

**WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL**

*Learning and growing together within the love of God*



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY      November 2015**

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**Heavily Revised with reference to the new SEND DfES Code of Practice (2014)**

This document is a whole school policy designed to reflect our united school in which we aim to secure the best for all our pupils as individuals.

**1. DEFINITION OF SEND**

- A child has a special educational need if he or she has a learning difficulty which calls for special educational provision to be made for him or her.
- A child has a learning difficulty if he or she:
  - a) Has a significantly greater difficulty than the majority of children of the same age or
  - b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority
  - c) Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

**Children may experience difficulties with:**

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions.

**2. OBJECTIVES**

At Wenlock Church of England Junior School we aim to ensure that each child is encouraged and enabled to perform to the best of his or her ability. This is through a variety of means.

- early identification of special educational needs.

- participation with all children to ensure they are part of the target setting and review process and to know their views on their learning will be valued
- involvement of parents as partners in a joint learning approach.
- ensure staff have access to advice and resources to support the individual needs of the children within their class
- ensure SEND provision mapping is in place to accommodate the needs of children throughout the school
- access to the full National Curriculum unless there are exceptional circumstances for exemption or modification.
- provision of support for as long as considered necessary, in the best interests of the pupil.

### 3. IDENTIFICATION OF SEND

Wenlock Church of England Junior School follows the guidance set out in the New DfES SEND Code of Practice 2014 and uses a graduated response so that early identification, assessment and provision of pupils with SEND is ensured.

When a teacher or parent has initial concerns about a child's progress or behaviour in general, or in a particular area in comparison to the peer group, the child will be monitored and discussed with the Inclusion Manager. If the child continues to cause concern then it might be deemed necessary for the school to make provision which is additional to or different from the already differentiated curriculum. The child would then be moved to the School Support level and recorded on the SEND register in school. As described above the graduated approach will then be taken:

**Assess** – The Class teacher, Inclusion Manager and parents will consider the child's needs. It may be necessary to carry out some further observations or assessments to identify the barriers to learning.

**Plan** – In agreement with parents the school will decide the outcomes they are seeking; the adjustments, interventions and support they will put in place and a date to review the impact on progress, development or behaviour. The Class Teacher and Inclusion Manager will consider an appropriate approach, which may include:

- one to one intervention with specialist staff
- instigating staff development or training
- providing additional support within a small group for some lessons
- providing different materials or equipment.

**Do** – The class teacher will ensure that any interventions or support take place and along with the Inclusion Manager will monitor the effectiveness of the provision.

**Review** – The effectiveness of the support and the impact on the child's progress will be reviewed at least termly and discussed with parents. Next steps are then planned.

If a child's special educational needs are thought to be significantly greater than the majority of their peers then a request can be made to the LA for a Statutory Assessment for an Education Health Care Plan (EHC Plan).

#### **4. RESPONSIBILITIES**

- The Senior Leadership Team including the Inclusion Manager oversee the management and auditing of the policy.
- The Inclusion Manager (SENCo) co-ordinates the day to day operation of the policy.

#### **5. CO-ORDINATING AND MANAGING**

The Inclusion Manager's responsibility is to:

- liaise with and advise class teachers and support staff
- to co-ordinate and review pupil's individual needs regularly
- to work with external agencies to support the individual needs of pupils
- to complete annual reviews
- to maintain up to date provision map and SEND register

#### **6. ADMISSIONS**

There are no special admission arrangements for pupils with SEND who are without an EHC Plan. Please see Admissions Policy.

Parents of pupils with disabilities are invited to visit the school well in advance to help the school plan for admission.

#### **7. SPECIAL UNITS**

The school has a nurture unit for children who require some specific interventions to help them manage their behaviour and/or relationships within school. This unit is staffed by an Assistant Head, specialising in behaviour management and a team of specialist behaviour support staff.

#### **8. FACILITIES.**

The school has teaching facilities on two floors. Only ground floor access and toilet facilities are provided for wheelchair users.

#### **9. RESOURCES.**

Resources are allocated to SEND by the Headteacher and the Governing body. These are reviewed annually or whenever necessary. The notional sum of money allocated by the local authority is identified in the school budget. Standard funds are allocated to SEND as directed.

- where a pupil is awarded an EHC Plan, the specific use of funds is discussed and noted.

- resources for SEND contribute to the funding of teacher support and training, teaching assistants, materials and equipment.

**10. ACCESS TO THE CURRICULUM.**

All staff aim to develop children's basic skills to enhance access. All pupils have access to a balanced and broadly based curriculum (including the National curriculum) unless there are exceptional circumstances for exemption or modification.

**11. INCLUSION**

Pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This is so far as is reasonably practical and compatible with the child receiving provision to meet their learning needs. . Consideration is also given to the education of the other pupils and the efficient use of resources.

**12. COMPLAINTS.**

Should parents find it necessary to make a complaint they will be dealt with in accordance with the school's complaints procedure. Parents can obtain a copy of this from the school office

**SCHOOL STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL.**

**13. INSERVICE TRAINING.**

The Headteacher and Governing body support the training and professional development of all staff concerned with SEND. In service training needs relating to SEND will be identified by the Inclusion Manager in consultation with staff and will be into the staff development plan.

**14. LINKS WITH OUTSIDE SERVICES.**

There are regular contacts with a range of support services. Advice and support is provided by Educational Psychology Service, Learning Support, Behaviour Support, Hearing Impaired Service, Visually Impaired Service, Speech and Language Service, Social Communication Difficulties Service and Child and Mental Health (CAMHs).

**15. THE ROLE OF PARENTS.**

- Parents are regarded as partners in their child's education and as such will be kept informed of support put in place to ensure the best outcomes for their child
- Parental permission is always sought before any request for assessment by outside agencies and they will always receive information following their visit

- Parents are always welcome to make arrangements to discuss their concerns with class teachers and the Inclusion Manager.
- Confidentiality is respected at all times.

**16. LIAISON/TRANSFER.**

Staff and pupils at Wenlock encourage and maintain links with all our local schools. Records of all pupils with SEND are received from the feeder school and/or previous schools. Such records are passed to any receiving schools by the Inclusion Manager. Personal contact between schools is encouraged, particularly in the term prior to transfer.

**17. LINKS WITH OTHER SERVICES.**

There is regular liaison with child health services (CAMH), social services and the educational welfare services (EWO). There are regular meetings with the local authority's Virtual School and social services to monitor the Personal Education Plans for Looked After Children (LAC) and conduct LAC reviews .

**References:-**

DfES SEN Code of Practice: 0 to 25 years (July 2014)  
 SEN Toolkit  
 Disability/ Discrimination Act Code of Practice for Schools  
 Removing Barriers to Achievement

At Wenlock C of E Junior School we give regular thought to how values can be used to support the child as a reflective learner and promote equality through quality teaching and learning. The school recognises and values all individuals no matter what their ethnicity, gender, disability and special educational need and social background.

Reviewed: November 2015  
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