

# Wootton Bassett Infants' School



## SEND Policy

<b>Author:</b>	WBIS
<b>Approval Level:</b>	HT/GB/G
<b>Issue Date/Last Amended</b>	November 2022
<b>Review Date:</b>	November 2023
<b>Review Cycle:</b>	Annual

This policy complies with the statutory requirement set out in the SEND Code of Practice 0 - 25 (Updated May 2015). It has been written with reference to the following guidance and documents:

- Equality Act (2010)
- SEND Code of Practice 0-25 (Updated May 2015)
- Supporting pupils with Medical Conditions
- National Curriculum Framework
- Safeguarding Policy
- Accessibility Plan
- Nasen advice to update the SEND policy in Schools

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### **Aims**

At Wootton Bassett Infants School we aim to raise the aspirations and expectations of all pupils with SEND. We focus on outcomes for children and deliver these through quality first teaching, additional provision and support. Every teacher and teaching assistant is responsible for the teaching of every child including those with SEND.

### **Objectives:**

- To identify pupils - we do this by using expertise from our own staff as well as a range of external agencies. Through this joined up process we aim to provide a picture of the whole child and tailor support accordingly.
- To work within the guidance provided in the SEND code of practice, 2014 (update 2015.)
- To provide support and advice for all staff working with special educational needs pupils.

### **Identifying Special Educational Needs**

The 2014 Code of Practice states that:

A person has SEND 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 of the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

The Code of practice, 2014, identifies four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

Within the school we aim to identify Special Educational Needs through a whole child approach. We look at the needs of the whole child. We look at strengths and weaknesses in our approach to develop a picture of the whole child and ascertain the best way to support that child.

### **Other Factors Which May Need Support**

There are some areas of need that are NOT SEND but may impact on a child's progress:

- Disability (making reasonable adjustment provided under the current Disability Equality Legislation).
- Attendance and Punctuality
- Health and Welfare
- EAL
- In receipt of Pupil Premium
- A Looked after Child
- A child of a Serviceman/woman

### **Graduated Approach to SEND Support**

In most cases, quality first, differentiated teaching is the first step in responding to a child who has or may have SEND. Teachers are accountable for the progress and development of all the children in their class, including children who access support from teaching assistants or specialist staff.

The class teacher and the class teaching team will monitor progress to ensure all children are reaching their expected potential. Where a child is not considered to be reaching this the class teacher will consult with the SENCO to seek advice and discuss possible next steps.

The child's progress, his/her work and provision will be discussed and a plan of support developed. All cases are different and the needs of the whole child are taken into account but in all cases this will be discussed with the child's parent/carer and, where appropriate, the child. Depending on the level of need and/or response to intervention the SENCO, class teacher and parent/carer will consider a range of options:

- Placing on the SEND register
- Creating a SEND Passport
- One Page Profile
- Creating a SEND support plan
- Seeking a Statutory Assessment and My Plan (EHCP)
- Implementing interventions - which may be delivered by teaching assistants, class teacher or SEND specialist teacher.

In all cases the outcome of the provision provided is based around the ASSESS-PLAN-DO-REVIEW cycle with the whole child at the centre of the process. Parents are informed through SEND passports, meetings, emails and telephone conversations.

### **Managing Pupils Needs on the SEND Register.**

It is the responsibility of the SENCO to manage the SEND register, provision maps, SEND passports and reviews of EHCP's. SEND passports are updated in discussion with class teachers, teaching assistants and SENCO and are kept on a central register. The SEND register is amended monthly. Meetings with parents are

held to review progress and consider next steps. These generally tie in around parents' evenings but can be arranged at any time of the year.

Solutions surgeries are offered by members of the Specialist Special Educational Needs Service, Behaviour Support Service and Educational Psychologist to discuss individual children's needs and whole school training needs. If further support is required, then an individual referral is made.

Where necessary, the school seeks the support of external agencies such as Speech and Language, Community Paediatricians and Occupational Therapists to ensure we are supporting children in the most effective way.

