

*Wren's Nest Primary School
Special Educational Needs Policy*

2015 - 2016



Unlock potential and reach for the stars.

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Wren's Nest is an inclusive mainstream primary school catering for children from 2-11. We welcome children with and without special needs and disabilities equally.

The school's mission statement, "Unlock potential and reach for the stars" underpins our Special Educational Needs and Disability (SEND) policy and practice.

This policy complies with statutory requirements and laid out in the "Special educational needs and disability code of practice: 0-25 years (DFE: July 2014) and has been written with reference to the following guidance and documents:

- *Special educational needs and disability code of practice:0-25 years (July 2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2014)*
- *Teacher Standards 2012*
- *Equality Act 2010 advice for school DFE Feb 2013*
- *Schools SEN Information report Regulations (2014)*
- *The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)*
- *Framework for SEND provision, Assessment and Education Health and Care Plans Dudley MBC August 2014*
- *School policies including Safeguarding, Medical Needs, Behaviour, Anti-Bullying, Equal Opportunities, Accessibility*
- *The Local Offer*

Aims

At Wren's Nest we believe that every child is an individual and that all children contribute and play a special part in our school. We aim to meet the individual needs of each pupil as early and as quickly as possible. We would like all of our children to have high levels of self-belief, aspiration and independence and to have respect for themselves and others.

Objectives:

- To identify and respond to the special educational needs and disabilities of pupils and overcome the barriers to their learning and participation as early as possible.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard across a broad and balanced curriculum.

- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To listen to and support the development of the child's voice.
- To work effectively as part of a multi professional team to meet the needs of children with SEND.
- To create a school environment and ethos where pupils feel safe, valued and successful.
- To enable children to make successful transition into and out of Wren's Nest as well as during key transition times within school.
- To ensure that all staff have access to advice and training to support quality teaching and learning.
- To ensure that pupils with medical conditions and disabilities are fully included in all school activities in consultation with parents and health care professionals.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role of the SEND Policy.
- To ensure that all pupils with SEND make good academic progress in relation to their prior attainment and developmental history.
- To recognise that a child with Special Educational Needs may also have additional gifts and talents that also need to be nurtured.

So who are our children with SEN and disabilities?

Children may have a special need and/ or a disability. These are explained more fully in the appendices. The Code of Practice, describes four broad areas of Special Educational Need :

1. **Communication and Interaction** (e.g. autistic spectrum and language disorders, stammering, understanding, speech,)
2. **Cognition and Learning** (e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.)
3. **Social, Emotional and Mental Health** (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
4. **Physical and Sensory** (Hearing impaired, visually impaired,)

A disability is a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities requiring special provision to be made in school.

Note: In the 2014 Code of Practice, behaviour is no longer regarded as an SEN, the underlying causes of severe behaviour are. They need to be identified through working closely with the family and child. It may be that these needs are met through other plans for example the CAF. If children have mental health needs, parents are encouraged to ask their GP to make a referral to CAMHS or the Paediatrician. School will support parents with letters or by attending clinic and hospital appointments at parents’ request. Some behavioural needs can be met through specific interventions led by the Learning Mentor Team.

A child may be said to have SEN and/ or a disability if they have a learning difficulty or disability that needs different or additional provision to be made to enable them to make good progress in school. For some children this may require minimal intervention and support over a short period of time, other children may require very high levels of additional support throughout their time at school. (The full definition for both SEN and disability is included in the appendices.)

Children with special needs are spread across the whole age and ability range. Some have amazing gifts and talents in addition to their SEN. Some children have diagnosed medical conditions, the majority do not.

Parents may or may not be aware that their child has Special Educational Needs when they start Nursery or school. We would therefore encourage all parents to share what they know about their child’s special needs or about anything that concerns them before their child starts. This important information can be passed on during home visits or following induction meetings or when applying for a school place. Alternatively parents can contact Mrs Keyes directly by email or phone. A few children benefit from a carefully managed transition into Nursery or school and this has to be planned well in advance of their start date, we can only do this if we know about their additional needs.

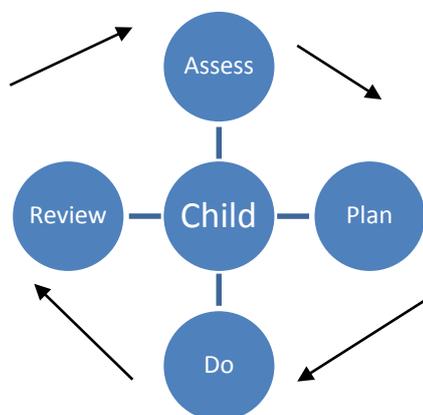
Meeting Special Needs through the Graduated Approach of Assess, Plan, Do and Review

All teachers are teachers of children with SEND and all teachers are responsible and accountable for the progress of the children in their lessons through good quality teaching and learning opportunities. Class teachers have an additional pastoral responsibility for the children in their registration class. Children may present with a Special Need that affects all or some of their lessons and may require additional or different provision to be made some or all of the time.

Children make progress at different rates and limited progress is not always an indicator of SEN. Within school, teachers have a range of additional interventions and booster sessions to which they can refer to accelerate children’s progress.

An Information Sheet on identifying, assessing and meeting the needs of children with SEN has been given to teaching staff and is appended to this policy.

Class teachers have a key role to play in both identifying and meeting the Special Educational Needs of the children in their care using the “assess, plan, do, review” graduated response.



When a teacher becomes aware that a child is failing to make expected progress due to a known or potential Special Educational Need and the usual classroom interventions and support have not been able to address that need, they must inform Mrs Keyes and arrange to meet with parents and the class teacher (if different) at the earliest opportunity to:

- Share their concern
- Describe what has already been put in place and to what effect
- Seek the parents’ views
- Draw up a plan of action.
- Keep a record of the meeting
- Include the child in the discussion where appropriate
- Arrange to review progress within a term.
- Inform the parent that their child’s name will be included on the SEN Support Record
(Please refer to the Structured Conversation in the appendices)

This process is repeated as necessary until:

- I. the child no longer needs SEN Support and is taken off the SEN Support Record
- II. the child requires more intensive or specialist support and is formally referred to Mrs Keyes for her input.

Mrs Keyes will then meet with the teacher(s) and parents to continue the assess, plan, do and review process. She may carry out some additional assessments or observations herself or may request that parents give permission for the child to be seen by a specialist outside agency as part of the assessment process. Mrs Keyes will then draw up a plan of action

which may include the use of additional resources, support or strategies to support the child.

The child contributes to this ongoing process by completing the “All About Me” sheet or “Pass on Passports” at the end of Y6 as well as by attending their review meetings.

Where additional support is allocated in the classroom or to deliver specific interventions, the person delivering it will keep weekly or sessional records to inform the review. The class teacher(s) will record the impact of the additional support on the year group Provision Map. This is updated termly. Where a child’s needs are more severe and complex Mrs Keyes will form a team of supportive professionals with the parents around the child and record the support, progress and views of all involved in a Special Educational Needs Support Plan

This process is repeated as necessary until:

- I. the child no longer needs SEN Support and is taken off the SEN Support Record
- II. the child’s needs can be met by the class teacher(s)
- III. the child requires even more intensive or specialist support. Children with this level of need may be Looked After or have a lifelong disability or may need special school provision. They may be assessed for an Education Health and Care Plan (EHCP) *This process is explained in the appendices in “The What, Who, How And Why Of EHCPs”.*

Funding

At Wren’s Nest the Governors have always allocated more than the notional budget and any additional “top up” funding to meet the needs of children with SEND because Special Needs has always been a priority within school.

Many children with SEN also benefit from the wide variety of activities, support and resources provided through Pupil Premium funding. (*The use of Pupil Premium is published on school website*)

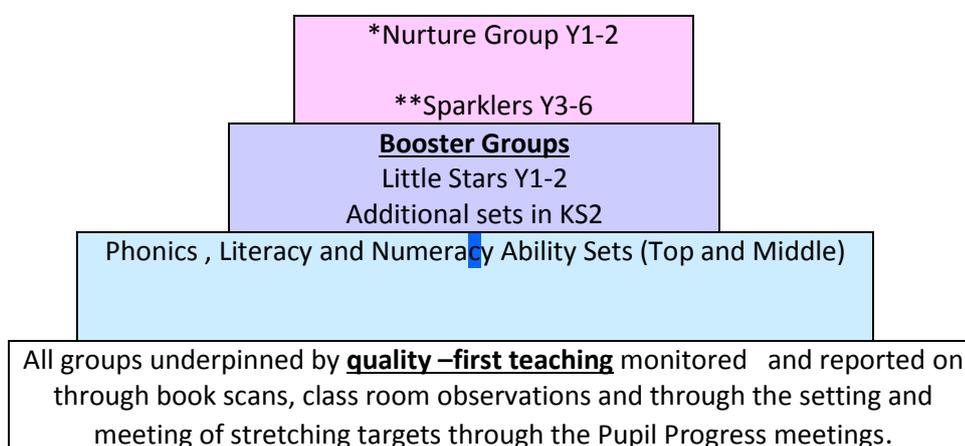
During the early summer term Mrs Keyes puts together a “Provision Needs Map” based on what we must (statutory), should and could provide. Mrs Wylie uses this information to help formulate the staffing structure and grouping arrangements for the next year.

Staffing costs account for most of the SEN Budget, this has to be supplemented by funds from the school’s general budget to enable Mrs Keyes to buy in the Learning Support, EP and Counselling Services and to purchase training, resources and consumables to meet the needs of the children requiring SEN support.

Provision

Whole school:

Children are taught in ability groups for literacy and numeracy throughout school. All groups are underpinned by quality first teaching.



*Nurture Group supports the social and emotional needs of children in Y1/2.

**An additional SEN set has been created for children (Y3-4) who are working significantly below age related expectations. The brief for this group needs to be fluid to enable it to respond to the areas of greatest need throughout KS1 and 2.

Specialist Provision

Although there are no specialist units attached to Wren's Nest, we do run a Nurture Group daily from 8.50 – 2.00 to support our most vulnerable children in KS1. The group is led by a fully qualified Nurture Manager, Mrs Blewitt and she is supported by a Nurture Group Assistant, Mrs Rogers. This group has run for over 12 years and is highly regarded within the local authority as an example of excellent practice.

(Please refer to the appendices for a detailed description of what the nurture group has to offer and the impact it has on the children.)

Since September 2015, Wren's Nest has also managed a 56 place provision for two year olds. Strict criteria are applied by the Local Authority, but one of the criteria is a child with a special educational need or a disability.

A request for a Time for Twos place can be made through the Early Years team (earlyyears.cs@dudley.gov.uk) or by ringing on 01384 814291

SEN Interventions and Individual Support

- Additional individual and small group interventions are delivered through the Pupil Support Team and Learning Mentors. These interventions are delivered in the Safari room or one of the Pupil Support rooms. *(The appendices include a detailed summary of each SEN intervention used at Wren's Nest and its effectiveness)*
- Interventions are recorded onto the whole school provision map by the staff delivering them and this is monitored by Mrs Keyes.
- Where children have very specific individual needs, additional 1:1 support may be allocated (within budgetary constraints) to support a child in the classroom or to deliver individual support programmes drawing on the advice of the outside agencies.

Staff Expertise

All teaching and support staff have access to advice, information resources and training to enable them to teach all children effectively. The Pupil Support Room has an extensive range of resource books which are freely available. Training needs are identified by staff through:

- Individual SEN Support Plans (e.g. Makaton, BSL)
- SEN Twilight sessions
- Performance management for teachers and through personal feedback forms for the TAs.
- The RAP review process
- Annual questionnaires to staff
- Analysing SEND data, responding to trends.

Whole school training may be delivered at school by outside agencies such as the EP Service (e.g. Working Memory, Attachment) or through the Learning Support Service e.g. ADHD and Auditory and Visual Dyslexia or through other specialist services e.g. the Hearing Impaired Service "Impact and Management of Children with Glue Ear". Mrs Keyes also delivers INSET to disseminate information from her own training or relating to school practice.

Some Teachers and Teaching Assistants have developed particular areas of interest and expertise and these are included in the SEN staffing structure. (See appendix)

Across the school there is an extensive range of personal and professional experience to draw on when supporting children and their families. Where we find ourselves lacking specific skills or knowledge, school is able to access or pay for additional advice and support through a range of outside agencies.

Mrs Keyes is an experienced teacher and SENCO and regularly attends Dudley's SENCO Network meetings as well as national training events.

The school pays for membership of Nasen, Optimus Education and The Key ,

Mrs Keyes is also a member of SENCO Forum.

Induction of newly qualified and new to school teaching and support staff.

A new induction programme will be drawn up for implementation from 2016-17. This will be appended to the policy on completion.

Adaptations to the Learning Environment

The new school build was designed to meet the needs of all children, complying with Disability Discrimination Act 2010 building regulations to ensure accessibility for all. This includes a fully accessible shower room and lift to the upper floors. Floors and ceilings have been designed to reduce sounds being deflected. The physical design and calming decor help to reduce stress.

An extensive list of how the school environment has been adapted to meet the needs of all learners is included in the appendices.

Other adaptations to the physical environment will be made as appropriate to accommodate children with additional physical and sensory needs.

The Curriculum

- All children follow the National Curriculum (2014) and receive a broad and balanced education. Teachers are expected to draw on a range of strategies, resources, teaching styles and multisensory approaches within a differentiated lesson. They must take into account the Special Educational Needs of the children in their class and match the work to meet their developmental needs.
- Some children require additional support to access the curriculum; other children need a more personalised approach to meet their particular needs.
- Year 6 SATS – where teachers regularly provide a reader, brain breaks , additional time or an amanuensis, school can apply for the same access arrangements to be available for the national tests at the end of KS1 and KS2. Mrs Keyes and/or the Learning Support Co-ordinator completes the necessary assessments in line with the SATs guidance to confirm their eligibility. Mrs Wylie then uses this information to apply for specific access arrangements.

Transition arrangements into, out of and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between nursery, reception and year groups in both key stages as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the new classroom environment or area within school in order to develop familiarity and confidence as well as to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements, tailored to meet individual needs.

Transition to Secondary School

Transition reviews, in preparation for high school for pupils with statements and EHCPs are held in Year 5. At subsequent reviews, where a high school place has been determined, the secondary school SENCO will be invited to the Annual Review and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

For Y6 children receiving SEN support, a review meeting will be held in the early summer term with the high school SENCO and Year 6 teaching and support staff to ensure key information is passed on. This will allow the high school to plan for the transition week in July. Once the children have left Wren's Nest, their current SEN Plans and most recent outside agency reports will be copied and forwarded to the high school SENCO along with a summary of interventions and support received.

Record Keeping - Storing and Managing Information

Mrs Keyes keeps an SEND Support record which lists the children with SEN. Relevant sections of this list are given to each of the class teachers. It is also used a part of the SEN audit process.

Support plans, agency and class teachers reports about a child's SEN are kept by Mrs Keyes in a locked filing cabinet and cupboard. Copies are given to parents and class teachers.

A Section on Record Keeping, including blank copies of the SEN Paperwork is included in the appendices and in the Staff Shared Area: Staff: Special Educational Needs Disabilities.

Key information is copied and the copies retained by the school and archived. The file is then passed on to the receiving school once the child has left. In line with national policy, these records are kept until the child is 25.

Records and reports on the computer are password protected. These are archived into a LACY Drive which is kept locked in the school safe. Information will be wiped from this drive in line with the above policy.

Parents as Partners

Parents hold key information about their child's development and current needs and are key partners in the assessment and review processes.

Parents have a key role to play in supporting their children by:

- Raising awareness of any additional needs their child may have with the school at the earliest opportunity.
- Supporting their child with homework or therapy sessions
- Attending medical appointments and informing school, where appropriate, of the outcomes.
- Attending reviews, parents evenings and Inspire sessions in school with school staff and other professionals supporting their child.
- Celebrating their child's efforts and success.

Wren's Nest operates an "open door" policy enabling parents to come in at any time to speak to a senior member of staff should they have any concerns about their child. This is in addition to the regular parents' evenings and additional review meetings.

A guide to SEN at Wren's Nest for parents is to be updated to reflect the changes in the new SEN Policy. The school's Information Report, details what is available at Wren's Nest to support children with SEND and is published on the school website.

Parents are also invited to complete a survey, detailing their satisfaction with or constructive comments on how we can further improve our SEND provision every 2 years. They can also do this through the Parents' Voice section in the SEND plan meeting.

Outside Agencies

The appendices contain a detailed summary sheet describing the services accessed and their impact.

For some children with more complex needs, it may be appropriate for the school to seek advice from specialists working in specific areas of health and /or education. People who do this and are not employed by the school are referred to as Outside Agencies. They include:

- Speech and Language
- Educational Psychology *
- Learning Support *

- Specialist Early Years
- School Nurse
- Health Visitors
- Occupational Therapists
- Physiotherapists
- Specialist teachers of the hearing or visually impaired
- Counsellors
- Autism Outreach

Each agency has its own referral process. Parents are always consulted and have to sign to give their written permission for their child to be seen by them. **The Local Offer** (a detailed record of advice and support written by Dudley Local Authority) can be used by the school and parents to ensure the right support and advice is obtained and acted upon. Some of the agencies (*) are paid for from the school's SEN budget. Others are provided centrally through the Local Authority or the local Patient Care Trust (PCT).

Governors

It is the statutory duty, of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Gill Abrahams. She meets with Mrs Keyes at least termly to receive reports and discuss actions taken by the school. Mrs Abrahams role is that of "critical friend". Her role is to both support and challenge the way in which children's SEN's are met.

Monitoring and evaluating the impact of the school's SEND policy

The key areas of impact can be documented through children's academic progress (closing the gap) and the movement within the SEN Support Record (i.e. children no longer needing additional support or a reduced level of support).

The Raising Attainment Plan (RAP) Termly review, receives and critically considers the SEN review reports. Actions arising from this are included in the following term's school improvement plan. New initiatives are evaluated and their impact shared with Governors and at the RAP Review. Mrs Keyes meets with Mrs Abrahams, following the RAP review to appraise her of the key findings and action points.

The SEN Action Plan is reviewed annually and forms part of the whole school Action Plan

In order to make consistent and continuous progress in relation to SEN provision, the school encourages and welcomes feedback from staff, parents, pupils and outside agencies.

Roles and Responsibilities – see SEN Staffing structure

The roles and responsibilities of key staff including the SEN Governor, SENCO, class teachers, SEN teaching assistants, are included in the appendices.

Mrs Keyes is the line manager for the SEN support assistants, PSA and FSW. She is also the Designated Teacher with specific **Child Protection** responsibility and the **LAC** Co-ordinator.

The Behaviour Policy and the Accessibility Plan are written by the Head/ Deputy Head Teacher and have been appended to this policy.

Managing Pupils with Medical Needs

Wren's Nest recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some children with medical needs may also be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

No child is excluded from any activities because they have a special educational need or disability

Some children will have an EHCP which holds together the health, care and educational needs of a child in a single document.

Mrs Allport and Mrs Keyes are responsible for writing and reviewing the "Supporting Children with Medical Conditions Policy" (Jan 2016) and Mrs Allport manages the medical needs on a day to day basis.

Complaints

Parents are partners with the school and the LA and are entitled to question decisions made by the school or the Local Authority.

If a complaint is to be made, regarding issues in school, it should be addressed to Mrs Keyes in the first instance. If the matter is not resolved to Parents' satisfaction, it should then be put in writing to Mrs Wylie (Head Teacher) or the Chair of Governors (through the school office).

If the complaint relates to a decision made by the LA, then parents are advised to contact Ms M Saunders, the named LEA officer, at Westox House. (01384 818181)

Parents may also approach the Parent Partnership organisation SENDIASS to support them in the complaints procedure (01384 818096).