



SEND Policy

**WILLOW GROVE PRIMARY SCHOOL
SEND POLICY**

ADOPTION AND AMENDMENTS TO SEND POLICY

Written March 2024

Section	Governors' Meeting or Committee
Whole document	KET Steering Group – 25 th April 2024
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WILLOW GROVE PRIMARY SCHOOL SEND POLICY

Introduction

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) at Willow Grove Primary School. Our SEND Information Report is available on our school website. Parents/carers can also access the Local Offer to find information about local SEND services.

Willow Grove provides a safe, secure and nurturing environment enabling all pupils to thrive both academically and personally. Willow Grove is an inclusive school. We promote equal opportunities for all pupils. Our learning environment is based on mutual respect, individuality is celebrated and valued. We actively promote pupils' self-esteem and emotional well-being.

Guidance

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to our behaviour, anti-bullying, medical and curriculum policies. The SEND policy pervades all curriculum policies in the school.

This SEND policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions December 2015
- Advisory Guidance on Mental Health and Behaviour in School November 2018
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021

At Willow Grove we aim to:

- Have the highest aspirations for all pupils, including those with Special Educational Needs and Disabilities (SEND).

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- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure their needs are met.
- Work in partnership with parents and carers.
- (Where appropriate) involve pupils in planning and decision making that affects them.
- Work closely with external agencies to meet the needs of individual pupils.
- Provide excellent transitional arrangements within school and between schools.
- Ensure all staff have access to training and advice to support quality teaching and learning which meets the needs of all pupils.
- Enable all pupils to take a full and active part in school life including enrichment opportunities.
- Work with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.
- Work within the guidance provided in the SEND Code of Practice 2014.

Defining Special Educational Need and Disability

The Special Educational Needs and Disability Code of Practice (2014), states that:

“A pupil has SEND where their learning or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.”

A child has a learning difficulty or disability if they have 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.

The Equality Act (2010) and SEND Code of Practice (2014) defines disability as: a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term is defined as a year or more. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. The SEND Code of Practice explains that children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

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There are four broad categories of SEND: A child's SEND may relate to one or more of the following areas:

1. **Communication and Interaction:** children with speech, language, and communication needs (SLCN) may have difficulty understanding or communicating with others. This also includes Autism.
2. **Cognition and Learning:** children with cognition and learning difficulties learn at a slower pace than their peers. This also includes children with Specific Learning Difficulties including: dyslexia, dyscalculia and dyspraxia.
3. **Social, emotional and mental health:** this includes children who may be withdrawn or isolated, as well as those displaying challenging behaviours. This may be a temporary need in response to a trauma or because of an underlying condition such as depression or anxiety disorders.
4. **Sensory and/or physical needs:** including disabilities such as visual or hearing impairment.

Inclusion at Willow Grove

Willow Grove is a fully inclusive mainstream Primary school. We believe in equal opportunities for all our pupils. We support our pupils in reaching their full potential by ensuring everyone has access to a broad and balanced curriculum which is differentiated to meet individual needs.

Teachers provide learning opportunities appropriate to pupils' abilities and individual needs via Quality First Teaching. We ensure that all children (including those with SEND) are fully included in all aspects of school life.

Roles and responsibilities

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning and delivering quality learning which meets the needs of all pupils in their class
- Working closely with support staff to plan and assess the impact of support.

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- Working with the SENDCO to revise the support in light of the pupil's progress and development, deciding on any changes to the support in consultation with the parent and pupil.

The Special Educational Needs Coordinator (SENDCo)

The SENDCO has an important role to play with the headteacher and governing body in determining the strategic development of SEND policy and provision. Mrs Sian Gillespie is the SENDCo at Willow Grove. Mrs Gillespie has been awarded the National Award for Special Educational Needs Coordination.

The SENDCO is responsible for:

- Coordinating provision for pupils with special educational needs
- Overseeing the records of all children with special educational needs
- Ensuring staff have access to training and advice to support quality teaching and learning for all pupils.
- Working in partnership with parents and carers to achieve the very best outcomes for our pupils.
- Working closely with external agencies
- Ensuring Willow Grove works within the guidance provided in the SEND Code of Practice 2014.

