

Waterbeach Community Primary School



SEND Policy

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SEND at Waterbeach Community Primary School (WCPS)

Helen Scrivner is WCPS's Inclusion Manager and has completed the National Award in SEN Coordination (NASENCo) qualification.

The SEND Team is further made up of SEND assistants Zoe Badcock and Caroline Rutherford, and ELSA Laura McLeod.

Our school counsellor, Alison Wenham, is in school weekly.

However, all staff provide support including the Head Teacher, class teachers, teaching assistants and our SEND governor, Lisa Wakley-Davies

Definition of Inclusion

Inclusion means meeting the individual learning, social, emotional and health needs of individual children and supporting them to be the best that they can be.

At WCPS we support and value the abilities of all our pupils and believe every child deserves the same chances and opportunities in life. It is our duty to provide equal opportunities for every individual in our care in a safe and well-equipped learning environment ensuring that every child grows, learns and enjoys school. We are committed to inclusion in the school curriculum and through participation in every aspect of school life. We aim to help each child experience success and to reach their full potential being independent learners with high self-esteem. Our school adopts a 'whole school approach' to our children with SEND with all staff working together to ensure these pupil's needs are catered for in all areas of school life. This is achieved through early identification of needs, rigorous assessment, appropriate differentiation, intervention, and regular review. We work in partnership with parents, governors, Cambridgeshire LA, NHS professionals and other outside bodies to ensure our children receive the best opportunities during their time at WCPS fulfilling their potential and achieving optimal educational outcomes.

This policy has been developed through consultation with parents, governors and staff.

It reflects the SEND Code of Practice: 0-25, 2014 (updated 2015)

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

It is a statutory requirement for schools to provide a SEN Information Report, a document which guides all our practice and policies on how we meet the needs of children with SEND. This is available on the school website and can also be requested through the school office. It is updated annually and acts as a 'go to' guide for everything SEND at WCPS.

IDENTIFYING SEND

A child has SEND if they have a learning difficulty or disability which requires some additional or different educational provision. This may mean they have a significantly greater difficulty in learning than the majority of their peers. Identifying SEND at WCPS allows actions to be taken to support the removal of barriers to learning.

Children's special educational needs are generally thought of in the following four broad areas of need:

Communication and Interaction

Includes:

Speech, language and communication needs (SLCN) – where a child has difficulty in communicating with others either through difficulty in saying what they want to, understanding what is being said to them or not understanding/using the social rules of communication.

Autistic Spectrum (ASD) – where a child is likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

Cognition and Learning

Includes:

General learning difficulties – where a child learns at a slower pace than their peers even with appropriate differentiation. It can cover a wide range of needs including moderate, severe and profound learning difficulties.

Specific learning difficulties – where a child may be affected by one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Includes:

Social and emotional difficulties – where a child may become withdrawn and isolated or display challenging, disruptive or disturbing behaviour.

Mental health difficulties – where a child may show indicators such as anxiety or depression, self harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Disorders – where a child has a disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Includes:

Sensory needs – where a child has a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) requiring specialist support and/or equipment to access their learning.

Physical needs – where a child requires additional ongoing support and equipment to access all the opportunities available to their peers.

Individual children often have needs that cut across all these areas and their needs may change over time. The individual educational provision that we make for a child is based on an understanding of their particular strengths and needs and we seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

This helps to overcome barriers to learning and participation. We aim to provide family-centred support whenever this is appropriate.

IDENTIFYING DISABILITY

Many children who have SEND may have a disability. A disability is a physical or mental impairment which has a long term (one year or more) and substantial effect on a child's ability to carry out normal day to day activities.

It includes many sensory impairments such as those affecting sight or hearing and also long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but where a child with a disability requires special educational provision they are covered by the SEND definition.

THE GRADUATED APPROACH

Class teachers are responsible and accountable for the progress and development of their pupils. All children must have access to High Quality Teaching with additional interventions and support being provided if such teaching is not enough to support a child's needs.

