

WELLINGTON PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood	October 2023	October 2024
On behalf of Governing Body	Mrs Nabila Begum		

Introduction

Welcome to our Special Educational Needs and Disabilities Policy which is part of the Bradford Local Offer for learners with (SEND), and is updated annually. A definition of SEND can be found at the end of this policy.

At Wellington Primary School we are committed to working together with all members of our school community, including pupils, parents/carers, governors and members of staff. The key staff involved in supporting the learning of children with SEND are:

Mrs Joy Wood – Head Teacher

Mrs Chantelle Cowan – Special Educational Needs and Disabilities Co-ordinator

Mrs Divinder Purewal – SEND Governor

What are the kinds of special educational needs for which provision is made at Wellington Primary School?

This is a mainstream Primary School and Nursery for children aged 3-11. All children will be provided with an appropriately paced and differentiated curriculum. Children with special educational needs will be provided with quality first teaching and a graduated response to their needs as described in the SEND code of Practice. Children with additional needs including statements and EHC plans will have specialist provision which may include but not be limited to support of outside agencies and adult support within class. Wellington Primary School aims to ensure that all children, including those with special educational needs, have the opportunity to develop their full potential during their time at the school.

What are the school's policies for the identification and assessment of pupils with special educational needs?

Some children will enter nursery with identified individual or special needs. School will work closely with parents and external agencies to ensure that those needs are met. All children in the Foundation Stage (3 to 5 years old) are assessed regularly using the criteria described in the Foundation Stage Stepping Stones and using Early Learning Goals. Children progress at different rates but if a judgement is made that progress for a particular child is inadequate then it will become necessary to take additional or different action to enable that child to learn more effectively.

Most children admitted to Wellington Primary School will have attended an early education setting (many move up from the school nursery) and should therefore have had any special needs identified. Others may not, but the continuous cycle of planning, teaching and assessing will result in early identification. If the child's progress is judged to be a cause for concern, despite receiving differentiated learning opportunities and quality first teaching, it

will become necessary to work in partnership with the SENDCo, parents and child to create an individualised curriculum. Parents will have a key role in liaising with the class teacher and SENDCo to discuss the child's needs and the provision that will be put in place.

Progress is measured by reference to one or more of the following:

- Ongoing assessment and observation.
- Progress against criteria specified in Early Years Foundation Stage.
- Progress against objectives specified in the National Curriculum.
- Progress against National Curriculum standards at the end of a key stage.
- Standardised screening or assessment tools.

Action may also be triggered by the following:

- Persistent emotional and behavioural difficulties which are not improved by the application of the school's behaviour policy.
- Sensory or physical problems where there is inadequate progress despite the provision of specialist equipment.
- Communication and / or interaction difficulties where there is inadequate progress despite the provision of a differentiated curriculum.

Pupils working below expectations / not on track to make expected levels of progress, are regularly identified at pupil progress meetings with class teachers and the Senior Leadership Team.

Vulnerable groups are identified e.g. Children who are Looked After (CLA), commonly referred to as Looked After Children (LAC), Free School Meal (FSM) children etc. and their progress is monitored regularly.

Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress. The Class Teacher and SENDCo work to plan actions to address lack of progress.

What are the roles and responsibilities of Staff at Wellington Primary School?

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the Head Teacher and the SENDCo, all other members of staff have important responsibilities and should be aware of the school's procedures for the identification, assessment and provision for pupils with SEND.

The role of the Governing Body

- In co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- To report annually to parents on the school's policy on SEND.

- The Governing Body may appoint a named person to be responsible for monitoring the school's work on behalf of children with SEND.

The role of the Head Teacher

- To work closely with the school's SEND co-ordinator and keep the governing body fully informed.

The role of the SENDCo

- To oversee the day-to-day operation of the school's SEND policy.
- To co-ordinate provision for children with special needs.
- To liaise with and advise fellow teachers.
- To lead and manage learning support assistants in liaison with the team leader and the support staff.
- To oversee the records of all children with special educational needs and disabilities.
- To liaise with parents of children with special educational needs and/or disabilities.
- To contribute to the in-service training of staff.
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- To liaise with secondary schools to ensure good continuity of provision and understanding of needs.

