



# WELLSPRINGS PRIMARY SCHOOL

## Special Educational Needs, Disability and Inclusion Policy Autumn 2023



This policy should be read in conjunction with the school's SEN Information Report and Local Offer Leaflet; which is available on the school website or from the school office.

Throughout this document Parent(s) are- mothers, fathers, carers and other adults with parental responsibility.

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### **Policy Development**

This policy has been reviewed and re-written to reflect the current practice at Wellsprings in line with the statutory guidance in the Code of Practice (2015). The policy has been discussed with the SEN Governor and Senior Leadership Team before sharing with staff. Their feedback has been taken, and further develops made.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;

- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice 0-25 (July 2014);
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012;
- Schools Admission Code 2012;

### **Linked Policies and Information**

SEN Information Report October 2022

Admission Policy

Medical Policy

Behaviour Policy

Complaints Policy

Accessibility Plan

School Provision Map

Further information for parents about the New Code of Practice can be found by following the link <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### **SEN Values and Vision**

Wellsprings Primary School is committed to ensuring equal opportunities and promoting Inclusion for all. We strive to give all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that we promote the individuality of all our children, irrespective of ethnicity, class, attainment, age, disability, gender, or background.

### **The Code of Practice (2015) states:**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We believe all children with Special Educational Needs (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put into place. At Wellsprings, we endeavour to deliver a fully inclusive curriculum to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Reduce barriers to assessment and learning (the term removing barriers is used frequently in reports).

Wellsprings strives to be a fully inclusive school and nursery. We believe that every child and young person should have the equal right to:

- Be included as a valued, responsible and equal member of the learning community along with all other children and young people of the same age, having access to a common range of experiences.
- Have access to a rich, broad, balanced and inclusive curriculum with differentiated learning which enables them to achieve their full potential and be included in a lifelong learning process.
- Have their views heard and contribution recognised.

#### **Aims and objectives:**

- To identify and support pupils with SEND
- To create an environment, curriculum and ethos which caters for those needs in line with the Special Educational Needs and Disability Code of Practice (2015)
- A focus on inclusive practice and removing barriers to learning
- Identifying the role and responsibilities of staff and individuals in providing for pupils with SEND
- Ensure that pupils, parents and families are involved and informed of ongoing assessment and provision.
- Ensure that learners are involved in decisions about how they should be supported (where age / maturity allows)

#### **Definition of Special Educational Needs and Disability (SEND)**

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.”

SEND Code of Practice 2015

#### **What is disability?**

The Equality Act 2010 gives the following definition of disability:

“A person has a disability for the purpose of this Act if they have physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities”.

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

### **Our approach to identification**

The Code of Practice (2015) identifies four broad areas of need:

- Communication and interaction difficulties.
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory, medical and/or physical needs

A detailed breakdown of this can be found in our SEN Information Report

### **Progress of all Children**

Our aim is for all children to make expected or better progress in their learning and development. All teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants.

The progress and achievement of all pupils is reviewed by class teachers on an on-going basis and discussed with the Head teacher and Inclusion Lead at termly pupil progress meetings or at any other time if there are causes for concern. A variety of assessments will be employed to help teachers identify the achievement, progress and needs of all children.

These include:

- Evidence obtained by the class teacher through observations and assessment
- Their performance in the National Curriculum judged against level descriptions
- Standardised screening of spelling and reading ability
- Records and information from previous settings
- Where appropriate, information from and views of children
- Information from and views of parents
- Children’s work

When necessary, individual diagnostic tests are carried out to identify specific areas of learning difficulty.

Adequate progress is that which:

- closes the attainment gap between the child and his / her peers;
- prevents the attainment gap growing wider;
- matches or betters the child’s previous rate of progress;

- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Some individual's needs are identified before they start our nursery through Area Sencos, Health Visitors or Portage. This may mean we hold a 'Pre-School Entry Planning (PSEP) meeting' to discuss how we can best prepare to meet the needs of the child, this involves working in collaboration with agencies. These meetings are also held for pupils who join us in Reception when they have had needs identify at another pre-school setting.

- Teachers are regularly trained in identifying and supporting a wide variety of needs, so that early identification and support is quickly and effectively provided.

