



William Morris Primary

SEND Policy

Special Educational Needs and Disability (SEND) Policy

SENDCO: Mrs Emily Day
SEN Governor: Mr Chris Davies
Updated: September 2024

This policy has been updated by the SENDCO in line with the **SEND Code of Practice (0-25 years) 2014**, with regard to the **Equality Act 2010**, **Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team. It should be read in conjunction with our [SEND information report](#), which can be found on our website.

1 Introduction

At William Morris Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

Definition of Special Educational Needs and Disability:

The **SEND Code of Practice (0-25) 2014** states that:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is "... 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".

2 Aims

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs / disabilities, by focusing on outcomes for children, not just hours of provision and support. To achieve this, we need to:

- develop a 'whole school, whole pupil' approach to the management and provision of support for special educational needs/disabilities;
- ensure we are creating an environment that meets the special educational needs/disabilities of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum and school life;
- enable parents to play their part in supporting their child's education;
- enable our children to have a voice in this process.

3 Inclusion

We are an inclusive school and want to promote a sense of community and belonging through:

our values; a broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- may need reasonable adjustments as per the Equality Act 2010;
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities. Additional interventions and support may also be put in place to support pupils.

4 Identifying Special Educational Needs / Disabilities

- The Early Years Framework and National Curriculum are our starting point for a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose progress and attainment falls significantly outside the expected range may have special educational needs. All pupils' progress is regularly monitored by the teacher throughout the year. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCo to support the pupil.
- High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs / disabilities. The DfE Code of Practice (2015) states:
"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

In practice, this includes (but is not limited to):

- ensuring lessons are planned meet the needs of all learners
 - adaptive teaching; using in the moment assessment of children's ability to support and challenge all learners
 - the use of modelling, scaffolding and questioning to ensure learners engage with high level critical thinking skills
 - use of individual, small group and whole task discussions
 - use of positive praise and whole school behaviour management
- We value the crucial information that parents/carers hold about their child. In the process of identifying potential special educational needs, we will invite parents to meet with the class teacher to gather further information about their child. Parental voice is prioritised and we will work collaboratively with parents to plan provision for their child. We are fully committed to working in partnership with parents and carers as this approach can lead to higher aspirations and attainment for a child.

- Where a pupil is identified as having SEND, we will act to remove barriers to their learning and put effective SEND provision in place. Following parental permission, we will record children's names on the Special Educational Needs register.
- We follow a cycle of assessing the child, planning what to do, doing what is needed and then reviewing the process. This is the Graduated Response to SEND (Assess, Plan, Do, Review) and is achieved through our Individual Support Plan process. Early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs. This information is shared with parents/carers during regular meetings, three times a year. Alternatively, children may have targets set as part of the Early Help process and these will be reviewed regularly, around every 6 weeks. For those children with an EHCP, an annual review will also occur.
- Early identification is vital. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for children. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation, keeping them informed at regular opportunities of developments and drawing upon them for additional information. At this stage, we may initiate the Early Help process with an assessment record, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support.
- Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. We will work closely with previous settings and ensure good communication so that we can be proactive in meeting the needs of children with SEND in our setting.
- If the pupil has more specific needs, the SENDCO may refer the child for assessment by another professional. This could be one or more of the following:
 - Educational Psychologist
 - Speech & Language Therapist
 - SEMH (Social, Emotional and Mental Health) Support
 - Occupational therapist
 - Physiotherapy
 - Swindon Autism Support Service
 - Cognition and Learning Advisory Support Service
 - Targeted Mental Health Service (TaMHS)
 - Specific learning difficulties support
 - Hearing or visual impairment support
 - School nurse
 - Play Therapist
 - Outreach support from a specialist setting
 - Hearing impairment Team
 - Visual Impairment Team
 - Early Help Hub
 - Social Care

Parent/carer permission will be sought prior to any referrals being made and parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

