programmes which meet individual needs and provide both challenge and success.
- To involve pupils in planning and reviewing their learning experiences.
- To empower children to become independent learners, communicators and contribute to the life of the school.
- To work in partnership with parents, involving them in planning and reviewing their child's additional support in school.
- To provide a secure, inclusive, safe and caring environment for all pupils in school including those with SEND.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

SECTION 3: Special Educational Needs

Definition of SEND

A person may have a special educational need either throughout, or at any time during their lifetime.

The 2014 Code of Practice says that:

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.

(2014 Code of Practice: 0 to 25 Years, Introduction xiii and xiv)

There are four broad categories of need:

1. Communication and Interaction

This area of need focuses on the ability of pupils to communicate effectively with others. Pupils may have difficulties with speech and language or social communication. Social communication and social interaction difficulties are likely in pupils with Autism Spectrum Disorders and this may extend to challenges with the understanding of language.

2. Cognition and Learning

There are several specific learning difficulties or differences that impact on a child's learning, which require early identification, assessment and appropriate provision for example, dyslexia, dyscalculia and dyspraxia.

William Penn School pays particular attention to the differences associated with dyslexia, due to the impact on a child's ability to access the curriculum when progress in reading and writing is below expectation. Appropriate high quality provision is made for the child.

William Penn School has adopted the Rose Report 2009 definition for dyslexia:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, verbal processing speed and/or visual processing and visual memory.

Dyslexia occurs across a range of intellectual abilities.'

(Rose Report 2009 p.30-36)

3. Social, Mental and Emotional Health

Social, mental and emotional health is a wide category of need that encompasses a range of difficulties. Pupils may experience mental health difficulties which present in school in a variety of ways, for example through challenging behaviour or low self-esteem. Social, mental and emotional health difficulties can act as a significant barrier to learning for pupils and can also include disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Physical and Sensory

This category of need focuses on pupils who require special educational provision because they have a disability that affects how they access education. This may include vision impairment, hearing impairment or a multi-sensory impairment. Provision will often be specialist support and/or equipment to access learning.

These four broad areas of need are planned for at William Penn School. The purpose of identification is to assess and plan appropriate action for the school to take, to meet a child's needs. At the school, a child's needs are identified by considering the needs of the 'whole child', which will include not just the special educational needs of the child. There are other factors, which may impact on a child's learning but these are not necessarily identified as SEND. These are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a Young Carer
- Experience of an 'Adverse Childhood Experiences', for example domestic violence, abuse or neglect

Any concerns relating to a child's behaviour is considered as an underlying response to a need, which will be recognised, identified, managed and appropriate provision made.

Section 4: A Graduated Approach to SEN Support

Identifying children with SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants (TAs) or specialist staff. 'Quality First Teaching', differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The Headteacher carries out one planned observation with each teacher per term. The SENCo visits classrooms to assist with inclusion and differentiation, as appropriate. Observations and coaching provides evidence of high quality teaching.

Children with SEND are identified by one or a combination of the following assessments, which are part of the overall approach to monitoring the progress of all pupils.

- Children's progress is monitored and a 'Progress Analysis Sheet' is produced and discussed at least termly, between the class teacher and Headteacher, using Target-Tracker as the database for assessments. Assessments are also checked alongside national data. The SENCo also meets the class teacher to check the progress of children with SEND. If a child is not making progress, despite 'Quality First Teaching', a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers from the same baseline; does not match or better the child's previous rate of progress or; does not close the attainment gap between the child and his or her peers.
- A parent may ask a teacher to look more closely at their child's learning. Parent requests are valued and investigated. Often the concern can be addressed by 'Quality First Teaching' and parent support. However, if the concern needs further thought and a greater response, the teacher and SENCo will work together with the parent and child to plan additional support.
- The SENCo may undertake a further assessment with a child, which will add to and inform the teacher's understanding of a pupil's strengths and areas of need. Parents are informed of such a decision and provided with the results of the assessment.
- The SENCo, in consultation with parents, may seek advice from an outside agency or professional, where this is an appropriate course of action. Although the SENCo can identify SEN, and make provision to meet those needs, she cannot make a diagnosis.
- After consultation with the class teacher, parents, and Headteacher, the SENCo will decide whether to place a child's name on the SEND Register at SEN Support.

Starting SEN Support

It is our aim to have positive, informative relationships with all our parents. In this way parents, pupils and teachers are aware of developments in a child's learning over time. Parents and teachers also meet at Parents Evenings in the Autumn and Spring Terms.

Once a child has been identified as having a SEND, the class teacher and SENCo will invite the parent into school to:

- Discuss any assessment results, showing strengths and areas of need
- Inform them of planned provision to meet the needs of the child
- Inform them that their child will be placed on the SEND register at SEN Support
- Co-produce an Individual Learning plan (ILP) for the child with targets for the term.

This is part of the graduated approach and cycle of Assess-Plan-Do-Review, as set out in the Code of Practice 2014. Where possible, the child will be encouraged to participate in all or part of this process.

Records of these meetings are kept and the information is available for parents to keep. Thereafter, the parent and child are invited into school termly to ~~meet to review the previous terms~~ share the ILP, discuss assessments, progress and ~~set~~ set new targets.

SEN Support

The school has well-defined processes to manage systems, to ensure appropriate high quality additional provision is made for children placed at SEN Support on the SEND Register.

- The child reviews the previous terms ILP with his/her class teacher.
- The ILP will outline the in-class strategies and interventions for the pupil and this will be shared with parents.
- Parents are invited to discuss and review the previous ILP, completed assessments, planned provision and set achievable targets for their child each term. A record of the meeting or contact is kept and documents sent home. The SENCo will have asked the class teacher for suggestions for targets to ensure targets support the child's next steps in their learning. An ILP is therefore co-produced by the parent, class teacher, SENCo and child, where appropriate, at the beginning of each term. Parents are given a copy of these documents to keep. The child keeps a copy of the ILP in his or her classroom on or nearby the teacher's desk.
- The SENCo is available to meet with parents on Tuesdays.
- Planned provision for the child may be individual support or small group work outside the classroom by a TA. A TA may also support a child or children to access a differentiated curriculum within the classroom. The TA responsible for the intervention will carry out a baseline assessment at the beginning of term and a review assessment at the end of term, to show progress.
- Parents are informed if an outside agency, e.g. Speech and Language Therapist, Educational Psychologist, is contacted to assess and provide recommendations for a child. The SENCo will ensure that assessments and/or reports are copied to parents and teachers. Recommendations are incorporated into a child's ILP, as targets **and provision**.
- Each child registered as SEN Support has a file, which is stored in the SEND cupboard.

Education and Health Care Plan

Despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, he or she may not have made expected progress. In such a case, the school or parents consider requesting an Education, Health and Care needs assessment. The school will provide the information required for the local authority to make an informed decision on whether to proceed with an EHCP.

Children, who with support, achieve well in a mainstream school are less often assessed for an EHC Plan. A child, who is given a diagnosis, e.g. dyslexia, ASD or ADHD, does not necessarily need an EHCP.

If the application for an EHCP is successful, a member of the local authority will arrange a meeting for parents, the child and the school, together with any health and social care professionals who are involved with the family. The meeting records the child's strengths, hopes, aspirations and barriers to their learning. Following the meeting the local authority will produce the EHCP, recording the decisions made at the meeting.

A child with an EHC Plan has termly meetings as described in SEN Support. In addition, the school leads an Annual Review for the child. The school seeks advice and information about the child prior to the meeting from all parties invited, e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, and sends any advice and information gathered to all those invited at least two weeks before the meeting.

The meeting focuses on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided, to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. The child and parents are encouraged to engage fully in the review meeting.

SECTION 5: Managing Pupils Needs on the SEND Register

All provision for SEND pupils is carefully planned, resourced and assessed. The following processes are followed to ensure that SEN provision is of a high quality, appropriate and measured.

Assess

- Class teachers follow the process flow diagram for SEN to plan for the needs of all learners.
- Teachers identify intervention programmes and wave 1 in-class strategies appropriate to meet the needs of the children at SEN Support, which will enable the children to achieve targets on their ILP. All involved use data from the previous term to make informed decisions.
- Additional individual assessments are carried out as appropriate eg. dyslexia screening.

Plan

- Class teachers set targets and complete an individual learning plan, with wave 1 strategies and interventions.
- **Any strategies and recommendations from outside agencies are incorporated into the individual learning plan**
- **The individual learning plan is shared with parents, child and class TA.**
- Class teachers timetable interventions for pupils using available TA support.

Do

- A baseline assessment is made by the lead person of the intervention, at the beginning of term or, in some instances, the review of the previous term is used as the baseline.
- The school works with all teachers and TAs on Performance Management and Continuous Professional Development. The SENCo observes TAs carrying out interventions to check intervention programmes are being delivered as high quality provision.

Review

- Individual learning plan targets are reviewed by pupils, teaching assistants, class teachers and the SENCo. Parents have the opportunity to add or amend new targets **with the class teacher**.
- At the end of each term the lead person of the intervention, carries out a review assessment. In some instances this may be the end of term teacher assessment.
- The SENCo meets with the class teacher to analyse data and discuss the progress of the children in interventions, and considers whether a child continues to need such provision for the following term.
- The SENCo meets with teachers regularly to discuss the learning and progress of SEN pupils.
- If the SENCo, in consultation with the teacher, TA and parent feels that a child has not met targets, a referral may be made to an appropriate service for support. Parents are always kept informed. Referral documents are stored on the West Sussex Local Offer website or provided by the service itself.

Not all children who attend an intervention are on the 'SEND Register'. Teachers and the SENCo discuss any children who will benefit from an intervention. Parents are informed and invited to come into school to discuss the course content.

SECTION 6: Criteria for Exiting the SEND Register

At William Penn School the SEND Register is a fluid document. Children's names can be placed onto it or taken off it at any point in a term.

If a child makes good progress and no longer requires additional targeted support, which is additional to and different from his/her peers, it will be suggested to teachers and parents that the child no longer needs to be at SEN Support, according to the Code of Practice 2014. Only after consultation will a child's name be taken off the SEND Register.

SECTION 7: Supporting Pupils and Families

William Penn School creates positive and informative relationships with parents, to support pupils and families.

The Local Offer

The West Sussex Local Offer, details the support in the county available to help children and families.

<https://westsussex.local-offer.org/>

The SEND Information Report

The school's SEND Information Report, details provision for pupils with SEND.

<http://www.william penn.co.uk/website>

Billingshurst and Pulborough Children and Family Centre

The centre offers advice and support for issues within the family.

Email: office.billingshurst@westsussex.gov.uk

Admission arrangements are explained on the school website.

<http://www.william penn.co.uk/website>

Access arrangements for assessments

Access arrangements for assessments are set out by the government. The school ensures that arrangements are carefully planned, so that children are able to show their progress, e.g. a reader, scribe and additional time. The SENCo will carry out the necessary assessments and the class teacher and SENCo discuss and plan the appropriate arrangements for the child.

Transition

It is acknowledged that some children and parents find transition into a new school or class quite challenging and this can be particularly difficult for children with SEND.

- Transition to Reception (Key Stage 1)
 - a. Prior to entry to school, a meeting is held for new parents attended by the Headteacher and class teachers
 - b. A meeting between the SENCo and a key worker of the previous setting will meet to discuss any pupils transferring in September with known SEND.
 - c. The Reception class teacher visits children in their nursery setting
 - d. Visits are planned for children to attend the school for a few hours, in the Summer Term before transfer.
- Transition within school:
 - a. Additional visits to new classroom and teacher
- Transition to the Secondary Phase:
 - a. Annual Review Meetings (EHCP) for Year 5 pupils are held in the Spring or Summer Term. Secondary school staff are invited to attend to begin transition.
 - b. Enhanced transition arrangements are tailored to meet individual needs. At least one additional visit is made to the new high school in the Spring Term or as early as is appropriate, before the main transition day in the Summer Term for all pupils.
 - c. The high school SENCo meets with the SENCo of William Penn, to discuss needs of Year 6 pupils transferring in September and SEND documents passed on.
 - d. The child's class teacher meets with a member of the high school staff, to discuss needs.

Managing Medical Conditions

The school policy on managing the medical conditions of pupils is on the website under policies.

SECTION 8: Supporting Pupils at School 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 SEND and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Policies on medical conditions can be found on the school website under policies.

SECTION 9: Monitoring and Evaluation of SEND

The School monitors and tracks the progress of all children within the school, as described in sections 4 and 5 in this document. Below is a list of the assessments all children complete and then a further list shows the assessments children with SEN may complete in addition.

<u>Assessment</u>	<u>Time</u>
All:	
Autumn Term:	
Reading, Writing, Grammar, Punctuation and Spelling, Maths Science	Half Term and End of Term
Spring Term:	
Reading, Writing, Grammar, Punctuation and Spelling, Maths Science	End of Term
Summer Term:	
Reading, Writing, Grammar, Punctuation and Spelling, Maths Science	End of Term
In addition for children with SEND:	
YARC Reading Test	As required
Non-verbal Reading Test	As required
Dyslexia Screening Test	As required
Wesford Phonological Awareness	As required
Sandwell Early Numeracy Test	As required
Speech Sounds	As required
Renfrew Vocabulary Test	As required
BPVSII Receptive Language Test	As required

There are other assessments for teachers and the SENCo to complete as required, e.g. a Boxall Profile, to monitor Social, Mental and Emotional Health.

Parent views are shared informally at parent consultation meetings and Annual Reviews. Pupil views are heard and recorded termly by the Senco and recorded when ILP targets are reviewed.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: Training and Resources

The school is provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. The school has an amount identified within their overall budget, called the notional SEND budget, which enables it to provide high quality appropriate support from the whole of its budget.

The SENCO, Headteacher and Governing Body have established a clear picture of the resources that are available to the school and considered their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. Classes are supported by TAs for several hours a week, some of the time working within the classroom and some working on interventions outside the classroom.

All of our teachers are trained to work with children with SEND. Some have more experience than others in this area. All teachers have access to information, advice, resources and training to enable them to teach all children effectively. SEND training is incorporated into our whole school staff training programme. This includes training from outside agencies, such as the NHS Speech and Language Service, as well as training from within school resources and self-help opportunities.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Teaching Assistants also have access to training within the school, as well as opportunities to attend training provided by external agencies.

The SENCo offers training and advice in school, as well as sharing resources and disseminating information relating to SEND issues. Training needs are identified through professional discussions within the school and in the locality.

The SENCo attends the Annual SEND Conference, organised by the West Sussex Local Authority, in order to keep up-to-date with local and national updates. Locality Planning and Review Meetings (PARM), help the SENCo to develop her knowledge, skill and practices.

The Weald Hub, SEND Alliance, can provide support for our school in terms of advice, resources and training. The school uses the NHS Speech and Language Service, the NHS School Nursing Service, a local authority Educational Psychologist, the Local Authority Learning Support Team and can access the Children and Family Centres.

SECTION 11: Roles and Responsibilities

The roles and responsibilities of key personnel for SEND are shown in the table below:

Role	Designated Person	Responsibility
SEND Governor	Richard Hewitt	Meet the SENCo on a termly basis, to learn about the school's SEND provision and monitor the implementation of the SEND Policy. To check the school is working in accordance with the requirements of the Children and Families Act 2014 and the SEND Code of Practice: 0-25 Years (2015). Keep informed of developments in SEND nationally, locally and within the school.
Teaching Assistants	Stephen Kear (Headteacher)	To support class teachers To follow the intervention programmes and work towards the targets set for children with SEND, in interventions, 1:1 or in a small group.
Safeguarding	Stephen Kear (Headteacher) Anna Constable (Deputy Headteacher)	To provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

	Sophie Peters (Class teacher)	
Pupil Premium Grant and Looked After Children Funding	Stephen Kear (Headteacher)	Provision is collated by the Headteacher from SEND and other areas of provision.
Medical Needs	Virginia Stephenson	To meet the medical needs of pupils in accordance with policies, e.g. supporting children with medical conditions.

SECTION 12: Storing and Managing Information

The school uses Target-Tracker as its information system to monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists is recorded as part of this overall approach. Individual SEND files are stored in the SEND Cupboard. An ILP for each child at SEN Support is kept up-to-date and shared with parents. This shows provision over time and is essential if applying for an EHCP is recommended. Data reports showing progress of children with SEND, useful to present to Governors or OFSTED are kept electronically. Individual SEND files are sent on to the child's High School at the end of Year 6.

SECTION 13: Reviewing the Policy

The Special Educational Needs and Disability (SEND) Policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

SECTION 14: Accessibility

1. Support in the classroom

Our aim is for all children to be learning independently in the classroom, reaching their full potential. All children, including those with SEND, are taught by their teacher as well as being supported by Teaching Assistants. The aim is for a child with SEND to have sufficient support to achieve their targets, but without developing a learned dependence on an adult. Strategies such as scaffolding, visual and auditory prompts, and tactile and concrete resources enable children to gain understanding and enhance learning.

2. Interventions

The school has a range of interventions available, which are listed on a provision map. The child's profile of learning is analysed, in order for the correct intervention to be selected for the child. The SENCo monitors the success of interventions closely. Children, who are not on SEN Support may join an intervention if it is felt this will be beneficial.

3. Learning environment

All classrooms are inclusion friendly. Teachers teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD, ADHD etc. The school was awarded the 'Dyslexia Aware School Award' in July 2017.

The school building is 'disability friendly'. There are four ground level classrooms. The school grounds are extensive.

Educational visits and residential visits are part of the curriculum and all children are included. No child is excluded from an educational visit or residential visit due to SEN, disability or medical needs.

The School's Accessibility Plan can be found on the website, under policies.

4. Access to extra-curricular activities

All our children have equal access to lunchtime and after school clubs, which develop engagement with the wider curriculum. Adjustments and adaptations are made to suit the learning and physical needs of the children.

5. Contacts

Enquiries about a child's progress need to be addressed in the first instance to child's teacher. Teachers are available to discuss concerns with parents and appointments are advisable, by speaking to the teacher directly. Further enquiries can be addressed to Vanessa Theophilus (Coordinator of SEND). Requests at the school office will be followed up by the SENCo, who is at the school on Tuesdays.

SECTION 15: Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any concerns should be brought to the attention of the class teacher and/or SENCo and Headteacher. All complaints are taken seriously and solutions sought but if the problem is not resolved satisfactorily, the complaint will be heard through the school's complaints policy and procedure. The Complaints Procedure is on the website.

SECTION 16: Bullying

All children's behaviour is responded to consistently in line with our Behaviour Policy. The school has a zero-tolerance approach to bullying, especially towards children with SEND. Allegations are actively investigated, and if there is cause, work begins with the parents, the bully and victim to improve social skills and resolve issues.

The school has an Anti-bullying Policy on its website.

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' (Code of Practice 2014)

Date reviewed: October 2023

Completed by: Vanessa Theophilus (Coordinator of SEND and Inclusion)

Review date: October 2024