As a school we recognise that there are factors that may have an impact on a child's progress that do not constitute SEN. These are:

- Disability (the Code of Practice outlines a 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium;
- Being a Child Looked After;
- Being a child of a serviceman/woman.

### Graduated Response

All teachers adhere to Somerset Graduated Response as set out by Somerset Local Authority. <https://beta.somerset.gov.uk/the-graduated-response-tool/>

High quality teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. This targets specific support for teachers to plan and for any interventions to take place.



Once a pupil has been identified with SEN, we follow a graduated approach to meet the pupil's needs. This will be through the adoption of a four-part cycle; assess, plan, do, review (**APDR**) whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

The APDR process is as follows:

1. **Assess:** establishing a clear assessment of the pupil's needs
2. **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
3. **Do:** implementing the agreed interventions and support
4. **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

### **SEN Support**

Children needing SEN support is characterised by interventions that are different from or additional to the normal differentiated (Universal) curriculum. SEN Support intervention will be triggered by evidence that despite receiving teaching to overcome their barriers to learning, pupils:

- make little or no progress;
- demonstrate difficulty in developing literacy or mathematical skills;
- present persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum;

The Inclusion Lead, in collaboration with teachers, will support the further assessment of the pupil and assist in planning future support and monitoring of the action taken. The class teacher will remain responsible for working with the child on a daily basis and will liaise with the Inclusion Lead and relevant learning support assistants on the delivery of individualised programmes. Parents will be kept informed of any necessary actions. Outside agencies from the LA may be consulted in relation to further assessment, advice, strategies and planning programmes for the child. In some cases outside professionals from health or social services may be involved. Where these professionals have not already been working with the school, the Inclusion Lead will seek parental agreement to contact them.

Some pupils with SEN may have emotional / mental health difficulties and follow the same graduated response. Pastoral support may also be offered through our PFSA and Mental Health Lead.

Where particular and ongoing needs are identified, a child's name may be added to the School's Register for Children with SEN, enabling all adults working with them to understand the child's needs and ensure appropriate provision is in place.

### **Individual Learning Plans (ILP) Assessing and reviewing pupils progress**

Pupils at SEN Support will have targets set out in an Individual Learning Plan. These will record the strategies employed to enable a child to progress and are structured as detailed below:

- short term targets set for the child;
- teaching strategies to used;
- provision to be put in place;
- the date for the plan to be reviewed;

For children at SEN Support level the Individual Learning Plans will be written by the class teacher in consultation with the Inclusion Lead. The class teacher will lead the implementation of the plans which will be reviewed and updated on a termly basis, or more frequently if appropriate. This process is collaborative and involves the class teacher, the child and parents.

Where a child has made progress through cycles of APDR and additional support in discussion and review with parents they may no longer require SEN support and continue accessing learning at universal level.

### **Education, Health and Care Plan (EHCP) and High Needs 'Top Up' Funding**

For pupils who have been identified with complex needs and require significant multiagency involvement, the Local Authority, in conjunction with the school and other agencies, can carry out a statutory assessment of a pupil which may lead to them issuing an EHCP. Statutory assessment will only be considered if the pupil has demonstrated significant cause for concern despite considerable support via High Needs Funding and significant multiagency involvement.

The LA will also need clear information about the child's progress over time. Documentation indicating the provision and strategies adopted, special resources and arrangements that have been put in place to support. Reports from any external agencies involved with that child will also be requested.

For pre-school children who have been identified with complex needs the Inclusion Lead works alongside the EYSENCO to apply for an Education, Health and Care Plan and Higher Needs Funding. Alongside APDR cycles Annual Review meetings are central to monitoring the progress and provisions as well as planning future targets and support.

The LA will decide whether an Education, Health and Care plan is necessary or whether the child's needs can be met at through additional SEND support within school.

As a school we will liaise with parents through this process.

### **Partnership with Parents, Children and Families**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs will be encouraged to express their views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes as appropriate, taking into account their understanding.

### **Reviewing EHCP**

We will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal Annual Review of the EHC plan at least annually.

The aim of the Annual Review will be to:

- Assess the pupil's progress in relation to their targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it;
- Set new targets for the coming year;
- Plan the child's transition if they are moving to a new school.

