



Paxcroft Primary School

Special Educational Needs and Disability Policy

Date Policy last reviewed: September 2023

Date Policy ratified: September 2023

Date of review: September 2024

Definition of Special Educational Needs and Disabilities (SEND)

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 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.

Special Educational Needs Code of Practice 2014 p.15

Special educational provision means:

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.

Special Educational Needs Code of Practice 2014 p.16

Paxcroft Primary School Vision

*Our **Vision** for the school is a positive, nurturing and happy school community, based on kindness, honesty and respect for ourselves, each other and for our environment. We will all strive to be successful lifelong learners by developing independence, resilience and a positive attitude to learning. We will all strive for excellence in everything that we do.*

We will create:

- *A safe, happy and stimulating learning environment based on a rich, balanced and exciting curriculum*
- *A positive culture where children's learning, well-being and achievement sits at the heart of everything that we do*
- *An environment for developing successful, self-motivated, lifelong learners who work hard, have high expectations of themselves and who fulfil their true potential*
- *A culture of working independently and collaboratively, where we see getting something wrong as part of learning how to get it right and where challenge is embraced*
- *An encouraging environment, where everyone is supported to progress and improve, through excellent teaching and hard work*
- *Exciting and challenging opportunities to promote our children's personal development and well-being*
- *High expectations of good behaviour, enabling children to take responsibility for their actions and make informed choices*
- *Purposeful partnerships and forge strong links with parents, church, local schools and the wider community*

*We **value**, encourage and celebrate:*

- **Kindness, honesty and respect**
- **Positive attitudes** to learning underpinned by a determination to try your best, have high aspirations and demonstrate **independence and resilience**

- *The individual talents and achievements of everyone in our school*
- *Good behaviour*

Paxcroft Primary School is an inclusive school where we believe that all children, including those with Special Educational Needs and Disabilities, should be able to achieve their full potential. We ensure that all children have access to a broad and balanced curriculum, personalised according to need, which will enable all learners to acquire the skills and knowledge needed to be able to take the next step in their lives.

Staff at Paxcroft Primary School understand the importance of working collaboratively to raise the aspirations and expectations of all children with SEN and we achieve this by providing a holistic approach including the engagement of parents/carers, our strong multi-agency links and our ability to motivate our pupils to achieve positive attitudes and approaches to learning.

This coupled with high quality teaching, consistency, care and support enables pupils to develop academically, socially and emotionally. We are proud of the achievements and progress that all pupils make.

To achieve this we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- Provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

In accordance with the Children's and Families Act 2014, our school aims to identify special educational needs at the earliest opportunity to ensure effective provision. Class teachers, subject leaders and senior management will regularly assess and monitor the progress of all children at Paxcroft Primary School to ensure they are achieving their full potential.

If a child is not making expected progress, class teachers will first ensure *Quality First Teaching* is tailored to the child's needs within the classroom. Paxcroft Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

If, after receiving Quality First Teaching, the identified child continues to make little progress, the class teacher will liaise with the SENCO and parents to discuss further provision. Where appropriate, other professionals may also be invited into school to support the assessment process. Paxcroft Primary School follows the Code of Practice 2014 guidance of implementing a graduated response to need – **ASSESS – PLAN – DO – REVIEW** cycle.

We identify the needs of children in line with Wiltshire's Graduated Response to Special Educational Needs (WGRSS) documents. This document reflects the four main areas of need as identified by the SEND Code of Practice 2014. The categories are as follows:

- Cognition and Learning
- Communication and interaction
- Social, emotional and mental health difficulties

- Sensory and/or physical

Managing Pupil's Needs on the SEN Register

Once a child has been identified as having Special Educational Needs an action plan will be agreed between the pupil, parent, class teacher and SENCO.

- In the first instance, all levels of support are recorded on a whole school provision map as well as class provision maps and are monitored termly.
- Children are given individual targets which are recorded on a Learning Passport. The document also includes details of strategies and interventions which will be used with the children throughout the upcoming term.
- Parents/carers and children are involved in all steps of the process.
- Usually there are at least two cycles at this level of intervention before making a referral to an outside agency.
- We have access to the following external agencies;
 - Behaviour Support Service
 - Speech and Language
 - Specialist SEN Service
 - Educational Psychologist
 - School nurse
 - Ethnic Minority Achievement Service
 - Paediatrician
 - Child and Adolescent Mental Health Service (CAMHS)
- To request an external agency to visit, teachers complete the Digital Assessment and Referral Tool (DART) which is then signed by the parent and sent to the Local Authority to action. At this point we would also consider completing a My Support Plan which is a more detailed overview of the needs and support required by the pupil.
- Where a child continues to make little or no progress, it may be appropriate to request a My Plan, this is a statutory Educational and Health Care Plan. More details of how and when to apply for a My Plan can be found on the Local Offer site. <https://www.wiltshirelocaloffer.org.uk/>
- All information can also be found on our SEN Report which is published on the school's website. <http://www.paxcroft.wilts.sch.uk/>