If it is felt that if a child's needs cannot be met through this provision, then a request for a statutory assessment can be made from the local authority. This application is made in partnership with the family.

### **Supporting Pupils and Families**

The school recognises the need for transparency and joined up working with parents as crucial to ensuring the best support for each child. The SEND information report is updated annually and is available on the school website or from the school office.

Transitions are carefully managed through a variety of different events; reception teachers visit pre-schools and hold series of transition visits to familiarise children with their new school. The SENCO meets with pre-schools, attends TAC meetings, EHCP meetings as well as meeting with parents on an individual basis to talk through any concerns. Additional visits are sometimes planned during quieter days and transition books are provided to children who are anxious of the transition.

A similar process occurs in year two; the SENCO at Noremarsh Junior School meets regularly with the SENCO to ensure smooth transition between schools. Additional visits, meetings and transition books are also provided as required.

The school works effectively with a range of external agencies and will host or attend meetings as required. The school liaises with a range of services which support parents, such as SWAPP courses, parent carers council, support to access disability living allowances etc.

### **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 also have disabilities and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEND) and may have an Educational Health Care

Plan (EHCP) which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school nurse and family may write a Medical Care Plan for a child and this is made available to staff. Prescribed medicines are kept in locked medical cupboards in the office or classroom with a log recording when and by whom they were administered. The school uses One Page Profiles to ensure all members of staff are

aware of a child's particular needs. The SENCO co-ordinates additional training to teachers and support staff to ensure they are familiar with a child's individual needs and that they are equipped to manage them.

### **Monitoring and Evaluation of SEND**

Provision is monitored through SEND passports, My Support Plan targets, school curriculum tracking sheets, provision maps, meeting with teachers, meeting with headteacher and SEND governor.

### **Training and Resources**

The school receives a delegated budget for SEND as well as named pupil allowance for children with an Educational Health Care Plan. Support may include 1:1 and small group support, ELSA support, Speech and Language support. Teaching assistants, Pupil Premium teacher and SENCO deliver interventions which can be from 'bought in' programmes or bespoke programmes arranged by staff to suit the needs of the child.

The Headteacher identifies whole school needs on the School Improvement Plan and this will inform training requirements for staff. The SENCO delivers some whole school training, with other aspects delivered by external agencies. The SENCO regularly liaises with a range of external agencies as well as attending cluster meetings to keep up to date with SEND information.

### **Roles and Responsibilities**

The Code of Practice (2014) states that it is the statutory duty of the governors to ensure the school follows its responsibilities to meet the needs of the children with SEND. The Governors with responsibility for SEND is Michelle McDermitt and Christine Hodkinson. Regular meetings are held with the SENCO to discuss actions taken by the school.

Teaching assistants are used to support all children with their cognitive, physical and emotional needs under the direction of the SENCO and class teacher.

### **Storing and Managing Information**

For children with Special Educational Needs the school recognises that in some cases there will be the need to store additional information, such as SEND passports, external agency reports etc. The child's information will be kept in individual files within a secure unit accessible only to the staff involved in their care and support. Group information, such as the SEND register, are stored electronically on a secure server and in a files which are stored as above. All records are kept for the duration of the child's stay at the school and are forwarded to the child's new school on leaving.

### **Reviewing this Policy**

The SEND Policy is reviewed annually unless a major change is required in which case this date will be brought forward.

### **Accessibility**

The school's accessibility plan is available to view on request or via the school website.

### **Dealing with Complaints**

The school works in partnership with parents to ensure a collaborative approach when meeting a child's needs. The class teacher is always the first port of call to address any issues. If a reasonable conclusion cannot be reached the SENCO can be contacted via the school office, in writing or via e-mail. For complaints that require escalation please refer to the complaints policy and procedure.

### **Bullying**

The school operates an anti-bullying ethos and any incident of bullying is taken very seriously and dealt with straight away. Please see our school policy which is available via the website or school office.

### **Version Control**

Updated November 2022	Minor changes and updates Staff changes Referred for approval at next Governor's meeting,
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