With due regard for the time limits set out in the Code of Practice the school will write a report of the Annual Review meeting and forward it to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **English as Additional Language EAL**

We recognise that the identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

### **Roles and Responsibilities (6.90)**

#### **The role of the SEN Governor**

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the Inclusion Lead
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities.

#### **The SEN Governor is Mrs Budd**

#### **The Role of the Head Teacher**

The role of the Headteacher is to ensure that the school's SEN policy is carried out according to the procedure recommended by the 2015 Code of Practice. They will brief the Governing Body of arrangements and provision and work closely with the school's SENCo

#### **The role of the Special Educational Needs Co-ordinator (SENCO)**

The Senco plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governors to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy;
- Co-ordinating the provision for pupils with SEN and advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with external agencies; early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and being a key point of contact with external agencies, especially the local authority and its support services;
- Providing class teachers and teaching assistants with advice on integrating children with special needs in the classroom and suggesting a variety of support strategies for pupils;
- Monitoring the achievement of pupils with SEND e.g. through analysis of data and attending pupil progress meetings.
- Liaising with parents/careers;
- Contributing to the professional development of staff;

**Mrs Holcombe our Inclusion Lead is our SEN Co-ordinator.**

### The role of Teachers

All teachers are teachers of children with special educational needs. Teaching such children is the responsibility of all class teachers.

Teacher's responsibilities regarding SEN include:

- Monitoring the progress and attainment of children in their class and where appropriate sharing concerns about a child's educational progress and development with the SENCO;
- Leading the planning and provision for all the children in their class, including those children identified as needing SEN support
- Contributing to Annual Review Meetings for children with SEN Support – Higher Needs or those children with an Education, Health and Care Plan.
- The class teacher should be involved in the development of the schools SEND policy and be fully aware of the schools procedures for identifying, assessing and making provision for pupils with SEND.

### The role of Teaching Assistants

All support staff are expected to deliver quality inclusive provision, under the guidance of the class teacher, which often involves pupils with SEN. Training to meet the needs of support staff is arranged according to whole school and individual pupil needs. The contribution by support staff in the day-to-day implementation of the SEN policy is highly valued and forms a crucial part of the success of the policy. In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEN.

### Transition arrangements

Staff work closely with other pre-schools settings and schools to ensure that pupils transferring on or to are supported. Careful consideration is given to ensure their needs continue to be met. The

Inclusion Lead will liaise with other settings and provide current and relevant information pertaining to each pupil with regards their level of learning; specific needs and requirements; achievements; strengths and areas of concern.

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and the DfE Schools Admission Code. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

If a child has an Education, Health and Care Plan (EHCP), their school placement will be dealt with by the LA SEND team. The local authority must comply with parental preference and name the school or college in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person at the setting would be incompatible with the efficient education of others, or the efficient use of resources

Efficient education means providing a suitable, appropriate education for each child or young person in terms of their age, ability, aptitude, and any special educational needs they may have.

Pupils with special educational needs, but without an EHCP are able to apply for a place at our school, in line with our admissions policy and will be treated as fairly as all other applicants.

### **Children with Medical Needs**

Wellsprings recognises that pupils at school with medical conditions are supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We work closely with medical professionals and seek advice and guidance on medical care plans and gain specific training where required. We comply with the new statutory guidance for governing bodies for supporting individual at school with medical conditions as laid out in section 100 of the Children and Families Act 2014.

### **Staff training**

Staff receive regular training in identification and provision for children with SEND. Staff may receive additional internal and external training by specialist agencies and health services, linked to the specific needs of children in their class or those that they support.

### **Data and record keeping**

All information about pupils will be kept in accordance with the school's Data Protection Policy. Storing and Managing Information-confidentiality.

## **Funding**

Funding for SEN will be provided annually. The exact amount will depend upon funds devolved from the school budget through Elements 1 and 2 of school funding. This is calculated by the Education, Skills and Funding Agency (ESFA) through the use of a formula.

## **Complaints**

Although the school always aims to meet the needs of our children with SEN we do realise that from time to time, parents and carers may have concerns. If a concern arises, please arrange a meeting with your child's class teacher. If your concerns persist, contact the school Inclusion Lead through the school office. The school's Complaints Policy can be found on the school's website.

Date of policy	September 2023
Date of review	September 2024

**The LA Local Offer can be accessed through the following link.**

[Somerset Local Offer](#)