



Walthamstow Primary Academy

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Part of United Learning

Special Educational Needs, Disabilities and Inclusion Policy

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SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEN policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice 2014.

1. Principles:

- Walthamstow Primary Academy is committed to offering an appropriate and high quality education to children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities and to being fully included in all aspects of school life.
- We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- Walthamstow Primary Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners and provide Quality First Teaching. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background, all learners are entitled to experience success. We pay particular attention to the provision for and the achievement of different groups of learners:
 - girls and boys
 - minority ethnic and faith groups, travellers, asylum seekers and refugees
 - learners who need support to learn English as an additional language (EAL)
 - learners with special educational needs
 - learners who are disabled
 - those who are gifted and talented
 - those who are looked after by the local authority
 - others such as those who are sick; those who are young carers; those who are in families under stress
 - any learners who are at risk of disaffection and exclusion
- This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.
- At Walthamstow Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential; we have high expectations for everyone.
- Good 'special educational needs practice' is often good practice for all learners.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes about their support.
- The development and monitoring of the school's work on inclusion will be undertaken initially by the Headteacher
- The Headteacher also takes the lead role in relation to Special Educational Needs.

2. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

3. Definition of special educational needs (SEN)

- 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution
- Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

4. Identification and assessment of pupils with special educational needs

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEN. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Diagram A provides the overview for this process.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

5. SEN Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess–plan–do–review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Children on SEN support have targets set as part of their Individual Education Plan (IEP) which are reviewed termly with parents/carers at SEN review meetings. A member of the SEND team attends all IEP review meetings alongside LSA's or class teachers to advise and record agreed action.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process. Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. Any children who have a Statement will continue to do so until the Local Authority completes its transition from Statements to EHC Plans.

6. How Walthamstow Primary Academy adapts the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEN pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, outreach teachers and professionals from other external agencies for advice as needed.

Additional support for learning available to pupils with SEN

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include; Healthy Hands, Talk about Social Skills, Language for Thinking, School Start, RWI 1:1, Numicon Catch-Up.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils may be supported in class for part of the school day by a LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

Specialist provision, equipment and facilities

Specialist provision at the school is tailored, where possible, to fit the needs of the pupils attending at any one time.

The permanent school building will be housed in a three storey building and will be accessible to pupils with mobility difficulties with the assistance of lifts to move between floors. There are plans for accessible toilets on each floor. Shower facilities will also be available on the ground floor. Each year group will have a shared space suitable for small group work and a range of interventions.

If a child needs specialist equipment due to physical or medical needs, the SENCo liaises with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, etc.

How Walthamstow Primary Academy evaluates the effectiveness of its provision for pupils with SEN

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Walthamstow Primary Academy assesses and reviews the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress conferences are held termly, attended by the class teacher SENCo and other senior/middle leaders as appropriate, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEN pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

7. The SEN Register and Record Keeping Arrangements

The Inclusion Leader/SENCo maintains a central electronic register that details all children who have been identified as having SEN. This register is updated on an on-going basis and also details any external agencies the child is working with or has worked with in the past. Every class has an Inclusion Folder. These folders have specific sections for each child in that class who has SEN Support or an EHC Plan. These are working documents and changes should be made as appropriate. Additionally informal notes are kept on each child, along with any copies of samples of work the teacher or additional adults feel are significant importance with regard to monitoring the child's progress. All of these documents are used during reviews. In the Headteacher's office, each child at SEN Support or with an EHC Plan has their own file. These documents provide a historical record of the child's progression while at our school. These folders are passed onto transfer schools at the receiving school's request.

8. Admissions

Pupils with SEN are admitted to the school on the basis of the LA admissions criteria (see Admissions Policy).

9. Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Body to have special responsibility for SEN within the school who will meet on regularly with the SENCo and conduct visits to the school on a planned programme

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEN
- to keep the governing body fully informed
- to work closely with the school's Inclusion Leader/Senco
- to seek out and share best practice with the LA and other schools
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Special Educational Needs Co-ordinator

The Headteacher will initially take responsibility for SEN at the school. Key responsibilities involving SEN include:

- to work in collaboration with school governors and staff to develop a clear strategic direction for SEN
- to oversee the day-to-day operation of the school's SEN policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEN
- to work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEN
- to liaise with the relevant designated teacher where a looked after pupil has SEN
- to effectively deploy the school budget and other resources to meet pupils' needs effectively

- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEN in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEN are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEN

Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEN.

Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCo on the progress of the pupils with whom they work to inform planning and review

10. Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

11. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. 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 pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Waltham Forest for independent support and advice.

12. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEN pupils to express their views.

13. Storing and managing information

See Walthamstow Primary Academy's Data Protection Policy.

14. Links with other schools and settings

Advance planning for pupils all pupils transferring to our school from local nurseries, childminders or private providers helps all children to make a smooth transition. Where SEN concerns are highlighted, either by the parent, professionals or Early Years setting, the school's SENCo will liaise with other agencies to ensure effective arrangements, specific to the child's needs, are in place to support children in the lead-up and the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Walthamstow Primary Academy aims to develop good links with local special schools through the outreach services.

15. Links with other agencies and organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service

- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Children Looked After
- Social Care services

15. Complaints procedures

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Walthamstow Primary Academy's Local Offer

Further information on Walthamstow Primary Academy's arrangements for supporting pupils with SEN can be found in the school's Local Offer which can be accessed via <http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page> which is also available on this site and provides information for parents/carers on SEN services available within Waltham Forest and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

Related school policies

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy