



Special Educational Needs and Disability (SEND) policy

Claregate Primary School

Mission Statement

Claregate aims to offer an excellent standard of education for all children regardless of their background, ethnicity or ability. We are a fair, open and tolerant community. Our vision is to provide a stimulating and enriching education which encourages the holistic development of every child. We promote, cultural, spiritual, moral, personal, social and intellectual development within the context of a happy school community. We teach the principles of tolerance, understanding and respect. Excellent educational standards underpin everything we do.

Claregate School Motto and Aims

“Inspire tomorrow today ...”

By:-

Teaching pupils to be academic and **successful learners**.

Motivating pupils to learn with **enjoyment** each and every day, by praising “**Habits of Mind**” such as striving for accuracy, persisting, metacognition (thinking about thinking), applying knowledge, using senses, managing impulsivity, thinking flexibly, questioning and posing problems, creating imagining and innovating, thinking interdependently, listening with understanding and empathy, thinking with clarity and precision, wonder and awe, taking responsible risks and being open to continuous learning. Therefore, teaching pupils to strengthen their mind and love to learn.

Modelling them how to pass tests shrewdly and with understanding – we will teach these **life skills** crucial to life success and do not shy away from this!

Giving age appropriate **ownership and independence** by plotting their own daily learning.

Having zero tolerance of one word answers. We will teach them to be impressively **thoughtful and articulate**.

Design our curriculum so pupils have deep learning techniques in being a Mathematician, linguist, scientist, historian geographer, musician, theologian and sports person.

Encourage and celebrate their strengths – these are what define us.

Teach **ambition and aspiration** and be able to articulate their preferred future.

Discuss their futures and how to **achieve and raise their ambitions**.

Setting good adult role models so they can be **good moral leaders** themselves. Therefore, the behaviour policy will concentrate holistically on the child and their relationship with others.

Teaching how to manage risks and stay safe.

1. Introduction

- 1.1. Claregate provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.3. Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4. The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but may still have rights for reasonable adjustment to address other needs. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims and objectives

2.1 The aims and objectives of this policy are:

- to identify pupils with any Special Educational Needs and Disabilities as early as possible
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;

- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.

3. Educational inclusion

3.1 At Claregate, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to pupil's needs by:

- providing support for pupils who need help with communication, language and literacy
- planning to develop pupil's understanding through the use of all their senses and of varied experiences
- planning for pupil's full participation in learning, and in physical and practical activities
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special educational needs

Definition of Special Educational Need (as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 - 2014)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil has a learning difficulty if:

a) Their progression is significantly less than expected given their age and individual circumstances;
or

b) They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

c) They are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

English as and Additional Language is not a Special Need or Disability. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area

b) For children under two, educational provision of any kind.

See Section 312, Education Act 1996

- 4.1 Many of the pupils who join us have already been in early education. In many cases, pupils join us with their needs already assessed. All pupils are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.
- 4.2 If our assessments show that a pupil may be making less than expected progress given their age and individual circumstances, then the first response to such progress should be quality first teaching (QFT) targeted at their areas of weakness.
- 4.3 Where progress continues to be less than expected the class teacher, working with the SENDCO, will assess whether the pupil has Special Educational Needs or Disability (SEND). While informally gathering evidence (including the views of the pupil and their parents) schools will put in place extra teaching or an Individual Educational Plan (IEP). The pupil's response to such support can help identify their particular needs.
- 4.4 This assessment should then help determine the support that is needed and whether it can be provided by adapting the school's universal offer or whether something different or additional is required. This level of support is called SEND Support.
- 4.5 Where a child is identified as having SEND the school will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term SMART (Small, Measurable, Achievable, Realistic and Time bound) target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.6 Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. For example; Educational Psychologists, Specialist Teachers, Outreach, Speech and language.

4.7 If support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used before to support the child. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting. The outcomes to be achieved through this support should include a date by which progress will be reviewed.

There are a variety of external services that school will approach depending on a pupil's needs. These may include: Family Strengthening Support Workers, Educational Psychologist, Area SENDCO / Specialist Teacher, Child and Adult Mental Health Services, School Nurses Team, Speech and Language Service, Wolverhampton Information, Advice and Support Services, Tettenhall Wood Outreach Service, etc.