Criteria for Exiting the SEN Register

As part of the review process, sometimes children will be removed from the SEN register as they have made good progress and are working at an age appropriate level. If this is the case, parents will be contacted by either the class teacher or SENCO to discuss this decision.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Education Health Care Plan (My Plan) which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

Training and Resources

Special Needs resources for most pupils can be found in their classroom. Class teachers and teaching assistants develop resources for specific children to use. The governing body work alongside the Head teacher, Office Manager and SENCO to determine the SEN budget each year according to the children's needs.

Teachers and teaching assistants collaborate in teams to ensure effective provision is accessible for all pupils and this takes place both in the classroom and in our purpose built key stage 1 and 2 intervention rooms. We also have an Emotional Literacy Support Assistant who works with the children to support their emotional and well-being needs.

As part of the staff's ongoing professional development, areas for development are agreed and supported by the Senior Management Team. Teaching Assistants are line managed by the SENCO and are reviewed annually.

The SENCO also regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEN Governor

The duties of the SEN governor are as follows:

- Liaise regularly with the SENCO
- Have regard for the SEN Code of Practice 2014 when carrying out their duties
- Consult and support the SENCO with writing the SEN Policy
- Consult the LA and governing body of other schools, when it seems necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- Ensure that the necessary provision is made for every child with special educational needs.
- Report to parents/carers on the implementation of the school's policy for children with special educational needs.

SENCO

The SENCO is responsible for the coordination of provision for special educational needs throughout the school. This involves working with the Head teacher, senior management team and the Governing Body to determine the strategic development of the policy. Other responsibilities include;

- The day to day implementation of the policy
- Monitoring, evaluating and reviewing policies and practices relating to SEND
- Coordinating provision for children with SEND
- Meeting regularly with class teachers and TAs to identify vulnerable learners
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working with parents and class teachers to write Learning Passports and My Support Plans
- Leading and managing the Teaching Assistant team
- Working in partnership with external agencies
- Requesting statutory assessments where appropriate
- Working closely with parents, including regular meetings where appropriate
- Maintaining up to date records for pupils with SEN

- Liaising with SEN Governor
- Facilitating appropriate training and professional development for staff
- Working with the Senior Management Team to ensure effective use of the SEN budget

SEN Staffing

Leadership	Mrs Louise Rhodes Head teacher Mr Alex George Deputy Head teacher
SENCO	Mrs Kate Lilley (Mrs Kate Lilley is currently on medical leave) Mr Paul Batchelor (Consultant Leader – Inclusion)
Safeguarding	Mrs Louise Rhodes – Designated Safeguarding Lead Mr Alex George – Deputy DSL Mrs Allie Brown – Deputy DSL Mrs Maggie Williams – Deputy DSL
Extended Leadership Team	
English Subject Lead Maths Subject Lead Early Reading Lead Early Years Lead	Mr Alex George Mrs Andrea Sager (KS2) and Miss Vanessa Beaven (Early Maths) Miss Vanessa Beaven Miss Amy Stephens
Teaching Assistants	There are a number of teaching assistants (TAs) and higher level teaching assistants (HLTAs) who support the children in our school. These TAs are deployed according to the individual needs of the children. Additional support is provided by our Emotional Literacy Support Assistant Mrs Claire Jessup and Parent Support Adviser Mrs Maggie Williams
SEND Governor	Andrew Ross (Chair of Governors)

Partnership with Parents and Carers

Paxcroft Primary School is fully committed to developing good working relationships with all parents. We encourage parents to regularly attend parent's evenings as well making appointments to see their child's class teacher, SENCO or senior management when appropriate. Parent's views and concerns are valued and respected and help to create a holistic approach to your child's learning.

Parental Complaints Procedure

If parents are concerned about the provision of their child, they should first discuss this with the class teacher. These concerns will then usually be discussed with the SENCO and if necessary the Head teacher. The results of the discussion will be discussed with the parents. You can also make an appointment to meet the SENCO directly by either contacting the school office or through the class teacher.

Please refer to the school's complaint procedure which can be found on the school's website.

Policy Review Procedure

The SEN Policy is reviewed annually by the SENCO, Head teacher and SEN Governor.