



WITTON CHURCH WALK C OF E PRIMARY SCHOOL AND NURSERY  
**SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)  
POLICY 2017 – 2018**

Written and reviewed by the SENCO, Mrs Sarah Johnson in partnership with the Staff and Governors of Witton Church Walk C.E. Aided Primary School

*'Where Every Door is Opened and Every Gift is Unlocked'*

At Witton Church Walk School we are a partnership of school, church, home and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community feel happy, safe and secure. Time is taken to value and nurture each child both educationally, creatively and spiritually. Children and staff are encouraged to aim 'Everyday Excellence' and believe in themselves in order to achieve their full potential.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. Please read this policy alongside and with reference to the Equality & Disability Policy 2012.

**THE SEND TEAM AT WITTON CHURCH WALK SCHOOL**

Enquires about an individual child's progress should be addressed at first to the class teacher since he or she knows the child best. Other more specific special educational needs questions can be discussed with the SENCO, Mrs Sarah Johnson. An appointment can be made through the class teacher or with the school office.

**HEADLINES FROM THE 2014 CODE OF PRACTICE**

- No more statements will be issued by the Local Authority. Statements have been replaced by *Educational Health Care Plans (EHCP)* which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need, known as *SEN Support*. All children are closely monitored, and their progress tracked half termly. Those at SEN Support are additionally tracked by the SENCO.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Witton Church Walk School follows the SEN Code of Practice 2014 definition.

*A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

*(SEN COP 14 Intro xiii, xiv)*

There are four broad areas of need that school will plan for:

- ***Communication and Interaction***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. (COP para 6.28)

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (COP 14 para 6.29)

- ***Cognitive and Learning***

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs in mainstream; including moderate learning difficulties (MLD) and specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (COP 14 para 6.30)

- ***Social, Emotional and Mental Health difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder or attachment disorder. (ADHD) (COP 14 para 6.32)

- ***Sensory and/or physical needs***

Some children require special educational provision because they have a disability that prevents or hinders them for making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. (COP 14 para 6.34)

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (COP 14 para 6.35)

## **SEN at WITTON CHURCH WALK SCHOOL**

Our Objectives are:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest standard.
- To ensure all children participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To ensure co-production with the child, parents and members of the school community to find a shared solution.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 25% of our children are SEN Support or have Statements/EHCPs. This is above the national average and means that all staff expects to have children with SEND in their classes.

Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- **Communication and Interaction**  
*Autistic spectrum, Speech and Language difficulties*
- **Cognitive and Learning**  
*Dyslexia, dyspraxia, moderate learning difficulties, global developmental delay*
- **Social, Emotional and Mental Health difficulties**  
*ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties*
- **Sensory and/or Physical Needs**  
*Hearing Impaired, Visually Impaired*

## **IDENTIFYING CHILDREN AT SEN SUPPORT**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress for all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN Support on our SEN register.

The SENCO is able to undertake a range of standardised tests with children. She can use these assessments to add to inform teachers' understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or a referral can be made through the School Nurse if they think their child may have ASD or ADHD or some other disability.

### **PARTNERSHIP WITH PARENTS/CARERS AND CHILDREN**

We aim to have good and informative relationships with all our parents/carers. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite parents/carers to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age and the nature of the discussion, the child may be invited to attend all or part of the meeting.

Thereafter, parents/carers and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

### **PAPERWORK FOR CHILDREN AT SEN SUPPORT**

Once a child has been identified as needing SEN Support the following paperwork is completed:

- Annually, a SEND profile will be completed to record the child's summary of needs, strengths, difficulties and desired outcomes, any outside agency involvement if appropriate and ongoing assessments. This is completed along

with the child and parent/carer and acts as guide to their class teacher. The information may be updated during the year.

- Termly, targets which are included in the SEND profile will be reviewed and replaced with new targets if appropriate.
- Group Interventions Summaries will record baseline assessment for each child, which will be monitored and reviewed midway and at the end of each intervention. At the end of each intervention next steps will be considered and actions taken.
- Weekly the teacher and teaching assistants check progress against individual targets or make sure learning is transferring from intervention to the classroom learning.

### **APPLYING FOR TOP UP FUNDING OR MOVING TO AN EDUCATIONAL HEALTH CARE PLAN (EHCP)**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for additional funding to increase the support school has already got in place or we may apply for the child to be assessed for an EHCP.

Generally, we apply for an EHCP if:

- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialist provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean a child needs an EHCP.

Some children may not be assessed for an EHCP but will be allocated TOP UP funding for a year to allow extra support to be put into place and then this will be reviewed after a year.

### **TEACHING AND LEARNING**

We believe that all children learn best with the rest of the class. Our aim is for all children to be working independently, in class to aim for 'everyday excellence'. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention and by the SENCO who monitors overall progress during and at the end of the intervention.

### **ADAPTATIONS TO THE CURRICULUM TEACHING AND LEARNING ENVIRONMENT**

Witton Church Walk is on two levels, the first floor being accessible by a lift for wheelchair users. The environment has been specifically audited to make it user friendly for children with visual impairments. Each classroom has a hearing loop for children with hearing aids. There is an accessible toilet available for easier access on both levels.

### **ACCESS TO EXTRA-CURRICULAR ACTIVITIES**

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. Depending on the needs of your child an individual risk assessment maybe necessary, which is written in partnership with parents and the centre we are visiting.

Parents are asked to give generic permission for their child to participate in activities or visit local amenities in support of the curriculum For example: A visit to the local town centre, park or library. Witton Church Walk uses the LA's Evolve system to plan all educational trips and each visit or activity is risk assessed to enable all to participate

### **STAFF EXPERTISE**

All of our teachers are trained to work with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively.

Different members of staff have received training related to Special Educational Needs including sessions on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- ADHD
- Cognitive Behaviour Therapy
- Social Emotional Behavioural Needs
- First Aid

Professional Development is ongoing and our staff receive regular training to support our pupils.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from outside agencies.

## **CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the Family Support Worker, Jackie Ellison may become involved with the family and support the child through the process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have a long-term social, emotional or mental need, for example anger management the school offers a range of social skills, nurture interventions and play therapy. These are generally delivered by trained TAs who develop good trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and if there is cause, work with both the bully and the victim to improve their social skills.

## **LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

Parents and children are welcome to look around Witton Church walk by arranging an appointment at the school office. We encourage you to come and see the provision we offer and whether you feel we can meet the needs of your child.

Once a place has been confirmed at Witton Church Walk, we will contact your child's school, nursery or specialist professionals and find out as much information as possible about your child. Your child if particularly worried or anxious will be offered some transition visits and an opportunity to meet their new class teacher and class friends.

Transition to secondary school can be a worrying time for both parents and the child so at Witton Church Walk we support extra transition visits if required and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, educationally, medically and pastorally.

## **COMPLAINTS PROCEDURE**

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint; the following procedure will be adopted

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCO
- 2) If the problem is not resolved, then the schools compliments and complaints procedure is followed.

### **CHESHIRE WEST AND CHESTER LOCAL OFFER**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire West and Chester's Local Offer is available from the website

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

This link is available as part of the School SEN Information on the school website, which is a series of Questions and Answers to inform parents/carers of the SEND provided at Witton Church Walk School.

**SIGNED GOVERNOR** \_\_\_\_\_

**SIGNED HEADTEACHER** \_\_\_\_\_

**DATED** \_\_\_\_\_