The role of the Class Teacher

- To provide differentiated work through which the needs of the majority of the children will be catered for (Quality First Teaching).
- To initially identify and assess children with special needs.
- To investigate possible strategies for dealing with those needs, e.g. different seating arrangements, different groupings, different teaching methods.
- To check other possible reasons for the child's difficulties, e.g. Looking through the child's records (previous school / medical), discussing concerns with parents who may be able to contribute relevant information.
- To consult with the SENDCo, parents and child in order to draw up an individual education plan (IEP) to cater for the child's needs. A copy of the IEP will be given to the parents.
- To ensure as far as possible that subject teachers, supply teachers and learning support assistants (LSAs) are made aware of the IEP targets.
- To ensure that activities requiring additional support (individual or small group) are planned for.
- To provide relevant resources to support access to the curriculum.
- To keep records of incidents where the child's needs are emotional, behavioural or social.

- To review the progress of the child with the parents (if possible) at least once a term. The views of the pupil should be sought.
- To consult with the SENDCo where progress is judged to be unsatisfactory.

What is the provision for pupils at Wellington Primary School and how is it evaluated?

All pupils are entitled to quality first teaching and termly assessments. In addition to this, target setting and pupil progress meetings are held to discuss the progress of every child. The progress of pupils with special educational needs is assessed and this information as well as that of the class teacher, SENDCo and parents is used to create a provision map and Individual Pupil Profile, also referred to as an individual learning/education plan, for the child. This document will include up to three targets for the child to focus on during the term. This will be reviewed and amended every term and a copy will be given to parents. More information about this process can be found in 'The Graduated approach for teaching children at Wellington Primary School' at the end of this policy.

What interventions are used at Wellington Primary School and what is their impact?

Intervention are chosen based on knowledge of what works well for different groups of pupils / individuals. Planning of interventions makes best use of timetabling and ensures flexibility to meet the needs of the individual pupil(s). Interventions are time-limited with clear intended outcomes and are referenced in the child's individual provision map and learning plans. Consideration is given to appropriately match children and adults who are delivering the intervention and to make the best use of expertise. Pupils have a clear understanding of expectations and learning goals within each intervention session. Class teachers taken responsibility for monitoring and evaluating the progress of pupils and they liaise regularly with other adults delivering interventions – inside and outside of the classroom. Class teachers also ensure that there are opportunities for pupils to put into practice back in class what has been covered in interventions.

What support is available for my child to support their Special Educational Needs or Disabilities?

Quality First Teaching – Class teacher input through specially targeted teaching: Teachers have high expectations for all learners and teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand. Teachers carefully plan personalised targets for learners to help to fill an identified gap in knowledge or understanding. Teaching considers a child's preferred way of learning and may include the use of additional equipment. The use of specific strategies (possibly

identified by the SENDCo or outside agencies) to fulfil your child's needs will be used in class.

Specific small group work – This is an intervention which is run by a teacher or teaching assistant and is specifically focused on helping a small group of children to meet their individualised targets. Groups may take place in or out of the classroom and the adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties. The groups will be carefully planned by a teacher to fill an identified gap in knowledge or understanding and may include the use of additional equipment and will consider pupils preferred learning styles.

How is the decision made about the type and amount of support my child will receive?

Bradford Council have identified a 'Matrix of Need' for pupils with SEND which gives expectations for the level of support that will be provided for a child with additional needs. If a child has an Education, Health and Care plan in which our school is named, then we provide the support detailed in the plan. If, despite receiving an individualised programme and quality first teaching, a pupil is not progressing, then specialist advice from an external agency / agencies will be sought. Specialist advice may also be sought if we need to secure equipment for children with SEND or we need advice on SEND facilities. Wellington Primary School may seek advice from one or more of the following:

Educational Psychologist – The Educational Psychologist allocated a time to meet the SENDCo to discuss the needs of SEND children

LEA Support Services – There are several sections, each of which deals with a different area of need:

- Social, Emotional and Mental Health Needs
- Hearing impairment
- Visual impairment
- Cognition and learning
- Autism and related communication disorders
- Physical difficulties
- Sensory impairment
- Health, Social Services
- Speech and Language Services

Organisations including charities and the NHS may also be contacted in order to provide the best education and learning environment for pupils at Wellington Primary School.