4.8

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

5. Roles and responsibilities

5.1 At Claregate Primary School the **school** will:

- Secure provision for any pupil identified as having SEND
- Ensure that the pupils' SEND are known to all those likely to teach and support them
- Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils
- Ensure that the pupils with SEND engages in activities in the school, together with children who don't have SEND
- Inform parents/carers of decisions made by the school that their child has SEND
- Plan, over time, to increase access to the curriculum, to premises and to written information
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

5.2 At Claregate Primary school the **Governing board** will;

- have due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs or with a disability.
- do its best to secure the necessary provision for any pupil identified as having special educational needs or a disability.

- support and challenge the school to secure provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The head teacher ensures that all those who teach a pupil with an Education, Health and Care Plan (EHC plan) are aware of the nature of the plan.
- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

5.3 At Claregate Primary School the **Headteacher** has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEND
- Keeping the governing body fully informed
- Working closely with the school's SEND Coordinator

5.4 At Claregate Primary school the **SENDCO** will;

- manage the day-to-day operation of the policy
- co-ordinate the provision for and manages the responses to children's special needs
- support and advises colleagues
- oversee the records of all children with special educational needs
- act as the link with parents and carers
- act as the link with external agencies and other support agencies
- monitor and evaluates the special educational needs provision, and reports to the governing body
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contribute to the professional development of all staff.

5.5 At Claregate Primary School **teachers** will:

- understand that they have a duty and responsibility to provide for every child's needs including those with SEND
- include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.
- understand and adhere to the school's procedures for identifying, assessing and making provision for pupils with SEND
- identify the Special Educational Needs or disability of individual children in their class.
- know which pupils in their class are on the SEND Register and at what stage
- maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant plans
- to write individual plans for pupils and those with an EHC plan
- ensure that plans are reviewed with the parents (and child if appropriate) at least three times a year.
- provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.

- ensure TAs are supporting pupils in their class, as directed.
- ensure that the Headteacher and other colleagues are aware of children's needs.
- provide learning experiences which are appropriate to the needs of the child
- attend appropriate INSET and courses.

5.6 At Claregate Primary School **Teaching Assistants** will:

- Carry out activities and learning programmes planned by the class teacher and the SENDCO
- Keep records of this work as requested
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be fully aware of the school's SEND policy

6. Allocation of resources

6.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

6.4 Resources for supporting SEND are available throughout the school. These are practical, paper and ICT based. A supply of resources appropriate to the age and abilities of children is available in school.

7. Access to the curriculum

7.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

7.2 Understand the relevance and purpose of learning activities

7.3 Experience levels of understanding and rates of progress that bring feelings of success and achievement.

7.4 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

7.5 Individual Education Plans (IEP), which employ a small-steps approach, feature in the provision that we make at Claregate. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support and EHC plan levels have an IEP.

7.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may include working with another year group when appropriate and following consultation with parents/carers.

Assessment

8.1 Children can have special needs in the following four areas:

- **Communication and Interaction Difficulties** - Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.
- **Cognition and Learning Difficulties** - Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.
- **Social, Mental and Emotional Health** - Children often communicate through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions.
- **Sensory and/or Physical Difficulties** - Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

8.2 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

8.3 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.

8.4 At Claregate we recognise that there is a wide range of Special Educational Needs among our children and match intervention to each child's needs. The SENDCO works closely with teachers and parents/carers to plan an appropriate programme of support.

8.5 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Teachers use a range of information systems to monitor the progress and development of pupils. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8.6 Claregate will use, where appropriate, trained personnel from within school to help in the process of pupil assessment to provide detailed and accurate indicators or areas of need e.g. speech and language, EAL.

8.7 A register of children with SEND is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

8.8 We are continually developing knowledge and resources to assist staff in the early identification of specific needs.

8.9 A continuous cycle of assessment, planning and teaching is in place, which takes into account the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements.

8.10 Those children whose attainments fall significantly outside the expected range may have special educational needs. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care.

8.11 Where special educational needs have been identified, school adopts a graduated approach based on a four-part cycle of Assessment, Planning, Action and Reviewing.

