



SEND Policy and Information Report

Person responsible:	Helen Carr	
Approved by:	Water Hall Academy Improvement Board	Date: 20.11.2020
Last reviewed on:	20th November 2020	
Next review due by:	November 2021	

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

1. Aims:

Water Hall is a mainstream primary school which aims to promote the progress and successful inclusion of pupils with special educational needs and disability (SEND). The 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', Department for Education and Department of Health (2015) describes a child or young person as having special educational needs if they have a learning difficulty or disability that requires special provision to be made. The SEND Code of Practice states the four main broad areas of need as;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical Needs

All our children have access to a full broad curriculum, the curriculum is not narrowed or restricted. We believe in the achievement, ambition and progress for all children and we aim to;

- Enable every pupil to experience success,
- Promote the progress and successful inclusion of pupils with SEND.
- Provide pupils with SEND equal opportunities to take part in all aspects of the school's provision.
- Work collaboratively with parents, other professionals and support services.
- We will meet the needs of individual children through quality first teaching and reasonable adjustment.

We will do this through ensuring that;

- All pupils receive quality first teaching, children with additional needs may also receive targeted interventions and personalised support. Our staff have high expectations and aspirations for all pupils.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENDCo, specialist teaching staff both within the school and external professionals such as Speech and Language Therapists, Educational Psychologists, the Inclusion and Intervention Team, Occupational Therapists and Child and Adolescent Mental Health Service (CAMHS) to ensure that the school can meet a broad range of special educational needs. We also work with counsellors, CAMHS and the Mental Health Support Team, who can carry out 1:1 services with children and families, with consent.

We regularly monitor the progress of all children and the effectiveness of our delivered interventions, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children. Termly pupil progress meetings are held between SLT, SENDCo and teaching staff to monitor and track the individual progress of all children.

Prior to joining Water Hall all children have a home visit. The SENDCo may attend the home visit if a child has an identified special educational need, disability or medical need. Information about the specific need is obtained and any training, adaptations to the environment and equipment are secured, where appropriate. To ensure every child is fully included within all learning experiences, the school will carry out individual health and safety risk assessments and procedures will be put in place, when necessary, to enable all children to participate, wherever possible. If a health and safety risk assessment suggest that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents prior to the trip or activity. Every measure is taken to fully include all children as long as it is safe to do so.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo for Water Hall Primary School is Mrs Helen Carr, and she holds the National Award for SEN Coordination. She can be contacted in person at the school doors or through the school office, via email or telephone on office@waterhallprimary.co.uk or 01908 377833.

The SENDCo will;

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and AIB to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision (SEND) within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and monitor/record progress

- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical disabilities such as the use of wheelchairs or movement adaptations
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We aim to identify SEND as quickly as possible but in order to decide if there is a need we have to establish the areas of concern, the child's academic level compared to peers of a similar age, put outcomes or targets in place to work on and monitor the progress made when specifically addressed. If we still have concerns then the SENDCo may seek other professionals to help with further support or strategies.

If parents have concerns about their child's learning your first point of call is the class teacher. The class teacher may then share your concerns with the school Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo will then meet with you and the class teacher to discuss your concerns, complete an initial observation to assess what additional support may be needed to be put in place or suggest the involvement of an external agency.

If we have a concern about a child's learning, then the class teacher and/or SENDCo may ask to speak to the family and share their concerns, and decide on the next steps.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We want to work closely with our families to support the children together.

See Appendix 1 - Identification, assessment and support for children of SEND

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents should they wish.

We will formally notify parents when it is decided that a pupil will receive SEND support or if additional interventions and support are required.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

We will use an individual provision map to record the areas we are working on which will detail what we are doing and how, the frequency and review the outcomes regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENDCo can support families with visiting new prospective schools and speak to the SENDCo's on their behalf, should they wish.

If appropriate, we will organise additional transition visits at new schools so they can spend time adjusting and getting to know their new school before the official starting date.

The SENDCo will ensure new class teachers have information about new pupils so they are prepared and informed before the child begins in their class. Meetings are arranged by SLT at the end of the academic year to allow staff to share information about pupils and the SENDCo is also part of those discussions,

5.6 Our approach to teaching pupils with SEND

Pupils identified with an SEND are supported in a variety of ways including:

- Differentiated work to meet individual needs, small group and 1:1 support as appropriate.
- Individualised timetables and activities
- Individualised targeted intervention programmes.
- Specialist support may be requested by the SENDCo. Parental consent is required to involve an external agency.
- Advice on the adaptation of the learning environment to meet a pupil's specific needs would be sought from the appropriate external agency e.g. Specialist Teacher for Visual Impairment, Occupational Therapist.
- Specialist equipment recommended by external support agencies or Health professionals, e.g. Inclusion and Intervention Team, Educational Psychologist, Physiotherapy, Speech and Language Therapist, would be purchased through the Local Authority Top Up Funding for High Needs Pupils.
- The School Accessibility Plan is available on request from the school SENDCo.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We can also provide the following interventions:

- SAL support such as providing visuals, signs, visual timetables, signing, word and sentence mats, social stories
- Range of SAL resources such as Black Sheep press
- Wellcom
- Read Write Inc support
- Lego therapy
- Social skills, friendship and relationship support
- Individual repetitive interventions such as Toe by Toe, 1st Class @number, Word Wasp
- Sensory circuits, OT exercises
- Ready Steady Write and Handwriting interventions

SEE APPENDIX 2 Interventions list

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- all classes display a visual timetable, plan a morning arrival activity and can provide breakfast for those who need that to start their day calmly
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content or length of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- planned support (1:1 if needed), individualised timetables and learning focused on their interests

5.8 Additional support for learning

We have thirteen teaching assistants with a range of training and expertise across them all.

Teaching assistants will support pupils on a 1:1 basis when the child requires an individualised timetable and/or alternative learning styles and content in order to access and make progress.

Teaching assistants will support pupils in small groups when work needs differentiating to that of the rest of the class or to aid concentration/access to the learning

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language (SAL)
- Occupational therapists (OT)
- Physiotherapists
- Paediatricians/GPs/School Nurses
- Children and Adolescents Mental Health Service (CAMHS) and Mental Health Support Team (MHST)
- Inclusions and Intervention Team/Specialist teachers
- Counsellors and CAMHS Support Team
- ICT/ sensory support team

5.9 Expertise and training of staff

Our SENDCo has over 10 years experience in this role and has worked as class teacher in all primary year groups during her career. As a SENDCo she has worked in 5 very different primary schools, gaining a huge amount of experience of working with a range of different needs. She works as our SENDCo full time, currently without a class teacher commitment but a small teaching commitment.

We have a team of thirteen teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

Our school is on a flat site, with doors to outside from all classrooms making it accessible for all children, including those with physical disabilities. Our doors throughout the building are wide enough for all children to access, and when necessary ramps can be added.

We have three disabled toilets with additional room, emergency alert chords and wall supports to aid physical disabilities. We have the space to add additional supports and toilet aids and showers to clean those that may need it.

We hire/loan equipment when needed from OT services, physio departments or specific services and gain advice and training when necessary to safely and accurately move and support those children who require it.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks, using provision maps to record the progress
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding Annual Reviews for pupils with EHC plans, and gaining views of parents, the child and school.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) and day trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND.
- All pupils are encouraged to take part in swimming lessons.

We seek advice and support of the Local Authority when seeking support in exams and assessments so we can increase timings where necessary.

We talk to the children about the SEND within our school in a factual way so they understand the support they need and require.

We gain specialist advice when we need it to ensure we can provide the right resources and equipment to enable all children to access learning at Water Hall.

Our Accessibility Policy is available upon request through the school office.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged and offered roles within the classrooms and school with all the pupils

- Pupils with SEND are supported on the playground to help them deal with friendship and relationship issues as appropriate
- Those pupils who require additional social and emotional support are supported with Black Sheep Press resources to build strategies and problem solve situations.
- We speak to the pupils to inform them of the difficulties individuals have so they can develop an understanding of difference in a sensitive manner.

We have a zero tolerance approach to bullying of all pupils. See Anti Bullying Policy.

5.14 Working with other agencies

We work closely with all other bodies and agencies in order to provide the best support we can for our pupils. WE have two Family support workers working full time in the school who support our families and one is also our safeguarding lead. We offer support to parents and ways to gain advice and guidance through things such as SENDIAS.

Milton Keynes SEND Independent Advice Service (SEND IAS); Advice line: 01908 254518 from 9.30am to 4.30pm
We direct parents to the Inclusion and Intervention team and the Milton Keynes Local Offer as well as reminding them we are here to support them too.

Link to Milton Keynes SEND Local Offer;

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

School contact details;

office @waterhallprimary.co.uk

01908 377833

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher initially who will then speak to the SENDCo and Head Teacher. The SENDCo will speak directly to the person making the complaint to gain accurate details and then speak with the Head Teacher.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

We provide our parents with leaflets from an impartial service offering advice and guidance. See below. We also use the Milton Keynes Local Offer.

Milton Keynes SEND Independent Advice Service (SEND IAS);

advice line: 01908 254518 from 9.30am to 4.30pm

5.17 Contact details for raising concerns

Parents should initially speak to the class teacher to raise concerns about a child. The class teacher will then speak to the SENDCo if necessary, and she will contact the parents to arrange a meeting.

They can also speak directly with the SENDCo Helen Carr, or the Head Teacher , Becky McGuire by making contact through the school office.

School contact details;

office @waterhallprimary.co.uk

01908 377833

5.18 The local authority local offer

Our contribution to the local offer is published on our school website:

<http://waterhallprimary.co.uk/our-curriculum/send/>

Our local authority's local offer is published here:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo Helen Carr **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the AIB.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Intimate Care Policy

APPENDIX 1 Identification, assessment and support for children with SEND (flow chart)

<https://docs.google.com/document/d/1Sa6Dj9tFEm60u3rNb0FJufNvG-IDyvBLOWYhqEP03uY/edit>

APPENDIX 2 INTERVENTIONS ON OFFER

Communication and Interaction

- Black Sheep Press resources
- Lego therapy
- Sentence boards/word mats
- Colourful Semantics
- Social stories
- Visuals such as timetables, signing
- Great Interactions
- Happy to be us
- Wellcomm

Cognition and Learning

- Word wasp
- Toe by Toe
- Hornets
- Power of 2
- Fresh Start
- Touch Typing
- Ready Steady Write
- Memory games
- RWI 121 tuition
- PiXL Therapies

Social, Emotional and Mental Health

- Social stories
- Black sheep press materials for friendship, feeling, body language work
- Sensory circuits
- Wise behaviours
- Happy to be me
- Choose to cope
- Think Good, Feel Good

Sensory and Physical

- OT/physio exercises
- Mindspace activities

Water Hall Glossary

SENDCo	Special Educational Needs and Disabilities Coordinator
MHST	Mental Health Support Team
CAMHS	Child and Adolescent Mental Health Team
OT	Occupational Therapy
SALT	Speech and Language Teacher/Therapy
SENDIAS	SEND Independent Advice Service
EHCP	Education Health Care Plan
HLTA	Higher Level Teaching Assistant
RWI	Read Write Inc - Whole School Phonics Programme
PIXL	Partners in Excellence Subscription Support Programme used across the school
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Disorder
SEMH	Social, Emotional, Mental Health
FACT FACT Plus	<p>The First Assess Communication Tool The First Assess Communication Tool <i>Plus</i> MK documents to assess and young people for additional (social communication) needs</p>
QFT	Quality First Teaching
AIB	Academy Improvement Board
SAL	Speech and Language