Children may already be known as SEND through information from a previous school or pre-school or via an outside agency such as a speech therapist. WCPS also identifies SEND itself with teachers, supported by the senior leadership team, making regular assessments of progress for all pupils. Pupil progress meetings identify pupils making less than expected progress given their age and individual circumstances highlighting the need for extra support. It can include progress in areas other than attainment such as wider development or social or emotional needs. Parents may also highlight concerns.

Once concerns have been identified the following graduated response to SEND occurs to ensure a pupil receives the correct level of support – The Assess, Plan, Do, Review Cycle:

IDENTIFY - The teacher discusses the concern with the parent(s) at the earliest opportunity to enlist their active help and participation.

ASSESS - The teacher will raise the concern with the Inclusion Manager and observations/ in house assessments/ use of diagnostic tools may be completed as necessary (see Appendix 1).

PLAN - The Inclusion Manager and staff agree an action plan of interventions, strategies and resources that are needed (see Appendix 2). All additional provision in/out of the classroom is recorded on our school Provision Map with subsequent progress being carefully monitored and reviewed, linked to pupil progress meetings.

A Learning Plan (kept and written on Edukey) may be created which provides a summary of the child's strengths and difficulties, a record of involvement from outside agencies, progress data and a record of additional provisions in place. It is maintained by the class teacher and is shared and reviewed with parents at least termly in a SEND parent meeting with the class teacher and Inclusion Manager.

The action plan and/or Learning Plan have a time limit set to measure progress.

The child is added to the SEND register, a working and fluid document that changes regularly depending on the needs of the child with regular updates linked to pupil progress meetings,

although pupils can be added at any time. Children who are in receipt of only occasional additional provision are not usually entered onto the SEND register.

DO - The action plan/Learning Plan is actioned ensuring the child receives the appropriate interventions, resources, differentiated planning or strategies.

REVIEW - At the point the time limit is reached, progress is reviewed and another round of the Assess, Plan, Do, Review cycle is carried out with amendments to interventions/strategies if limited/no progress has been made.

In addition to in house assessments, observations and support we may seek the involvement of outside agencies such as the Specialist Teaching Team, Educational Psychologists, Community Paediatricians, School Nursing, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Play Therapy, Education Welfare Service and Child and Adolescent Mental Health Team.

Parents/carers may be asked to consent to the completion of an Early Help assessment (EHA) in order to access referrals to other services.

Some children will make accelerated progress and will be taken off the SEND register. Other children will remain on the SEND register for longer periods and will have a termly review of their Learning Plan with new targets set and discussed with parents/carers each term.

EDUCATION, HEALTH AND CARE PLAN

Where a child's needs are considerable and there is little progress following rigorous intervention and support from professional agencies, the decision may be taken to request an Education Health Care Plan (EHCP). An EHCP provides a budget for that specific child to be spent on support. A child's needs may be met from resources normally available to school or a further budget is agreed. The process involves the preparation and presentation of evidence of school and outside agency impact for consideration by the Local Authority Statutory Assessment Team (SAT). Parents and carers are fully involved in the process and have the opportunity to contribute to the reports. Where an EHCP is granted an Annual Review occurs yearly to discuss and review progress.

For advice and information about EHCPs, see the Local Offer pages:

<https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=2-5>

LOCAL OFFER

Cambridgeshire County Council has a local offer a "front door" to information about education, health and social care and the provision available to children with SEND and their families.

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have SEND are supported in their area including information on:

- universal services that are available to everyone, such as schools, GPs, (universal services).
- targeted support and services for children and young people who may need some additional, short term support.
- specialist services for children and young people who have complex needs and need longer term specialised support.