8.12 In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly.

8.13 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree. Plan Where it is decided to provide a pupil with SEND support, parents will be notified.

8.14 The impact and effectiveness of the support is reviewed at least termly. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

8.15 Where a pupil has an Education Health Care Plan (EHCP), the Local Authority must review that plan as a minimum every twelve months.

9. Requesting an Education Health and Needs Care Assessment:

9.1 The special educational needs of the majority of children at Claregate Primary School are met effectively through SEND support detailed above. However, in a small number of cases, where the child has not made expected progress despite this action, the school or parents may request an Education, Health and Care needs assessment by the Local Authority.

9.2 Where a request for assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews. Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the

school and external specialists and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools the LA will consider the case for an Education, Health and Care Needs assessment.

9.3 The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

9.4 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

9.5 To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs.
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A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child.

9.6 Claregate Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by following Local Authority policy by :-

- Not refusing admission for a child that has named the school in their EHC plan unless it is not suitable or will impact on the learning of others.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Welcoming all pupils to our school learning community.

10. Partnership with parents and carers

10.1 Staff at Claregate work closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs and disabilities.

10.2 The school website contains the Special Educational Needs and Disability Report as well as details of the school policy for Special Educational Needs and Disability.

10.3 The school prospectus (see website) contains details of our policy for Special Educational Needs and Disability, and the arrangements made for these children in our school. A group of identified governors takes a particular interest in special needs and liaises with staff. Governors are always willing to talk to parents and carers.

10.4 At Claregate, we have regular meetings each term to share the progress of special educational needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

11. Pupil participation

11.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

11.2 Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11.3 Sometimes pupils benefit from teachers having high expectations of independence. Sometimes we challenge pupils to do things for themselves and “have a go”. This is so that they do not become dependent on adult help.

12. Equal Opportunities

12.1 Claregate not only ensures but promotes equal opportunities as part of the Equalities Act 2010. We ensure a good balance of interests for different genders, promote high profile skills in girls e.g. cams and levers that may lead to good engineering follow on.

12.2 Claregate has a duty under the Equality Act 2010 towards individual disabled children and young people. Claregate ensures that it makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

13. Extra-Curricular Activities.

13.1 Claregate offers a variety of extra-curricular activities which can encourage children to develop a range of skills. These are part of the full life of the school and reflect a diversity of interests that pupils may engage with. These clubs offer an extension to opportunities children embrace through the school curriculum

14. Health and safety

14.1 With children identified as having Special Educational Needs or a Disability, as in all curriculum areas, the general teaching requirement for health and safety applies.

14.2 At Claregate we understand the requirements of having risk assessments in place for certain activities. These will be reviewed prior to any activities commencing. Copies of these are given to the subject co-ordinator and are added to the appendices.

14.3 At Claregate we encourage the children to consider their own safety and the safety of others at all times. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it. They should be strictly supervised in their use of equipment at all times.

14.4 Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

9. Complaints

9.1 Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found on the school's website.

9.2 Claregate also has a duty to inform parents about Wolverhampton Advice and Support Service and how to make representations to the LA.

10. Training

10.1 It is explicit and implicit in Section 317 Education Act 1996 that Governors and school staff to keep fully informed about developments in special educational needs. The TDA Professional Standards for Teachers also require staff to be well skilled and aware of local and National developments.

10.2 The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO.

10.3 The SENDCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings.

10.4 The SENDCO has undertaken and completed the SENDCO award.

10.5 The SENDCO will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

10.6 Other teaching staff will be kept up to date informally by the Head/SENDCO and formally at staff meetings and training.

10.7 Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge.

11. Monitoring and review

11.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold annual meetings.

11.3 The governing board reviews this policy regularly and considers any amendments in the light of the review findings. The SENDCO reports the outcome of the review to the full governing body.

11.4 This policy will be reviewed at least every two years. Next review due October 2024.

Special Educational Needs Co-ordinator: Miss K. Wigley.

Interim Special Educational Needs Co-ordinator: Miss L Evans (whilst Miss Wigley is on maternity leave)

Date: October 2024

Review date: October 2025