

# **Wilbury Primary School**



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

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**Review due September 2025**

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**Special Educational Needs Co-ordinator (SENCo) : Ms J Bairfelt**

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## **SEND Policy**

Everyone at Wilbury is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs policy at Wilbury supports the stated ethos of the school that:

*Wilbury is an inclusive community of all learners where everyone has high expectations of themselves and others. All children grow together to have the confidence and skills to meet the challenges of the future. We aim to enable children to overcome barriers and reach their full potential. This includes ensuring children value themselves as unique individuals, celebrating diversity and respecting differences.*

### **Introduction**

Children may fall behind their peers for reasons other than SEND. Disabilities themselves do not necessarily mean that a child has SEND, but reasonable adjustments can be made so that they can access learning at Wilbury. Children with poor health or poor attendance or punctuality may not attain in line with their peers, and steps may be taken to address these areas, sometimes with the support of the Educational Welfare Officer. Children who speak English as an additional language (EAL), or are in receipt of Pupil Premium Grant, or are a child of Serviceman/woman or Looked After Children may also progress more slowly than their peers but may not have SEND.

The 2015 SEN Code of Practice states that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Wilbury we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Special Educational Need falls under the following four broad categories as defined in the 2015 Code of Practice.

### **Communication and Interaction**

Children with Speech, language and communication needs (SLCN) have difficulty communicating. This could be because they have difficulty saying what they want to, understanding what is being said or because they have difficulty understanding or using the social rules of communication. Children with Autistic Spectrum Disorder are likely to have difficulties in this area.

### **Cognition and learning**

Some children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties can be moderate (MLD), severe (SLD) or profound and multiple (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, for example dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment affecting vision and hearing (MSI) will require specialist support and/or equipment to access their learning.

This policy should be read alongside the school's teaching and learning, behaviour and inclusion statement. The main objective at Wilbury Primary School is to develop all children so that they may achieve their full potential.

## **Policy objectives**

In order to meet the special educational needs of our children at Wilbury Primary we must.....

Provide a welcoming and inclusive environment for all pupils.

Identify those children who have SEND as soon as possible.

Provide intervention at a suitable level when a child is identified as having SEN.

Use a variety of teaching strategies, and remove barriers to allow children with SEND to access the National Curriculum.

Use resources effectively to support children with SEND.

Assess the impact of the interventions and review them regularly.

Keep records of the progress of children with SEND.

Work with outside agencies who provide specialist support and teaching for children with SEND.

Inform and involve the parents of children with SEND so that we can work together to support our children.

Encourage active involvement by the children themselves in meeting their needs.

Provide ongoing training for all staff working with children with SEND.

Work within the guidance provided in the SEN code of Practice 2015

## **Co-ordinating provision**

### **The SEND team at Wilbury Primary**

#### **The SEND Governor**

Natasha Fields is the Governor with responsibility for SEN at Wilbury. They have regular contact with the SENCO and the AHT Inclusion Manager to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEND provision.

#### **Assistant Head Teacher for Inclusion.**

Ms Clipson is responsible for inclusion across the school and line manages the inclusion team. She is also lead designated officer for child protection and line manages staff and is on the Senior Management Team.

#### **The Special Educational Needs Co-ordinator (SENCO)**

Ms Bairfelt is responsible for the arrangements for SEND provision throughout the school. As SENCO Ms Bairfelt;

- has responsibility for the day to day operation of the SEND policy
- maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children
- Identifies, with the class teachers, which children have special educational needs and applies for appropriate support including EHCPs
- ensures that the EHCP funding is allocated to greatest impact
- trains, supports and monitors Teaching Assistants working with children with EHCPs and SEND throughout the school
- liaises with the Welfare Assistant regarding medical needs
- Works closely with the parents of children with SEND
- liaises with outside agencies and the child's home Authority to gain advice and support for children with SEND
- contributes to in-service training for all staff on SEND issues
- Analyses outcomes for children with SEND and EHCPs across the school and ensures progress against targets set

## **The SEN Support Staff**

The school employs Teaching Assistants to support children with SEND. These TAs work with individual children and with small groups to help these pupils access the curriculum through use of targeted support activities. They may meet with the SENCO to plan and review, and to adapt the learning programmes they are delivering, if necessary. Our aim is for children with SEND to access a full range of the curriculum as far as possible. This is including experiencing a variety of learning situations i.e.: a whole class, small groups and paired or one to one work.

