



Special Educational Needs and Disability Policy

Introduction

Waterloo Primary School caters for approximately 400 children from 4 to 11 years old. The school is a resourced mainstream school with Specialist Resourced Provision for children on the autism spectrum. Within the provision there are 3 classes of 10 pupils. These children have Education, Health and Care Plans (EHCP) and come from schools within Sefton (Please see the Autism Provision Policy for more details).

Identifying Pupils with Special Educational Needs or Disability

Definition of SEN(D)

'A child or young person has SEN 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'

SEND Code of Practice (Department for Education (DFE), 2015)

The Code of Practice identifies four broad areas of need:

1. Communication and language

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASC/ASD (Autistic Spectrum Condition/Autism Spectrum Disorder) have particular difficulties with social interaction, language, communication and imagination. This can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. At Waterloo Primary School we support children with learning difficulties including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Further details of SEN procedures can be found in the Waterloo Primary School's SEN Information Report (See link in Appendix)

Aims

Principles

We aim to provide a caring, stimulating and inclusive learning environment where each individual child's potential is developed.

We aim to provide the greatest possible access to a broad, balanced, relevant and adapted curriculum, including the National Curriculum.

We aim to provide a consistent whole school approach to supporting children with special educational needs, in which all staff are involved in devising and reviewing policy,

parents and governors are consulted and all children are fully included in the life and work of the school.

Objectives

The above principles will be achieved by working towards the following objectives:

1. The early identification and assessment of special educational needs.
2. High Quality Teaching for all pupils.
3. The setting up of provision to match needs.
4. The continuing development of adapted teaching and support approaches.
5. Regular monitoring and evaluation of progress and provision.
6. The involvement of parents at all stages of identification, provision and review.
7. Developing the involvement of the child in making decisions regarding provision wherever appropriate.
8. The effective involvement of outside agencies.
9. The efficient recording of needs, provision and progress.
10. Ensuring that the children in the Specialist Provision experience an inclusive education, fully incorporated into the life of the school as appropriate for their age and stage of development.
11. The optimum use of teaching and non-teaching staff in order to provide access to the wider curriculum and to individualised programmes for the children as well as access to specialist advice for staff.
12. The establishment of a 'library' of learning resources.
13. An ongoing programme of staff development.
14. Regular monitoring and evaluation of the effectiveness of the Special Needs Policy.

Admissions

Mainstream classes

Places are allocated by the LA according to their standard prioritisation procedures. Where it is requested that a pupil is admitted during a school year, they may need to go through the In Year admissions process (please see the admissions arrangements for Sefton).

Resourced Provision

We admit those children presented by the LA, who are the appropriate admitting authority, providing that the child's needs accord with the LA's own admission criteria, in respect of the specific provision being requested. Prior to taking their place the child, parent/carer, mentor/key worker will visit and be given information about the class. The child will usually join the class for some activities before starting full time. More extended transition programmes will be arranged as necessary.

A Graduated Approach to SEND

At Waterloo Primary School, we follow a graduated response to SEND provision as outlined in The SEND Code of Practice (2014).

Most pupils who join our Reception class have already received pre-school educational provision where any particular individual needs may already have been assessed. All pupils are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.

When planning, teachers will set suitable learning challenges and respond to pupils' needs. All pupils receive inclusive quality first teaching in our school. Some of our pupils have particular learning difficulties that could create barriers to learning. In such instances, the class teacher will identify a pupil's need and make arrangements for any adjustments or interventions which should enable the pupils to participate effectively in all curriculum activities. Teaching Assistants may be allocated to work with the pupil on a 1-1 basis or small focus group to target more specific needs through intervention.

Early identification of special educational needs is vital. The school discusses concerns with the parents or carers at the earliest opportunity and seeks to enlist their active help and participation. The Class Teacher will also liaise with the Special Educational Needs Coordinator (SENCo) to start the graduated approach for that child.

