



## SEND Policy - Autumn 2022



# Watcombe Primary School

## SEND policy

### **SENDCO:**

The SENDCO is Michelle Stanley a qualified teacher. The National Award in SEND Coordination is currently being undertaken.

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### **Section 1:**

#### **Rationale:**

Watcombe Primary School is committed to providing an appropriate and high quality education to all the children; to achieve their best, to have confident and fulfilling lives as they progress. We believe that all children, including those identified as having Special Educational Needs (SEND) and/or disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. Every teacher is a teacher of every child including those with special educational needs or disability.

This policy was developed by the SENDCO with regard to the views of staff, governors and parents, and reflects the SEND code of practice 2014 0-25 guidance.

### **Section 2:**

#### **School aim:**

To raise the expectations and aspirations for all pupils with SEND (inc CLA), providing a focus on outcomes in terms of progress and attainment, through a 'whole school, whole pupil' approach.

We believe that all children should be equally valued in school and work hard to develop an environment where all children can flourish and feel safe. We are committed to early identification of needs, early action and inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners and their families working in partnership. We aim to nurture a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background ('whole pupil') and, therefore, we pay particular attention to the provision for, and the achievement of, different groups of learners. Watcombe Primary School sees the inclusion of children identified as having SEND or disability as an

equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

It is the responsibility of **all staff** to make their best endeavour to meet the needs of all pupils, including those with special educational needs ('whole school').

Objectives (How we are going to endeavor to do it.)

- To identify early and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided by the SEND code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision for special educational needs.
- To provide a Special Educational Needs & Disabilities Coordinator (SENDCO) who will work with the SEND Code of Practice providing strategic direction and establish partnerships between school, pupils, parents & other agencies.
- To provide support and advice for all staff and parents working with special educational needs pupils.

### Section 3:

#### **Early Identification of Special Educational Needs & Disabilities:**

The SEND code of practice 2014 describes 4 broad categories of need:

- **Communication and Interaction** (pupils with speech, language and communication needs (SLCN)).
- **Cognition and Learning** (Pupils with learning difficulty may learn at a slower pace than others: learning difficulties includes; moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties and specific learning difficulties (SpLD) eg. Dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** (Pupils with these difficulties can manifest as withdrawn or isolated, or have challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties, such as medically unexplained difficulties like anxiety, depression, self-harm, eating disorders. Other pupils may have diagnosed conditions such as ADHD or attachment disorder).
- **Sensory and/or physical needs** (eg. Visual impairment (VI), hearing impairment (HI), or physical disability (PD))

In broad terms pupils with SEND could be identified as those *who have a learning difficulty, rather than a difficulty to learn.*

These 4 broad areas of need provide the school with an overview of the range of need that have to be planned for. The purpose of identifying need is to be able to better match provision to individual pupils. The school will not just consider the special educational needs of a pupil but the needs of the 'whole pupil' (additional needs).

**Additional needs:**

The school will also consider other needs (which may not be defined as SEND) that may impact on progress and attainment.

**These may include:**

- Disability (the Code of Practice outlines the "reasonable adjustment" duty of all settings under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare (including Child protection and parental support issues)
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Transience

For pupils with additional needs the Pastoral and Family Support Worker will be involved in liaising with families and other agencies (such as Health / Children Services) to ensure the right support can be accessed in a timely manner.

**Section 4:**

**A graduated approach to SEND support.**

This section will set out the process by which the school identifies and manages pupils with SEND.

- All pupils in school have a right to quality first teaching (regularly monitored and quality assured by the SENDCO or leadership team SLT).
- Teachers have a responsibility to all pupils, regardless of need, to provide quality first teaching; they are responsible for the progress and development of all pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- Quality first teaching (appropriately differentiated and adapted for individual pupils) is therefore the first step in supporting pupils with SEND.
- The next step would be to provide additional intervention/adjustments in discussion with the SENDCO, parents and pupil.
- The SENDCO will then be formally alerted to children with potential SEND by teachers recording their concerns on the school's agreed proforma.

- Pupil's progress will initially be alerted through the school's data tracking system. Teachers have regular data review meetings with members of the SLT to discuss pupil progress and provision. This is the first step in the **Assess - Plan - Do - Review** cycle outlined in the code of practice.
- Pupils who do not make sufficient progress despite quality first teaching and having received additional support may then be deemed to be considered for entering on the SEND register in liaison with parents.
- Pupils who have been identified as having SEND, will then be placed on the register and their progress further monitored to ascertain the impact of any provisions made. Parents will be formally notified by letter.
- Where a child continues to cause concern, the teacher, SENDCO and parent will discuss the involvement of outside agencies to offer further support and advice and identification of any SEND. Appropriate referrals will be made with parental consent. Where necessary the local authority SEND department or Educational Psychology service could be consulted for appropriate advice on which service to access.
- A pupil with identified SEND will then have a Pupil Passport, which tracks need, provision and impact. Parents and pupils will be involved in creating this and it will be formally reviewed at least 3 times a year. They will be regularly reviewed by class teachers to consider impact and make adjustments in liaison with the SENDCO where necessary.

## **Section 5**

### **Exiting the SEND register.**

- The SEND register is a 'fluid' document: children can come off and on the register according to the process outlined above.
- The SEND register is formally reviewed each term. Teachers are asked in liaison with the SENDCO to consider if the impact of provision has been such to 'close the attainment gap'. Where the gap has closed such pupils may, in consultation with parents be removed from the register.

## **Section 6**

### **Supporting pupils and families:**

- The school's links with outside agencies and admissions and transitions arrangements are summarised in our 'local offer' on the school's website. The Torbay Local Offer can be accessed via:  
<https://www.torbay.gov.uk/schools-and-learning/send/>
- The school employs a dedicated family liaison worker who signposts parents to outside support (with a particular focus upon meeting 'additional' needs).
- Some SEND children may be eligible for support in accessing statutory tests. Application for this will be given due consideration by the SENDCO in liaison with relevant staff and parents.

- Some SEND children may require additional transition arrangements leaving and joining the school. Due consideration for these will be given by the SENDCO in liaison with parents and relevant staff.

## **Section 7**

### **Supporting pupils with medical conditions:**

- The school recognises that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical 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.
- Some may also have SEND, and may have a statement/EHC plan bringing together their medical, social and educational needs under the SEND code of practice 2014.
- Managing pupils with particular medical conditions is addressed in our school's medical policy available on our website.

## **Section 8**

### **Monitoring and evaluating SEND provision.**

- The school regularly monitors and evaluates the quality of provision to all pupils, including those with SEND.
- There is regular monitoring of teaching and learning; learning walks; data review and observations of interventions.
- The Pupil Passport (**Assess-Plan-Do-Review**) process also contributes to identifying the impact of provision at an individual pupil level.
- The SENDCO will report to the SEND governor, and formally provide a written report to governors (SEND information report).
- The SENDCO has a weekly meeting with the head teacher to discuss SEND provision.
- Evaluation and monitoring promote an active process of continual review of provision for all pupils.

## **Section 9**

### **Training and resources:**

- SEND provision is funded through the Local Authority funding formula. In addition, the school receives budget allocations for EHCP pupils, including 'top up' funding.
- The SENDCO is provided with a separate resources budget line from central funding.

- In order to maintain high quality provision and to meet the individual pupil's needs, all staff are encouraged to undertake training and development.
- All staff undertake induction training when starting at the school, including a meeting with the SENDCO to explain systems and structures in place.
- The SENDCO regularly attends local training, including network meetings in order to keep up to date with local and national developments.
- Staff training needs are identified by whole school developments as part of the SEND action plan, or on a needs basis ie. where there is a need for specialised training, staff are signposted by the SENDCO and/or CPD coordinator to the relevant training.

## **Section 10**

### **Roles and responsibilities:**

- SENDCO is responsible for the strategic development of SEND provision, the day to day implementation of this policy, to develop partnerships between school, pupils, parents and other agencies, to support staff with guidance and to maintain records appropriately.
- SEND governor: whose role is to liaise with the SENDCO on developments, actions and practice surrounding SEND, in order to inform the governing body of developments and represent their views in discussion with the SENDCO.
- SEND teaching assistants: The school has a team of pastoral/teaching assistants whose role is to support pupils with additional needs, including SEND.
- Four staff members are designated safeguarding officers; these are known to staff. Procedures for safeguarding are found in our safeguarding policy on the website.

## **Section 11**

### **Storing and Managing Information**

See the Data protection policy on the school's website.

- Documents regarding SEND can be confidential in nature.
- Paper copies of documentation are only shared with relevant staff/professionals with parental consent. They are stored in the SENDCO office which remains locked when unoccupied. Electronic documents are stored on the school's server, and are only accessible to relevant staff through encryption.

## **Section 12**

### **Reviewing the policy**

In the climate of changes required by the reforms and requirements of the SEND code of practice, this SEND policy will be reviewed on an annual basis.

## **Section 13**

### **Accessibility**

- Over time, the school seeks to improve accessibility to the curriculum for disabled pupils. This includes physical access to the buildings, as well as access to the curriculum, including extra-curricular activities such as clubs and trips.
- The school has an accessibility plan which is regularly reviewed (every 3 years) and available on the school's website.

## **Section 14**

### **Dealing with complaints**

- The school has a clear complaints procedure available on the school's website.
- If a parent has a concern regarding SEND, they are able to discuss this with the class teacher in the first instance or the SENDCO or directly with the head teacher or chair of governors. If the parent does not feel the concern/complaint has been resolved, they can seek advice from the local authority SEND department who have dedicated parent support staff (SENDIASS [www.sendiasstorbay.org.uk](http://www.sendiasstorbay.org.uk) 01803 201 317), offering resolution support.

## **Section 15**

### **Bullying**

- The school is proactive in mitigating the risk of bullying to all pupils, including vulnerable learners with SEND.
- The school puts a high value on pastoral support which seeks to build resilience, self-confidence and understanding of and between pupils.
- A whole school approach to tackling bullying is summarised in our anti-bullying policy
- The school recognises that some pupils with specific needs, such as ASC, may require specific support in keeping themselves safe.

## Appendices:

Provision map

Standard letter of notification of entry to SEND register for parents

## Useful links:

SEND Local offer: <http://www.watcombe-primary.torbay.sch.uk/parents/sen-local-offer/>

Admissions information: <http://www.watcombe-primary.torbay.sch.uk/school-information/admissions/>

Safeguarding: <http://www.watcombe-primary.torbay.sch.uk/parents/safeguarding/>

School policies:

Complaints procedure, Data Protection Policy, Safeguarding Policy, E-safety Policy, Managing

Medicines Policy <http://www.watcombe-primary.torbay.sch.uk/about-us/policies/>

## Compliance:

This policy complies with the statutory requirements laid out in the SEND code of Practice 0 - 25 (2014) with reference to:

- Equality Act 2010

The policy was written by the SENDCO following support and advice from the LA SEND department, and in consultation with the head teacher and governors of the school.