Children with EHCPs may be supported on an individual basis and/or in a range of smaller groupings by TAs employed by the school from the funding delegated by the LA for this purpose.

## **Admission arrangements**

In line with current LA policy a place at Wilbury is available to a child with SEN provided that:

- a) the parents wish the child to attend the school
- b) the child's special educational needs can be met by the school
- c) other pupils will not be disadvantaged
- d) resources will be used efficiently

Wilbury has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

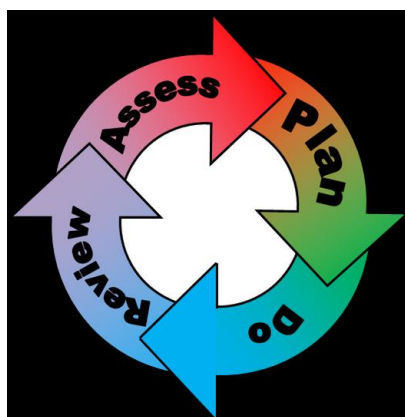
(Disability Rights Commission: Code of Practice for Schools 2002)

## **Access to the Curriculum**

The SEND provision at Wilbury is in line with the school's statement on Inclusion and the School's Information report. It is based on....

- responding to children's diverse learning needs
- overcoming potential barriers to learning
- setting suitable learning targets

All classteachers, the SENCO and SEND support staff carry out an ongoing process of assessment, planning and review, in line with the 2015 Code of Practice, that recognises each child's strengths as well as areas for improvement.



A rigorous tracking system is in place to identify children who are not making the required level of progress.

## **Access information**

This is explained in detail in the school's accessibility plan – [click here](#)

## **Resource allocation**

Resources for non-EHCP provision for SEND at Wilbury are funded according to an LA formula. The funding covers the cost of the staffing, small group work resources and training needs for SEND in both Key Stages. These funds also cover the cost of supply cover for classteachers attending termly reviews and Annual Reviews.

Resources for children with EHCP for SEND are delegated directly to the school from the LA. Each child with an EHCP is classified according to his/her needs. The school uses this funding to provide an inclusive learning environment. This could include employing TAs to work specifically with each EHCP child either individually or in small groups, additional resources or providing additional interventions with a planned programme of monitoring and evaluating. The delegated budget may also pay for Specialist Teaching, in addition to the in-house teaching, and some specialist equipment.



## **Identification and assessment**

At Wilbury we identify children with SEND as early as possible, through regular contact with our Nursery settings and sometimes in our Two-Year-old setting. This is also done by an assessment at the start of the Foundation Stage Year using a baseline screening programme.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Key Stage 1 the assessments used are:

- Baseline judgements at the start and end of the Foundation Stage year
- The Foundation Stage Profiles
- termly assessments of progress
- annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- termly assessments of progress including the end of year assessments in Years 3, 4 and 5 in English and Maths
- annual Teacher Assessment sheets for both core and foundation subjects
- the end of Key Stage 2 SATs tests

## **The “triggers” for further intervention**

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child’s needs

The “triggers” for further intervention are one or more of the following:

- indicators showing poor early learning skills at the start and end of Foundation Stage
- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:

- the child is working at a level below the national expectation for that Year group
  - the attainment gap between the child and his peers is getting wider
  - a previous rate of progress is not being maintained
  - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness
- assessments in KS1, and in KS2 showing how far below the national expectations the child is working
  - the classteacher's annual assessment profiles showing underachievement in one or more curriculum areas
  - low scores in diagnostic testing
  - emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
  - self-help skills, social and personal skills inappropriate to the child's chronological age
  - diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
  - Looked After children, in liaison with Children's Services
  - for a child who is new to the school, records from the previous school indicating that additional intervention has been in place
  - parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
  - other adults' concerns e.g., from medical services, Educational Psychologist, Speech and Language Therapists and so on

## **The Graduated Response**

### **1. Identified Concerns**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-protection issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

Children are initially monitored through SEND access plans which will show a differentiated approach and specific strategies used. A child may also have a portfolio to show samples of progress and achievements. Where a child may need more specific support an Individual Education Plan (IEP) is written by the class teacher for the child. This sets out the learning and/or behavioural targets (usually up to 3 or 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are sometimes discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed at Parents' evenings, or by request at other times through discussions with the class teacher or SENCO. For children on SEND support an access plan is written up to show how their needs will be met.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help
- b) to continue with the existing level of help with new targets being set
- c) to increase the level of intervention if there has been little progress

## **Request for EHCP/Statutory Assessment**

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. The school collects the evidence and then, through the Head teacher and SENCO, requests the Local Education Authority to make a statutory assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer decides whether the child needs a "Education, Health and Care Plan" to meet their SEND needs.

## **The EHCP**

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before and parents are consulted on these on a termly basis. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a EHCP when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children might also have a Medical Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from outside agencies or the medical services.

## **Arrangements for integration**

### **Involvement of outside agencies**

For those children with EHCP of SEND funding, involvement of outside agencies is specified on the EHCP's advice. These may include:

- a specialist teacher in the identified area of need
- a medical service such as Physiotherapist or Occupational Therapist
- Advice given from outside agencies such as: Speech and Language Therapist, Educational Psychologist or Behaviour Support Services.

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a Speech and Language Therapist
- Behaviour Support Services
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- Inclusion specialist support
- Medical services, including CAMHS
- Social Services, especially for Looked After children
- Traveller Services

### **Liaison within the school**

The SENCO may shares information about pupils with SEND with

- Class teachers and TAs, and Welfare Helpers if appropriate
- the Senior Management Team
- the curriculum team co-ordinators
- assessment co-ordinators
- the co-ordinator for medical needs
- the member of staff responsible for child protection issues
- Parent Support Advisors

### **INSET arrangements**

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENCO regularly attends courses on SEND issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the local SENCO "Cluster" meetings which are run by the SEND advisory team to discuss local and LEA issues which affect SEND provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The Assistant Head Teacher for Inclusion and SENCO lead INSET sessions for the school staff on specific SEND issues.

### **Links with other schools**

When possible, the SENCO and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school in the Nursery. When a child already has EHCP funding they are usually invited to attend the child's Annual Review.

At Y6 transition, the SENCO provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For EHCP pupils the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at Wilbury, the parents and the child during the summer term prior to transition.

Staff from various local Special Schools visit school regularly to provide advice for our staff and to work with individual children. The SEND staff and TAs are able to visit and attend courses at these schools.

### **Partnership with parents**

Parents of children with SEND are kept informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parents' Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. When possible, coffee mornings are also held with parents of SEND pupils, guest speakers

are invited and topics are raised such as Speech and Language and behaviour. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The Enfield Parents Partnership Team act independently of schools to inform and support parents of children with SEND.

### **Considering complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENCO and the Assistant Head Teacher for Inclusion. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEND.

Parents may ask the LA to conduct an EHCP assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHCP of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

### **Monitoring the success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the classteacher to meet the child's needs

- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- records and evidence of the child's progress towards improving behaviour
- records and evidence of progress towards targets linked to interventions.
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding for an EHCP

### **Evaluating the success of the SEN Policy**

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible
- making use of good practice in planning for, teaching and assessing children with SEND
- regularly reviewing of the child's progress against targets set
- providing additional intervention if progress is not adequate
- receiving appropriate funding from the LEA to support the child's needs at EHCP levels
- considering the wishes of the child at an appropriate level
- having a positive and effective partnership with parents
- encouraging a multi-disciplinary approach whenever possible

### **Links with other services**

#### **LA**

Schools Special Needs Officer for children with SEND  
 Educational Psychology Service  
 Speech Therapy Service  
 Hearing impairment services  
 Visual impairment services  
 Behaviour Support Services

#### **Other External Staff**

Specialist teachers from Local Special Schools

#### **The Medical Services**

School Nurse



Community Paediatrician  
Community Nurse  
Consultant Child Paediatricians  
Clinical Psychologist  
CAMHS  
Physiotherapy Service  
Occupational Therapy Service

### **Glossary of abbreviations**

ASD	Autistic Spectrum Disorder
BSS	Behaviour Support Services
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EHCP	Education and Health Care Plan
EY	Early Years
HI	hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
LEIS	Lancashire EducationInclusion Service
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and/or disability
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

## **Bibliography**

Special Educational Needs Code of Practice: January 2015

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The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission: Code of Practice 2002

Every Child Matters: A New Role for SENCOs: R. Cheminais  
David Fulton Publishers 2005

Beating Bureaucracy in Special Educational Needs: 1013 Jean Gross

## Appendix : A sample IEP

<b>Individual Education Plan</b>					
<b>Name</b> _____		<b>DOB</b>	<b>Year</b>	<b>Class</b> Yellow	<b>Statement</b>
<b>Area/s of concern</b>		<b>UPN</b>	<b>Review Date</b>		
<b>Class Teacher.</b>		<b>Start date</b>	<b>Support began</b>		
<b>Supported by</b>		<b>Proposed Support</b>	<b>Support began</b>		
<b>Area/s of concern</b>	Autism	UPN	Reception	7	
<b>Class Teacher.</b>		Jun 2015		Summer 2015	
<b>Supported by</b>		1:1 SEN Tuition		Autumn 2013	
<b><u>Targets</u></b>	<b><u>Achievement Criterion</u></b>	<b><u>Possible resources and techniques</u></b>	<b><u>Possible strategies for use in class</u></b>	<b><u>Ideas for support staff</u></b>	<b><u>Outcome</u></b>
1 To use his phonic knowledge to make CVC words correctly and form recognisable letter shapes	1 Words written correctly on '5 ' separate occasions.	1 Wooden or plastic letters. Workbooks. Card games. Computer programs. Lists of rhyming families.	1 Encourage _____ to say the word slowly before writing it and think about the letter sounds.	1 Use multi-sensory methods for helping _____ to learn CVC words. Encourage him to write using a variety of equipment.	1
2 To make a contribution to class discussions per day.	2 Contribution made on 1 occasion during a period of a day.	2 Relevant topics for discussions. Brainstorming.	2 Differentiated questions. Encouragement. Give positive responses for any attempts.	2 Talk about the class discussion before it takes place. Encourage active participation.	2
3 To make appropriate friendships with more children of his age.	3 Observed by staff over a period of 5.	3 Circle time. Paired activities. Small group activities. Rotation of groups.	3 Arrange paired and small-group activities and encourage friendships. Make sure that _____ is not isolated at break times.	3 Discuss how to form friendships. Support _____ as he attempts to make friends.	3
4 To count by rote to one hundred.	4 Numbers recited in correct order on 5 separate occasions.	4 Chanting. Tapes. Tape-recorder. Posters. Use a number square. Play "Splat" game.	4 Display the numbers to 100 in sequence. Check that .....can count to 100.	4 Recite numbers in sequence with _____ and make a tape of him chanting the numbers.	4
<b><u>Parent / carer contribution</u></b> Practise at home. Encourage friendships. Say the numbers with _____. Use a number square					
<b><u>Student's contribution</u></b> Take part in discussions. Cooperate with others. Practise counting.					

Copy for parent / teacher / support / file