If our assessments indicate or confirm that a pupil has a significant longer term learning difficulty, we continue to use strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. These pupils will usually be included on our SEND Register at the SEN Support stage, and parents

will be made fully aware of this designation and the outcomes of our assessments. The pupil's class teacher will offer reasonable adjustments and/or interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision. The SENCO will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs if necessary.

The provision for an individual on our SEND Register will be recorded on their SEN Support plan. A SEN Support plan contains specific individual outcomes for each pupil and will be shared with parents/guardians of pupils. When a pupil has been identified as having a specific area of difficulty, targets will be set relating to overcoming their barriers to learning. This plan sets out their targets relating to their areas of need for the term and may include information on additional support and/or provision that may be provided, if required.

If a pupil is identified as not making sufficient progress over time, with interventions in place and appropriate resources being used to support the pupil, a request will be made for assessment or specialist support from external agencies. This could be literacy or numeracy based, cognitive understanding or behaviour support. Parental permission is always sought before requesting this involvement. This may lead to additional strategies or strategies that are different from those that we have been using at school. External support services will provide information which will be included on the SEN Support plan if appropriate. Any new recommended strategies will, wherever possible, be implemented within the pupil's normal classroom setting or through individual/small group work.

If a pupil continues to demonstrate significant cause for concern, involvement from an Educational Psychologist would be requested. Recommendations and further strategies would then be put into place in class and a review would take place a term later.

After involvement from an Educational Psychologist, school may decide to have a pupil assessed for an Education Health Care (EHC) Plan. The local authority must conduct an assessment of education, health and care needs and prepare an Education Health and Care plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools. The views of pupils and parents will be taken into account at all stages.

Class teachers, the Head teacher, Deputy Head Teacher and SENCo will hold termly Pupil Progress meetings to ensure pupil progress of all groups in school, for example, vulnerable pupils. Here the impact of the interventions will be measured and adapted if needed.

Educational Inclusion

Throughout curriculum provision, we will respect the fact that pupils

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At Waterloo Primary School we provide equality of opportunity. All pupils will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Pupils with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning which can hinder pupils' learning, by following specific programmes or seeking advice from parents, outside agencies and other professionals in order to cater for their individual needs.

Teachers will respond to pupils needs by:

- providing them with the support that their needs require;
- developing their understanding through the use of available resources and by providing necessary learning experiences;
- planning for their full participation in learning, including physical and practical activities;
- helping them to manage their behaviour and emotions and take part in learning effectively and safely.

Throughout the Early Years Foundation Stage, pupils' progress is closely monitored, using the Foundation Stage Profile. This means that pupils who may need extra support can be identified at an early stage.

Integration

Children in the resourced bases are included in mainstream activities and lessons where it is appropriate and relevant to their learning. Staff will liaise with mainstream colleagues, providing a pupil profile and regular updates where it is felt that this approach would provide next steps in the pupils learning. Meetings are held each term to discuss the progress of each child.

In order to help all our children to be fully included in the life of the school, we have implemented a number of strategies:

- The deployment of class Teaching Assistants for all lunchtime supervision.
- Wherever possible, all children are invited to attend after-school clubs and activities and are included in educational visits. However, robust risk assessments are carried out and reasonable adjustments may need to be taken to ensure the safety and enjoyment of all children.

Storing and managing information

All records are kept electronically as much as possible. We use 'Provision Map', which is an online provision mapping tool which allows us to record, in one place, the special 'additional to and different from' provision, as described in the SEND Code of Practice, that is made for the children and young people in our setting. Where we have 'hard copies' of SEN records, these are held securely by the SENCo, in centralised files. Confidentiality of records is recognised under GDPR throughout the school.

Roles and Responsibilities

The management of meeting children's special educational needs is the shared responsibility of the whole staff. All teaching staff are involved in identification, assessment, provision and review. They are responsible for informing the SENCO and parents of their concerns. The on-going development of the Special Needs Policy is a task in which the whole school takes part. We are attempting to utilise all the resources available in school to foster the development of all of the children.

The Headteacher: Mrs Baldwin

The Headteacher is responsible for the overall management of the special needs provision in the school. She delegates specific roles and responsibilities to the SENCO and the staff of the Specialist Provision.

