



Federation of
Wallisdean Infant School (*including Wallisdean Pre-School*) and Wallisdean Junior School

Special Needs and Disability Policy

We value all the pupils in our schools equally. All teachers are teachers of children with special educational needs and disabilities. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and adaptive teaching. However, if a child has particular educational requirements resulting from difficulties in the area/s of communication and interaction, cognition and learning, social emotional and mental health or sensory and/or physical needs that pupil may be identified as having special educational needs. (Special educational needs and disability code of practice: 0 – 25 years, 2015)

Some pupils need educational support because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

This policy should be read in conjunction with all other policies eg Behaviour Policy. This policy covers all three schools within the Federation.

Guiding principle

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

At our schools we believe that:

- Every child is entitled to have his or her particular needs recognised and addressed.
- It is the responsibility of all teachers to identify and meet the SEND needs of pupils. In this they may draw upon the resources of the whole school and the federation.
- All pupils are entitled to experience success.
- Good special needs practice is good practice for all pupils.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.

Objectives in making provision for pupils with SEN

- To ensure that all pupils have equal access to a broad, balanced curriculum which is adapted to meet individual needs and abilities.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for pupils with special educational needs and/or disabilities to join in with all the activities of their school.
- To consider SEND across all curriculum areas and all aspects of teaching and learning.
- To ensure that all learners make the best possible progress.
- To seek, and take into account, the views of the child.
- To ensure parents are informed of their child's special needs and our provision.
- To ensure that learners express their views and are fully involved in decisions that affect their education.
- To promote effective partnership and involve outside agencies, when appropriate.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and responsibilities/co-ordination of provision

Provision for pupils with special educational needs and/or disabilities is a matter for each school as a whole.

Governing Body

The schools' Governing Body has specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities
- ensure that teachers in the schools are aware of the importance of identifying, and providing for, those pupils who have special educational needs and/or disabilities
- consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs and/or disabilities joins in the activities of their school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- At least one governor is appointed to have Inclusion Responsibilities annually.

In doing so governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The Executive Head Teacher

The Executive Head Teacher has responsibility for the day-to-day management of all aspects of the schools' work, including provision for pupils with SEND. The Executive Head Teacher keeps the Governing Body fully informed and works closely with the schools' Inclusion Leaders. The Executive Head Teacher seeks out and shares best practice with the LA and other schools.

The Schools' staff

All teachers, and Pre-School Key Workers, are teachers of children with SEND and do their best to adapt their school's curriculum to meet their needs. All staff are involved in the development of the schools' SEND Policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Teaching Assistants (TA's) and Higher Level Teaching Assistants (HLTA's) work in each class as directed by the Inclusion Leader and/or the class teacher to support the learning of individuals or groups of pupils. They support pupils in achieving targets and inform the class teacher or Inclusion Leader of progress made or any barriers to learning. The TA's and HLTA's may also withdraw children from the class to work on specific skills.

The Inclusion Leaders

The Inclusion Leaders can be contacted through Infant or Junior school office. Responsibilities include:

- Co-ordinating provision for pupils with special educational needs and/or disabilities
- Liaising with and advising fellow teachers
- Managing TA's and HLTA's
- Liaising with parents of pupils with special educational needs and/or disabilities

- Liaising across the Federation, with other local pre-schools, class teachers, Educational Psychologists, School Nurse Team, Speech and Language Therapists and other health services.

The Inclusion Leaders meet regularly with SENCOs in other schools which ensures they are kept up to date with current initiatives locally and nationally and seek out and share best practice.

Admissions and inclusions

Pupils with SEND are admitted to the schools on the same basis as any other child. The Governing Body uses the Local Authority's admissions criteria.

Special facilities

The schools welcome applications for admission from the parents of pupils with mobility difficulties. The Pre-School, the Junior School and the ground floor of the Infant School are wheelchair accessible and there are toilets for disabled pupils. The governors would, however, make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

Medical conditions

The schools welcome applications for admission from the parents of pupils with medical conditions. The schools will work with parents and medical professionals to meet individual needs and access training when required.

Allocation of resources

The Local Authority provides the schools allocated funds for SEND in their budgets, based on a variety of data provided by each school. In addition, the schools plan and provide for pupils with SEND from their main budgets. The costs of their Inclusion Leader is set against the core or base budget of each school. The schools spend this money on:

- Inclusion Leaders
- TA's and HLTA's
- Training for all staff so they are able to meet pupil's needs more effectively
- SEND resources

The details of how individual pupils receive support, and its impact, are recorded in provision maps.

The schools receive additional funding for pupils with Education Health Care Plans.

Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broad curriculum including the Early Years Foundation Stage and KS1 and KS2 National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and adaptive teaching.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Executive Head Teacher and the Governing Body set targets and specific criteria for the success of the SEND Policy.

Adaptive Teaching

Adaptive teaching means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way so need to be taught in different ways. All pupils will receive help through adaptive teaching, but if a pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The school's Inclusion Leader will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

SEN support

Through SEN Support, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through adaptive teaching. The school uses a graduated response to planning additional provision and this is tracked on a provision map. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion Leader. The Inclusion Leader will gather information from the class teacher, pupil (through further assessments), TA's/HLTA's and parents. The information gathered will help the school to decide what help may be needed.

The delivery and impact of the interventions recorded on Provision Map (online portal) continues to be the responsibility of the class teacher.

Evidence of the impact of individual interventions will be recorded on Provision Map. Provision map will be reviewed throughout every half term and the outcomes will be recorded.

Support available to pupils through SEN Support includes:

- additional help within the classroom
- small adult-led group work
- withdrawal for specific skills teaching eg
 - Guided Reading
 - Precision teaching
 - Speech and language programmes and targets
 - Early Literacy Support (ELS)
 - MyTY Maths
 - Gross and fine motor skills

If required, the schools may seek further advice and support from other specialists eg Educational Psychologist, Speech Therapist, Physiotherapist or Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and the proposed interventions. Advice from outside professionals will be incorporated into the child's targets and the school's provision map and these professionals will be invited to contribute to the monitoring and review of progress. The targets and strategies will also be implemented, when appropriate, in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the schools may request an Education Health Care Plan assessment. Whilst the assessment is being carried out, the pupil will continue to receive SEN support provision.

A number of pupils may have an Education Health Care Plan (EHCP). The specific support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of their transfer.

If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

Complaints Procedure

The schools' Complaints Procedure is published on the Infant and Junior school's websites and is available from the school offices.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the Local Authority and/or the Independent Mediation Service. The schools will make further information about this process available upon request.

Arrangements for training and development of all staff including Higher Level Teaching Assistants, Teaching Assistants and Midday Assistants

The schools make an annual audit of training needs for all staff, taking into account school priorities as well as personal professional development. The schools are allocated funding each year which they use to meet identified needs. Particular support will be given to Early Career Teachers and other new members of staff. Special needs and/or disabilities is included within all school training.

Arrangements for partnership with parents

The schools will always tell parents when their child is receiving help for their SEND. They will also be informed if their child makes sufficient progress to be removed from the SEND register.

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The schools recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their child's education.

The schools will provide information about the Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact this service for independent support and advice.

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend parent meetings once a term but the Inclusion Leaders are also available to discuss particular concerns.

Pupil participation

Pupils with special educational needs and/or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes, including the setting of learning targets and contributing to the review of their Education Health Care Plan.

Links with other mainstream schools and special schools

The Inclusion Leaders work together to ensure that effective arrangements are in place to support pupils at the time of transfer between schools.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

If a child is given a place at a Special School, discussion between the two schools will allow an induction programme to be arranged.

The schools have good links with local Pre-Schools, Special Schools and Nurseries. The Inclusion Leaders attend joint review meetings to help with transition plans. The schools value the outreach support and training opportunities provided locally by Heathfield Special School, Holbrook Resource Provision and Waterloo School.

A Transition Partnership Agreement (TPA) meeting will be arranged if necessary.

Links with other agencies and voluntary organisations

External support services play an important part in helping the schools identify, assess and make provision for pupils with special educational needs.

The schools may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

The schools have effective working partnerships with Health and Social Services.

- *The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties*
- *The Fareham and Gosport Primary Behaviour Service works with our schools and staff to help identify a child's needs and ways forward to improve behavioural difficulties*
- *Multi-agency liaison meetings, with representation from Children's Services, Health and the Educational Psychology Service are held, when necessary, to ensure effective collaboration in identifying and making provision for vulnerable pupils.*

The Area Inclusion Officer (Area InCo) supports early years and childcare practitioners to develop and enhance their inclusive practice of all children. The Area InCo offers support and guidance to Wallisdean Pre-School.

Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. This policy will be reviewed annually and the Inclusion Leaders will report to the Governing Body.

The effectiveness of the SEND Policy will be monitored regularly by/through:

- Foundation Stage Profile
- The monitoring of standardised test results
- Progress against targets
- Governing Body, through monitoring
- Whole school provision mapping.

Policy Review

This policy will be reviewed annually by the Inclusion Leaders who will recommend any amendments to the Governing Body.

Annual review by Inclusion Leaders: January 2025

Ratified by FGB: January 2025

Appendix 1

The following legislation and guidance is also relevant to this policy:

Children and Families Act	2014
Special educational needs and disability code of practice: 0 – 25 years	2015