Wellington Primary School works closely with organisations which are already involved with a pupil or his/her family. They are kept informed of the child's progress and are invited to

the annual reviews of pupils with statements. At other times they are contacted as necessary. These organisations include:

- Bradford Parent Partnership who support parents of children with special educational needs: <https://www.barnardos.org.uk/get-support/services/bradford-sendiass>
- Autism Links which provides information and support to parents and carers: <https://www.autism.org.uk/directory/a/asperger-communitysupport-team-a-cs-t-bradford>

For some children with SEND it is thought that an Education, Health and Care plan, otherwise known as an EHC plan, may provide the best support for them within school. The EHC plan has replaced the Statement of Special Educational Needs and more information about this can be found in the SEND Code of Practice. If this is the case, the LEA will consider the action taken in school alongside the views of the parents and the child. They will also seek reports from external support services and other professionals. The LEA may then decide to issue an EHC plan for that child. The EHC plan takes account of all the advice received and provides a precise educational prescription for the child. The plan will be reviewed once a year; the Annual Review, when the child's progress will be considered and any amendments to the pupil's needs or educational provision will be recommended.

Parents can request an EHC plan personally. More information can be found at on the City of Bradford's website: <https://www.bradford.gov.uk/children-young-people-and-families/does-your-child-have-special-educational-needs-or-disabilities/special-educational-needs-and-disability-send-specialist-assessment-and-support-service/>

What are the arrangements for consulting pupils with SEND about, and involving them, in their education?

Wellington Primary School always strives to provide a child-centred approach to SEND practices. In every area possible, staff ensure that children's voices are heard and that children are consulted in relation to their SEND and their provision in the classroom. Every term teachers meet with children with SEND and discuss their Pupil Profile and review it ready for the next term. Within this meeting, they talk about the child's individual needs and what the child believes will help them in class to achieve their potential and what needs to be adapted. This may include working in a small group or pastoral support. The results of the conversation then informs the teacher to adapt or amend the Pupil Profile to ensure that the provision is best fit for the child and that the child is understanding and happy with the support in place.

How does Wellington Primary School ensure accessibility for pupils with Special Educational Needs and Disabilities?

Wellington Primary School is an inclusive school and we endeavour to include all children in all activities where possible. Parents and carers are involved in creating Health Care plans and can liaise with the class teacher and SENDCo about the provision that needs to be made for learning conducted outside of the classroom. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Support can be provided during lunch times and breaks for children with special educational needs including support for the improvement of emotional and social development of pupils. Please refer to the 'Accessibility Plan' for more information.

What support will there be for my child's social, emotional and mental health?

Pastoral, medical and social support is available for children with special educational needs and parents can contact school to discuss any of these in relation to their child.

Wellington Primary will work in conjunction with parents to support behaviour and work with the pupil and their family to avoid exclusions and increase attendance. Report cards and regular meetings between the Head Teacher, parents, SENDCo and pupil will take place to create an overarching support of need.

At Wellington Primary School, the pupil's views of their learning and education are of paramount importance and the SENDCo and class teacher will work closely with the pupil to support them in contributing to all parts of school life.

We ensure that all pupils have access to opportunities to enhance their emotional and social development through a wide and varied Personal, Social, Health Education (PSHE) curriculum. Pupils with additional needs may also access extra provision from the SENDCo. We use a range of interventions and provision including:

- One-to-one meetings with staff during transition times (beginning and end of the day).
- One-to-one sessions with our counsellor who is present in school for one full day a week.
- Self-help resources including workbooks focusing on identifiable issues such as excessive worry and self-esteem.
- A quiet area of the classroom e.g. individual work station
- Active strategies to support dysregulation
- A worry box is available in every classroom for children to share their concerns with staff.

- Specialist staff training including Emotion Coaching and Academic Resilience in Children.
- Nurture intervention led by a trained staff member to support children who have experienced trauma or those who need support with Social, Emotional, or Mental Health difficulties (SEMH).

What specialist services and expertise are available at or accessed by the school?

Wellington Primary School is passionate about the training and development of staff to enable them to support children to the best of their ability. As well as the support of outside agencies outlined previously, the SENDCo provides in-house training to teachers and support assistants. Furthermore, specialist teachers are invited to work with children and staff to provide the best education possible and a personalised curriculum if needed. We work closely with the Social, Communication, Interaction and Learning Team (SCIL Team) who provide support covering a range of needs.

What are the school's arrangements for supporting pupils with SEND in transitioning between phases of education?

Transitioning between year groups – When your child is moving year groups, information will be passed on to the new teacher in advance of the new term and a planning meeting will take place between the current and new teacher. All documentation including Pupil Profiles, intervention documentation and home school books will be passed on and discussed in detail. Every child will take part in a transition session during the summer term where they will meet their new teacher/s and teaching assistant/s. Children with SEND will all have the opportunity to take part in additional transition visits to their new classrooms as well as making individual transition books including transition information about their new class.

Transitioning between primary schools – If your child moves to another primary school then we will contact the new school and ensure that all SEND paperwork will be transferred to the new school as soon as possible. We will also make sure that the new school know about all specialist support and interventions that your child has taken part in during their time at Wellington Primary School.

Transition to secondary school – During your child's time in Year 6, the process for moving to secondary school will begin. Your child will complete focused transition work in class and will make visits to local secondary schools, in addition to representatives of secondary schools coming to Wellington Primary School. When your child knows which school they are going to attend, the SENDCo will meet with and discuss the specific needs of your child with the SENDCo of their secondary school and pass on all relevant documentation. Your child will visit their new school on several occasions and in some cases staff from the new school

may come and visit your child at Wellington Primary School. Some children may be offered additional individual visits to their new secondary school as well as creating transition books.

What is the 'Local Offer'?

The SEND code of practice states; 'All Local Authorities have a statutory duty to develop and publish a local offer, setting out, in one place, information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those with EHC plans'.¹

Bradford has created a website providing information relating to the Council's Local Offer which provides support and guidance for parents and carers. This can be found at:

<http://localoffer.bradford.gov.uk/>

Who can I contact if I have any queries or concerns?

If parents and/or carers have any issues relating to Wellington's SEND report or wish to discuss their child's special educational need then please contact:

Chantelle Cowan (SENDCo)
Wellington Primary School,
Dudley Hill Road,
Eccleshill,
Bradford.
BD2 3DE

01274 774446

sendco@wellington.bradford.sch.uk

¹ Department for Education, Schools: Guide to the 0 – 25 SEND code of practice, (September 2014), 8

Appendix 1: Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of SEN in the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled children

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Appendix 2: The graduated approach for teaching children at Wellington Primary School

Below is the graduated approach staff at Wellington Primary School will take with children who need extra support with their learning.

Initial Concerns	
Teaching team	SENDCo/SLT
<ul style="list-style-type: none">• Using Pre-Key Stage Standards, assessing the children who are identified as significantly below their peers or the Early Years Developmental Journal for those in Early Years.• Concerns are based on behaviour, attitude and/or evidence in work.• Parents/carers have voiced concerns to the teaching team based on behaviour, evidence of work and/or discussions with outside agencies.	<ul style="list-style-type: none">• Using Pre-Key Stage Standards, assessing the children who are identified as significantly below their peers or the Early Years Developmental Journal for those in Early Years.• Parents/carers have voiced concerns to the teaching team based on behaviour, evidence of work and/or discussions with outside agencies.

Initial Actions	
Teaching team	SENDCo/SLT
<ul style="list-style-type: none">• Concerns acted upon using Quality First Teaching (QFT) and informed planning.• Regular review of child's progress and assessments.• Concerns shared with SENDCo.• Concerns shared with parents.• Observational records of behaviours may be made.• Gathering of written evidence from child and, if appropriate, outside agencies involved.• Consultation with previous members of teaching team.	<ul style="list-style-type: none">• Consult any previous records.• Consult with teaching team.• Possible observation of child in class.• Look at the child's recorded work.• Possible completion of tests and screening tools.

Subsequent Action	
Teaching team	SENDCo/SLT
<ul style="list-style-type: none">• Complete 'Initiation of Need' form as the child needs to be recorded as having SEND.• Create a Pupil Profile highlighting three targets that the child needs to focus on for the term.• Put interventions in place (which the teaching team will review regularly).	<ul style="list-style-type: none">• Discuss testing / observations / concerns with teaching team.• If needed, parent to gain advice from outside agency and school staff to respond appropriately.• If needed, make referral to SEND advisory teacher and respond to advice

<ul style="list-style-type: none"> Respond to outside agency advice. 	<p>given (Support may be given to put an intervention in place).</p> <ul style="list-style-type: none"> Record child on SEND register.
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Review	
Teaching team	SENDCo/SLT
<ul style="list-style-type: none"> Assess progress towards targets where appropriate every term. Review assessments and results termly. Review and where necessary update Pupil Profile with parent and child. Both to receive a copy. 	<ul style="list-style-type: none"> Review Pupil Profile information termly. Revisit need for outside agency support where appropriate with teaching team and parents. Devise new Pupil Profile with staff or continue to monitor progress.