Deputy Headteacher: Mrs Maciver

The Deputy Head is responsible for the pastoral care, personal, social, emotional and behavioural development of pupils along with attendance and punctuality.

It is the role of the Deputy Headteacher to respond to staff, parental and children's concerns about social and emotional difficulties and to offer advice, guidance and support in order to meet needs.

The Special Educational Needs Coordinator (SENCO): Mrs Jones

It is the role of the SENCO to respond to staff and parental concerns about individual children, to advise on how to approach the difficulties and, usually, to place the child on the Special Needs Register after following a Graduated Approach. Regular monitoring of progress is required.

The SENCO oversees and evaluates all the provision made for children with SEN in the main school. This may be small group or individual support from a TA or teacher or specially differentiated work in a mainstream class.

She maintains an advisory and supporting role for teachers of children in the Bases.

The SENCO makes arrangements for the necessary outside agencies to be involved and coordinates their involvement. The SENCO is responsible for the establishing and running of the systems for record keeping, assessment and review; the reviewing of the SEN Policy, planning INSET, buying and coordinating resources.

The SENCO responds to the on-going work of the DofE and the LA in the area of special needs, taking account of changes in legislation, policy and practice and keeping staff and parents informed of new developments.

Miss E. Young is the governor with particular responsibility for this area. She reports to the Curriculum sub-committee, liaising with the Headteacher, the SENCO and parents on behalf of the children with special educational needs.

School Nurse: Chantel Ray

The School Nurse's role includes being the first point of contact for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services. She supports pupils with ongoing or specific health needs in the school environment initiates and supports activities for promoting good health across the school.

Allocation of Resources and Training

The SENCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health Care Plan (EHC).

The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used.

The Head Teacher and the SENCO will meet to discuss how to use funds directly related to Education Health Care Plans or for pupils in receipt of High Needs Funding.

All teachers and support staff undertake induction on taking up a post.

There is full allocation of funds for INSET training to keep staff up to date with current initiatives as appropriate.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Partnership with Parents/Carers

The School believes in good partnership with parents. Pupils with special educational needs are included in this policy provision in the same way as their peers. Parental involvement is actively sought in all aspects of school life.

Parents of children with special educational needs are invited into school three times a year to review the child's progress, needs and future provision. The school has very effective working relationships with parents, some work in school providing support in classes for a range of curriculum areas.

The Waterloo Primary School SEN Information Report is available on the school's website (<http://www.waterlooprimaryschool.co.uk>) and provides key SEN information as set out in the Special Educational Needs and Disability Regulations 2015.

Pupil Participation

Children have a right to be heard. Children who understand and support the learning targets_set for them are in a much better position to take responsibility for their learning and so make progress. In order to further develop positive and independent learners the school is constantly exploring ways to involve children in the decision making processes at all stages. The School Council meets regularly through the term. The format for Support Plans has a section for pupil views. Children in the Specialist Provision attend their Annual Review Meetings where appropriate. All looked after children (LAC) are involved in the formation of their personal educational plans.

Monitoring and evaluation

The SENCO monitors the progress or barriers to learning of children on the SEN register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENCO is involved in supporting teachers in preparing SEN Support plans for the children in their class. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs hold termly meetings.

Reviewing the policy

The governing body will review this policy every two years, or sooner if necessary, or in response to changes in national SEN policy.

Complaints

A child's class teacher is always the first person to contact over any concern about the provision given to a child. Appointments can be made to see the Headteacher, the Deputy Head, or the SENCO. Concerns may also be discussed with the governor responsible for special needs, Miss E. Young. If it is not possible to resolve the concern then the school complaints procedure must be followed, the Headteacher is happy to supply details of this on request.

Policy adopted: January 2022

Policy to be reviewed: February 2024

Appendices

Waterloo Primary School's SEN Information Report:

New link needed

Sefton Council's Local Offer:

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

SENDIASS:

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=x8sKvkxyZyo&localofferchannel=9>