The Governors are responsible for:

- Monitoring the quality and effectiveness of SEND provision within Willow Grove
- Working with the SENDCO and the Headteacher to determine the strategic development of the SEND policy and provision
- Monitoring and evaluating the effectiveness of SEND provision at Willow Grove

Partnership with Parents and Carers

If parents/carers have any concerns about their child's development, the class teacher is the initial point of contact. We have an open-door policy and encourage parents/carers to talk to us about how their child is progressing and any concerns they may have.

The SENDCo (Mrs Sian Gillespie) is contactable via the school office telephone or email.

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We always:

- Make parents/carers aware of any additional support their child is receiving
- Make parents/carers aware before placing their child on the SEND register
- Work with parents/carers when planning SEND provision for their child
- Involve parents in the Individual Education Plan (IEP) process and Education Health and Care Plan (EHC) processes, where applicable
- Involve parent/carers in all referral processes

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible and appropriate by including them in;

- Setting their targets
- Reviewing their progress
- Actively seeking their views and opinions

Identification and Assessment Arrangements, Monitoring and Review Procedures

Teachers carry out regular assessments for each child. Pupil progress meetings are held each term with class teachers and the Senior Leadership Team; any children who are making less than expected progress are swiftly identified, this can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Our rigorous monitoring systems ensure SEND is promptly identified. We use appropriate screening and assessment tools to support this process including;

- Teacher and SENDCo observations and assessments.
- Standardised screening and assessment tools.
- Screening /diagnostic tests.

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- Reports or observations, including those from home visits and 'stay and play' sessions for children entering Reception.
- Records from previous schools and nurseries.
- Information from parents/carers.
- Reception baseline assessments.

The Graduated Response to SEND

We follow a graduated approach and the four-part cycle of assess, plan, do, review (as outlined in the SEND Code of Practice (2014)). The graduated response focuses on Quality First Teaching, targeted and then personalised support. The process of meeting special educational needs is one of a continuous and systematic cycle.

Assess –We work with all stakeholders to identify the child's strengths and areas of need.

Plan- The outcomes and support are detailed within an Individual Education Plan (IEP). This is centred around the needs of the learner. The IEP is shared with the parents/carers and the pupil (if appropriate). A review date is specified at this point.

Do- We implement the IEP, this may be within everyday teaching sessions or within discrete sessions. Parents are also encouraged to support their child with these targets at home. Examples of work and annotations are kept to demonstrate the progress the child is making towards meeting their IEP targets.

Review- A final assessment is carried out to ascertain the amount of progress the child has made since the baseline assessment. Parents/carers are then invited into school with the pupil (if appropriate) and the child's progress is discussed in relation to their IEP. The cycle then begins again.

How does Willow Grove work with outside professionals to support pupils with SEND?

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. This support is accessed by completing a referral form, the school works alongside parents/careers to complete this process.

We can seek support from a range of professionals including;

- Educational Psychologists
- Autism Advisory Teachers

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- Early Years Advisory Service
- Occupational Therapist
- Physiotherapy
- Speech and Language Therapist
- School nurse
- Outreach support
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- CAMHS (Child & Adolescent Mental Health Service)

If a pupil is making limited or no progress over a sustained period of time, despite receiving a high level of support, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care (EHC) needs assessment. The SENDCo will always discuss the EHC process with parents first and only proceed with their permission. The EHC process takes approximately 20 weeks.

All EHC plans must be reviewed at least annually.

Staff training

As a school, we constantly strive to improve the quality of teaching and learning for all children, including those with SEND. Staff training is well-planned and focuses on Quality First Teaching. Our teachers are members of the Chartered College of Teaching which provides high-quality training opportunities.

Teachers and support staff also attend bespoke training which is specific to the needs of our children. Our approach to training is reviewed regularly to ensure it has maximum impact.

Arrangements for Considering Complaints

The class teacher is the first point of contact to share information or raise concerns. You can also contact the school office to arrange a meeting with Mrs Gillespie.

We take parental concerns very seriously. If you have a complaint, please come and talk to us. If you are still not satisfied, please consult the school Complaints Policy for how to proceed.