

SEND Policy

CAPTAIN WEBB PRIMARY SCHOOL

Curriculum

Document History

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Written by – C Pilling

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Created by: SENDCo: Chris Pilling (NASENDCo award)
In agreement with Senior Leadership Team and Governors

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 years (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (January 2015)
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Supporting Pupils at School with Medical Conditions (current edition)
- Working Together to Safeguard Children (current edition)
- Every Child Achieving and Thriving (DfE, 2026)

Policy for Special Educational Needs and Disability

The purpose of the SEND policy is to provide information for parents, governors, teachers and support staff about the school's philosophy and practice in relation to Special Educational Needs. It has been created by the school's SENDCo in collaboration with the SEND governor, the senior leadership team, staff and a selection of parents of children with a special educational need, co-producing the policy in the spirit of current reforms.

It also offers practical guidelines on key processes of identification, assessment and strategies for support.

The school's Special Educational Needs and Disability Co-ordinator is:

Mr Chris Pilling (01952 386770)

Advocate for Special Educational Needs and Disability on senior Leadership Team:

- Sarah Passey (head teacher) (01952 386770)

The Governor with responsibility for Special Educational Needs and Disability is: Lyn Hough

The governing body should:

- Ensure that provision is made for pupils who have SEND
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- Consult the LA and the Governing Bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with SEND joins in all activities as far as is reasonably practical and compatible with the children's abilities and to ensure their learning needs are met
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the SEND Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child.
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel services.

The school's Co-ordinator for Special Educational Needs and Disability is responsible for:

- The day to day operation of the school's SEND Policy
- In collaboration with teachers / senior leadership co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND

- Contributing to INSET
- Liaising with external agencies, including the Learning Support Advisory Team (LSAT), Educational Psychologist (EP), speech & language, occupational therapy, and where appropriate and related to a special educational need, health and social services and related voluntary bodies.
- Keeping, monitoring and updating a list of those children with an Education, Health and Care Plan and of those at SEND Support.

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for SEND.
- Keeping the governing body fully informed of the operation of the SEND. Policy.
- The financial management of teaching assistants and the organisation of the school budget in general.
- The deployment of teaching assistants throughout the school.

Class teacher

- To know which pupils in their class are on the SEND register and at what stage.
- To write individual provision maps for children who have an Education, Health and Care Plan (EHCP) or SEND Support
- Working with the child daily and identifying and monitoring individual needs
- Planning and delivering a provision that is additional to or different from the normal differentiated curriculum, this will be recorded on Class provision maps
- Daily organisation of Learning Support Assistants/Teaching Assistants.
- To ensure TAs are supporting children in class as directed
- Liaising with the SENDCo and outside agencies
- Sharing outcomes on provision maps with the children
- Maintaining close liaison with parents

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENDCo
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

School context

Captain Webb Primary School is a large primary school serving the community of Dawley in Telford. The school provides education from Nursery to Year 6 and supports a diverse range of pupils, including those with SEND.

Our vision

Every teacher is a teacher of every child including those with SEND.

At Captain Webb School, the aim of our special needs provision is for **all** our children to have full access to the curriculum, the classroom and the whole school site, to make progress, to become independent, to have high self-esteem and feel successful.

Children who have experienced and are experiencing learning difficulties have a right of access to a broad mainstream curriculum.

We expect our children to achieve and make progress, once their needs have been assessed, and curricular activities presented that are appropriate for their developmental level. If the child does **not** experience some success, we must accept that the task or intervention process was inappropriate and quickly modify it.

At Captain Webb School we take a collaborative approach to learning by listening to, and involving, all people in our school community. Every child is valued as an individual and encouraged to achieve and succeed in all they do. All people involved with Captain Webb Primary School are thoughtful and respectful of others, creating a nurturing environment to help us strive for success. We seek to develop independence, resilience, communication skills, self-advocacy and confidence, preparing pupils for successful transition through education and into adult life. We work in partnership with children, parents and carers through a co-production approach, recognising that families are experts in their children's strengths and needs.

Inclusion:

Captain Webb Primary School is committed to ensuring that children with SEND are valued, visible and included in every aspect of school life. We believe that SEND provision is not something separate from education; it is an integral part of high-quality teaching and learning.

We aim to remove barriers to participation so that all pupils can learn, achieve, belong and thrive alongside their peers.

Aim:

Linking into our school vision, we aim to raise the aspirations of, and expectations for, all pupils with SEND. Captain Webb School provides a focus on outcomes for children and young people and not just hours of provision/support. Quality first teaching is of key importance and is the main starting point for meeting children's differing needs, through a broad, suitably differentiated curriculum, encompassing all learning styles and encouraging

positive learning behaviours. We aim to ensure all children achieve to the best of their ability and, based on starting points, make at least expected levels of progress, if not exceeding. High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND. SEND support supplements but does not replace high-quality classroom teaching.

Principles:

All teachers are teachers of Special Educational Needs and are committed to meet those needs with the advice and support, as appropriate, of the school co-ordinator and external agencies.

Quality first teaching is of key importance: the class teacher has a duty to plan and deliver a suitably differentiated curriculum, which all children are able to access.

Effective school management, school ethos, careful tracking of attainment, the learning environment and differentiated activities and resources, will help prevent some special educational needs from arising and will minimise others.

Needs will be identified at an early stage and assessment, as with all children, will be rigorous and on-going.

Pupils with special educational needs will be fully integrated into the life of the school and its curriculum, maximising their potential as learners and contributing to the social and cultural activities of the school.

We recognise that parental support and involvement is crucial to the success of any special needs intervention and ensure parents are informed and involved in planning for their child.

We involve the children when planning and reviewing interventions to support their learning.

We will strive to meet all the diverse needs of our pupils, developing their strengths and helping them to develop their full potential, treating them with respect, dignity and understanding.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs

4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND and Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Identification and assessment of Special Educational Needs

The SEND Code of Practice (2015) states that:

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.

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.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *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*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The SEND Code of Practice states that there are four areas of special educational need:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities

generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The school recognises the close relationship between SEND, wellbeing, emotional regulation, school attendance and engagement.

The school SENDCo liaises closely with KS1, KS2 and the EYFS (Day care, Nursery & Reception), enabling support for early identification of special educational needs. Staff in the Early Years are experienced with early identification and have a close working relationship with parents, readily sharing concerns with the school SENDCo for further advice, support and investigation.

As mentioned, quality first teaching is of key importance, ensuring a broad and balanced curriculum, which is suitably differentiated to meet all learning styles and needs, enabling all children to have access to the curriculum.

Teachers, the SENDCo and senior management are responsible for tracking pupils progress, ensuring at least expected progress is made (regardless of starting point). If this progress is not seen then reasons for this will be investigated and support put in place as appropriate, such as short term interventions or 'catch up' programmes. However additional intervention and support cannot compensate for a lack of good quality teaching.

If it is thought a significant learning difficulty may be presenting the school may move forward by looking at the Telford and Wrekin Criteria for the areas of SEND and placing the child on the SEND register, seeking advice from outside agencies as deemed necessary.

The Code of Practice describes a four-part process to meeting the needs of pupils identified as having SEND. This is referred to as a 'graduated approach', setting out four processes involved in taking action to remove barriers to learning and put effective special education provision in place. Class and subject teachers have a central role to play in all four stages.

1. Assess
2. Plan
3. Do
4. Review

Often these needs can be addressed by swift interventions, but some children will need extra support for all of their time in school.

A graduated response to Special Educational Needs:

A graduated response to learning difficulties is employed by the school. As mentioned, quality first teaching is the starting point; with the expectation teachers make provisions for all children, ensuring the curriculum is sufficiently differentiated and accessible to all. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. Once a child has been identified as having special educational needs, intervention will be made following the Assess, Plan, Do, Review model. If further action is required, advice and support may be sought from external agencies e.g. early intervention teacher, speech and language, occupational therapy, school nurse.

Early Years

Some children, whose needs have been identified by the Early Years Team prior to joining the Foundation Stage, will already be at **Early Years support** on entering Nursery or day care. Other children may enter Nursery or day care with an **Education, Health and Care Plan (EHCP)**. Those of concern not already on the register will be added as appropriate, following discussion with staff and parents, following a graduated response of assess, plan, do review. A provision map will be created to support this.

Key Stages One and Two:

From the end of the **Foundation stage** the monitoring, assessment and response to needs continues using:

- Teacher monitoring of the child's performance as part of an on-going process of observation and assessment.
- Outcomes from Foundation Stage records.
- Progress against the school's assessment system and age-related expectations at the end of Key Stage.
- Standardised screening and assessment tools fed into tracking data.

The school will also be open and responsive to parental concerns and will take account of any information that parents provide about their child.

Children will be consulted and their own views and opinions of how they can improve their own learning will be taken into account.

Class Concern:

Class teachers may decide to be vigilant with a particular child and monitor their progress carefully in order to assess whether more formal interventions need to take place in the

future. This will involve keeping a record of difficulties and progress in the short term, which will be passed onto future teachers. This may lead to the start of the assess, plan, do, review process, if deemed necessary.

School support:

After a graduated response of assess, plan, do, review a child may be identified as not making sufficient progress and potentially having a special educational need. In the Foundation Stage, KS1 or KS2, the class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. Parents will be informed and their views gathered and recorded, and an individual digital folder prepared for that child to safely store any important documentation. Provision may be recorded through provision maps, SEND support plans, pupil passports or other school systems.

Strategies will be decided upon to help the child to progress, and will be recorded using a **Provision Map** which will include:

- Views of the child, parent and teacher
- Views of the SENDCo, which may include feedback from monitoring, observation or outside agency advice
- A record of outside agency involvement
- Summary of outside agency advice
- Termly Assess, Plan, Do, Review cycles.

The Provision Map will be **reviewed termly** and stored in class SEND folders. Some children may need more frequent reviews. Parents' views on the child's progress will be sought, and Provision Maps will be shared with parents at termly consultation days. The child is always involved in reviewing their progress and thinking about next steps.

If the school feels further support or advice is required they may make referrals to external agencies for support, such as: the Learning Support Advisory Team / Teacher (LSAT), Educational Psychology (EP), Speech and Language, Occupational Therapy or BEE U emotional health and wellbeing service. When the school seeks the help of external support agencies, records of all interventions to date will be made available to them. The external specialist may act in an advisory capacity or provide additional specialist assessment.

The resulting information will be used to inform the writing of the provision map, which will set out new strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Provision Map continues to be the responsibility of the class teacher, but they will be acting upon the advice of external agencies.

As part of the graduated response an application for advice and guidance may be made through the Inclusive Schools Forum (ISF). This may result in the allocation of additional inclusion funding.

Follow the link for further information:

http://www.telfordSEND.org.uk/localofferservices/info/1/home/68/inclusive_school_forum_guidance_and_procedure

Attendance:

The school recognises that pupils with SEND can experience additional barriers to attendance. Attendance concerns will be considered in light of a pupil's needs and appropriate support will be provided to promote engagement with school.

School request for an Education, Health and Care Plan (EHCP):

If a child does not make appropriate progress through **School support**, it may be necessary for a request for an **Education, Health and Care assessment** to be made, by the school, to Telford and Wrekin LEA, to request further support.

Where the school makes a request for **Education, Health and Care assessment**, the child will have demonstrated **significant** cause for concern and meet the criteria set out by Telford and Wrekin LEA

https://www.telfordsend.org.uk/homepage/21/what_is_an_education_health_and_care_ehc_plan

The school will need to provide evidence of a thorough graduated response, including interventions made through school support, as well as evidence of involvement of other professionals such as educational advisors, health, social services or educational welfare services and the **outcomes** of these interventions, along with a record of how the notional budget for that child has been spent. The needs assessment will help the local authority to determine whether they need to make additional provision through an EHC Plan.

Annual Review of Education, Health and Care Plan (EHCP):

Education, Health and Care Plans (EHCPs), will be reviewed annually in consultation with parents, the pupil, the LA, the school and other professionals involved. The Annual Review should focus on what the child has achieved as well as on the planning of future interventions. At the review in Year 5, the aim is also to give clear recommendations as to the type of provision the child will need at the secondary stage.

The SENDCo of the receiving school should be invited to the final review meeting early in Year 6, to allow the receiving school to plan an appropriate Provision Map to begin at the

start of the new year, and to enable the pupil and the parents to be reassured that an effective and supportive transition will occur.

Support:

In class support will be allocated taking into consideration the following priorities:

- The needs of pupils with EHCPs
- The number of children who require support in different class groups
- The need for support in different areas of the curriculum

Teacher planning will take into account the needs of individuals/groups in the curriculum and each subject policy will offer guidance in this respect. Teaching Assistants will work under the direction of the class teachers on targets set in Provision Maps or general curriculum support. Whilst specific pupils may be the focus of the work of the Teaching Assistants, it is not expected that they will have exclusive contact with these pupils.

Withdrawal Support:

Pupils will spend most of their time fully integrated within the class group. However, in order to maximise their potential as learners, it may be necessary to support some pupils for short sessions outside the classroom individually or in small groups. The SENDCo will give guidance on in-class support, the role of the Teaching Assistants and differentiation of the curriculum. The SENDCo will help with planning as appropriate.

Partnerships:

Parents will be informed at all stages of the proposed interventions designed to support their child's learning and actively encouraged to contribute to compilation and reviews of provision. Parents are welcome to discuss progress at any time during the year, although a mutually suitable time for an appointment needs to be made with the school.

Three times a year, parents are formally invited in for discussion on their child's progress, where their provision map will be shared and a written report is given at the end of each academic year. Parents of pupils on the SEND register will be encouraged to take advantage of this policy if they have any concerns or require information on their child's progress.

Criteria for evaluation:

The school's success in meeting the special educational needs of its pupils will be measured using the following performance indicators:

- Successful outcomes of interventions recorded on Provision Map reviews
- Parental satisfaction
- Sustained progress **for the individual child**, regardless of starting point monitored by school tracking data.
- Self-esteem of the pupil and their contentment in the learning environment

Exiting the SEND register:

Progress of pupils on the SEND register is closely monitored through staff discussion, data analysis, pupil progress meetings and assessment against targets on provision maps, statements or EHCPs.

If children are making good / exceeding progress against targets and are working in line with age related expectations it may be considered appropriate to remove them from the SEND register. Discussion between the class teacher and SENDCo regarding this is imperative to ascertain views and discuss follow up support / monitoring. