



Wombridge Primary School

SEN/D Policy

Date: October 2018
Review: October 2019

Special educational Needs and/or Disabilities (SEND) Offer

Our Aim

At Wombridge, we aim to offer excellence and choice to all our children, whatever their ability or needs.

We have high expectations of all our children and strive to achieve this through the removal of barriers to learning and participation.

We want all our children to feel that they are a valued part of our school community.

What are Special Educational Needs?

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

- have different education and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Wombridge provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that mean they have special or additional needs and require particular action by the school.

The definition of Special Education Needs (SEN) as stated in the SEN Code Of Practice 6.15 is that:

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

At Wombridge we recognise that children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Children may have special educational needs either throughout or at any time during their school career.

Special educational provision means:

“education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school, other than in special schools in the area.”

Specific needs may include:

- Speech and Language difficulties or delay
- Autistic spectrum needs
- Physical needs
- Medical conditions

- ADHD
- Specific literacy difficulties affecting reading, writing and/or maths.

How do we identify individual Special Educational Needs?

We use a number of indicators to identify special/additional needs:

- Analysis of data including foundation entry data, SAT's, reading ages, pupil progress data, teacher assessments and progress tracking grids.
- Parental concerns/information
- Information from previous schools or settings
- Information from other services e.g. Health, Speech and Language, Occupational Therapy.

Many of the children who join us have already been in early education. When a child has an identified special educational need or disability before they join our school we work closely with the people who know them and use the information already available to identify what the possible barriers to learning may be to plan appropriate support strategies.

If your child's teacher feels that your child is not making expected progress they will discuss their concerns with the Special Educational Needs or Disabilities Coordinator (SENDco). The class teacher will keep parents or carers informed and draw upon them for additional information. The SENDco, if not already involved, will become further involved if the teacher and parents/carers feel that the child would benefit from further support. The SENDco will then take the lead in further assessments of your child's needs. The earlier we take action and modify our provision the sooner we can support your child in making progress.

If you are concerned about your child's progress at school you should talk, in the first instance, to the class teacher and then the SENDco. The class teacher or SENDco can discuss your worries and outline what is being done to help your child learn and progress.

If the concerns raised do suggest special educational needs then further assessments are undertaken to determine the learning difficulty and next steps.

Often these assessments will be carried out by the school, sometimes we will seek advice from more specialist services such as:

- Educational Psychology
- Learning Support Advisory Teacher (LSAT)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT).

Parents/carers need to give permission for any referrals. Feedback from any assessments, referrals and the next steps are then shared with parents.

How do we support children with SEND in our school?

At Wombridge we have a dedicated and talented staff who are well trained to support pupils with a range of educational and emotional needs.

Staff are supported in using a range of approaches to learning so they are able to support children with special educational needs or disabilities.

We are an inclusive school, with full accessibility, where pupils are taught alongside their peers in differentiated groups.

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

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

Teachers use a range of strategies to meet every child's needs including children who may have more individual provision due to special educational needs. Lessons have clear learning objectives. We differentiate work appropriately and we use assessment to inform the next stage of learning.

We respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all their senses and of varied experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particular trauma or stress, and to take part in learning.

A provision map, outlining additional support or resources may be written and put into place. Your child will then be placed on the school's SEND register so that interventions and support can be carefully monitored.

The provision map will include:

- The provision to be put in place - frequency and staffing.
- When the plan will be reviewed.
- The teaching strategies/resources that will be used.

The provision map will be reviewed at least twice a year and outcomes will be recorded.

How do we involve parents/carers and children?

The school works closely with parents and carers in the support of children with special education needs and/or disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers.

Parents and carers have much to contribute to our support for children with special educational needs and/or disabilities.

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved, at an appropriate level, in setting targets and in the termly provision map review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Resources and interventions

At Wombridge we use a wide range of approaches, resources and interventions in order to support all children in accessing their learning.

These resources can include:

- Social skills programmes and support strategies to enhance self-esteem.
- Playtime leader and ambassador system.
- Social stories used to discuss events.
- Drama and role play.
- Structured games and break time activities to support children during these times.

We have a supportive learning environment which includes:

- An extensive range of ICT equipment available to help motivate children and access learning.
- Pre teaching of strategies and vocabulary.
- Prompt and reminder cards.
- Structured resources and table top resources available.

Specialist resources and equipment are available, if needed, to access the curriculum.

These include:

- Visual timetables
- Individual workstations
- Pens and pencils to support the children's grip.
- Pencil grips.
- Different types of scissors.
- Wobble cushions.
- Gross and fine motor skills equipment.
- Write from the start (Teodorescue) resources.
- ICT resources and programmes.
- Outdoor, contextual learning activities.

We use a range of individual and group intervention programmes to close the gap in learning.

These include:

- 1:1 and small group phonics work.
- 1:1 Speech and Language support.
- Extra reading - 1:1 and small group.
- Small group maths intervention.
- Handwriting support.
- Toe by Toe 1:1 programme for reading,
- 1:1 spelling support.

There are times when we will need to access additional services in order to provide extra support to help reduce the barriers of learning for children with special educational needs and/or disabilities.

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning needs and autism.

We can access support through local authority training and policy support as well as Educational Psychology services.

We have an Educational Welfare Officer (EWO) who works closely with our families in raising attendance and improving punctuality.

We access support and advice from Speech and Language Therapy (SALT) who advise staff and develop appropriate programmes to use with identified children.

We access support from Occupational Therapy (OT) in assessing children for coordination related concerns.

We regularly liaise with the School Nurse.

Transition

Early Years transition.

For children entering our school in the Early Years there are a number of parental information meetings, leaflets and taster sessions planned in to support transition into Reception class.

Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported as appropriate.

Parents/carers and children who are joining our school mid-term are encouraged to visit the school before they start.

If a child joining us from another school has identified special educational needs or disabilities we will (where possible) liaise with the previous school to gather information so that support can be organised quickly and carefully to ensure a smooth and successful transfer.

When a child with special educational needs leaves our school, all records are passed on to the new school. If possible the SENDco will liaise with receiving staff to ensure appropriate provision is in place. The SEN folder containing details about the child, including assessments and interventions is passed on.

We liaise closely with local secondary schools to ensure that the transition from us to the next school is as smooth as possible. Staff from secondary schools meet children in their year 6 class and speak to their year 6 teacher.

(Where appropriate extended or additional visits to secondary schools can be arranged).