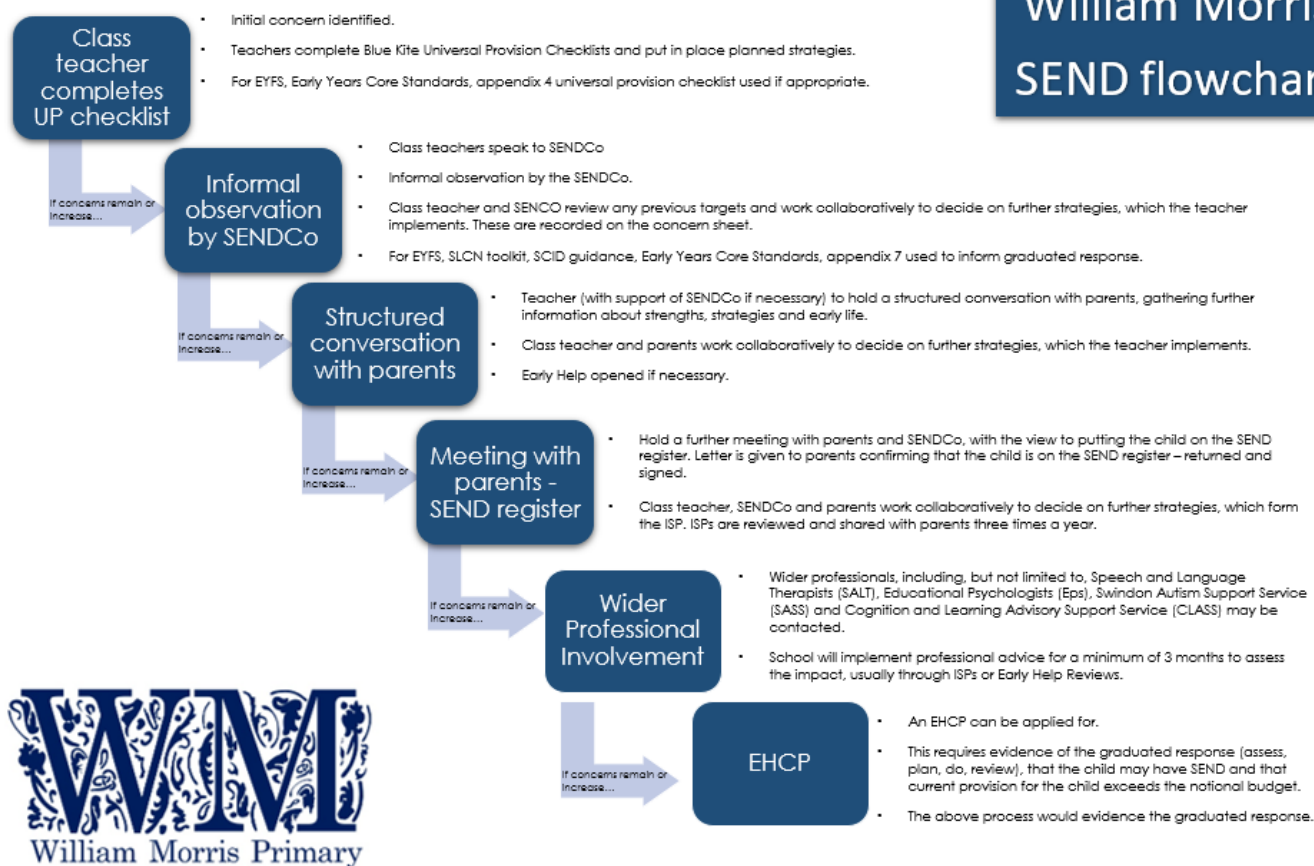
Most children with special educational needs and/or disabilities will have their needs met within the school. However, some children may require an Education, Health and Care Plan (EHCP). The purpose of an EHCP is to make sure the special educational provision meets the special educational needs of the child and, and as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;

- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

The above is summarised on the following flowchart:

William Morris SEND flowchart



The impact of support for children with SEND is monitored in a variety of ways:

- Assessment for learning is used by teachers to reflect on the progress of all children, including those with SEND, on a continuous basis
- For children working below age-related expectations, gaps in learning are identified and progress monitored by assessing children against previous year groups expectations
- ISPs (Individual Support Plans) are reviewed three times a year
- The efficacy of interventions are assessed through our intervention record forms on an individual basis
- Pupil progress meetings occur three times a year with class teachers and the Senior Leadership Team to identify any emerging concerns and reflect on efficacy of support and interventions

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

5 Partnership with Parents/Carers

- The school prospectus and website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.
- At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents at all stages, and encourage parents to make an active contribution to their child's education. We recognise that parents hold valuable information about their child. We encourage parents to make an active contribution to their child's education and will have a meeting when identifying whether a child may need special educational provision. They ensure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - We incorporate the views of parents.
 - Everyone understands the agreed outcomes sought for the child.
 - Everyone is clear about the child's next steps.
 - The child's views are incorporated.

6 Pupil participation

- In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their Individual Support Plans. They are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

7 Staff Training

Our SENDCo has achieved the NASENCO (National Award for SEN Coordination) PGCE. She works closely with the other SENDCos in the Blue Kite Trust, sharing good practice and developing knowledge. Attending SEND BRICKS meetings, SENDCo network meetings and conferences, keeps our SENDCo up to date on training and latest information.

All teachers and TAs receive in house training from the SENDCo on supporting children with SEND. Areas of development are identified through Teacher and TA appraisals, monitoring of the impact of interventions and booster sessions, observations of teachers and TAs and pop-ins.

Staff across the school have received training including, but not limited to:

- AET Understanding Autism Training
- Sign along
- Intensive Interaction
- Colourful Semantics
- Early life and de-escalation training
- Emotion Coaching
- Engagement curriculum
- Team teach

8 Monitoring and review

- The SENDCo monitors the movement of children within the SEN system in school and liaises with Senior Leadership Team and the Inclusion Team about the practice happening within school.
- The SENDCo supports teachers in provision and support for children with SEND. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also meet.
- This policy will be presented to Staff and Governors for discussion and approval in September 2022 and will be formally reviewed in September 2023 and on a regular basis in accordance with the School Development Plan

9 Provision for More-Able Pupils

At William Morris, staff will strive to ensure that all children will be extended to their full potential, including those who are already working at or above their expected level.

Challenges and activities will be chosen for these individuals with this in mind. Teachers will use effective questioning techniques to extend the more-able learners. More-able learners will have their progress closely monitored to ensure that they are making good or better progress. They will take part in tasks that require critical thinking and problem solving. They will be encouraged to transfer skills across the curriculum and also explain ideas and things in more than one way.

More-able children may be engaged in additional projects in groups across year groups to give them an opportunity to transfer skills and work collaboratively.

We will identify and work with More-able children in all subjects across the curriculum.

10 Supporting Transition

We will support children transitions between year groups and settings. Information will be gathered and shared and plans put in place to ensure a smooth transition.

Enhanced transitions are available for those children that require extra support when transitioning between year groups or settings. This could include: additional visits to our setting; transition booklets with photographs and key information for the pupils to share; the SENDCo attending any Early Help meetings; liaising with current settings prior to the children starting at our school and/or additional opportunities for pupils to meeting with their new teacher or children already in their year group setting.

We encourage any parents who feel their child may need an enhanced transition to contact the school office, if they are a new pupil, or their child's class teacher if they are an existing pupil at our school.

Signed: Emily Day

Date: September 2024

Date for review: September 2025