The Cambridgeshire Local Offer is available here:

<https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

SUPPORT

Admissions: Children with SEND are considered for admission to school on the same basis as a child without SEND. Parents of a child which has Special Educational Needs or Disabilities (SEND) who need further advice on school admissions, are able to request a meeting at school to discuss the provision that can be made to meet their child's needs. They may also want to contact SENDIASS (SEND Information, Advice and Support Service):

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

Exam arrangements: Team leaders, in conjunction with the head teacher and SENCo, are able to make exam access arrangements for certain students. Adhering to exam board guidelines, we may be able to facilitate readers, scribes, extra time or enlarged text for examinations.

Transition: We understand how difficult it can be for SEND children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions – including between classes, from preschool, to a new primary or onto secondary – as smooth as possible. This may include:

Year R

- Meetings between staff from WCPS and staff from feeder pre-schools, and visits to pre-schools to meet SEND children.

Year R – 6

- Additional meetings for the child and parent(s) with a new teacher/school.
- Additional visits to the classroom environment in order to identify where the toilets, pegs, trays etc are.
- Opportunities to take photos of key people and places in order to make a transition social story booklet.
- Speedy transfer of SEND records to the SEND team of a new school.

Year 6

- Invitations to students to have visits to the secondary school during the previous summer term.
- Meetings of the Inclusion Manager with the secondary Inclusion Managers to ensure thorough handover of information.
- Inclusion of representatives from the secondary school SEND team to Annual Review of EHCP children in the Autumn Term of Year 6.

Medical conditions: Pupils at Waterbeach with medical conditions, including disabilities, should be properly supported so that they have full access to education, including school trips and PE.

Where children have medical conditions which are chronic and severe enough that additional provision needs to be made at school the Inclusion Manager will liaise with appropriate health professionals producing any associated risk assessments that are linked to a student's medical needs in school. Class teachers are responsible for ensuring that their students are all able to access school trips in a safe and meaningful manner. They are required to draw up risk assessments for trips and visits with regard to particular individuals with specific medical needs.

Accessibility: Our building is accessible for children and adults with disabilities. We strive to ensure that parents/carers are able to be fully included in parent/carer activities.

COMPLAINTS

We welcome comments and suggestions and aim to be open, transparent, fair and timely in our responses. We hope that any issues can be resolved through discussion, and parents are able to request to meet a class teacher or the SENCo through the school office. If the issue cannot be resolved via informal discussion a parent may escalate the matter to the Head Teacher via submission of a formal complaint. Parents are referred to the school complaints policy for further guidance.

TRAINING

All staff are encouraged to undertake training and development through training courses aimed at improving knowledge of specific needs and appropriate support. In house training is provided through staff meetings. Teachers and TAs are expected to cascade relevant material from courses and seminars to staff as appropriate. The Inclusion Manager regularly attends training opportunities in order to keep up to date with local and national issues. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

APPENDICES

APPENDIX 1

IN-HOUSE ASSESSMENTS

We currently have the facility to administer the following in-house assessments:

- Renfrew Action Picture Test
- British Picture Vocabulary Scale
- Phonological Assessment Battery 2
- PM Benchmark
- York Assessment of Reading for Comprehension
- Sandwell Early Numeracy Test
- Dyslexia and dyscalculia screening

APPENDIX 2

INTERVENTIONS

- Little Wandle Rapid Catch-Up Programme
- Little Wandle SEND Programme
- Little Wandle Keep Up Programme
- Reading Practice Groups
- Reading Fluency Groups

- Bridge to Spelling
- 1:1 Daily Reading
- Expanded Rehearsal Technique
- Inference Training
- Grammar boosters
- SHINE reading
- SHINE maths
- Morning maths boosters
- On Track Maths
- Physiotherapy
- Sensory Circuits
- Fun with Narrative Groups
- Speech Sounds Groups
- Colourful Semantics
- Identiplay
- Attention Autism
- Talkabout, social communication group
- Lego Therapy
- Wellbeing nurture groups
- 1:1 Wellbeing sessions with Emotional Literacy Support Assistant
- Counselling
- Write from the Start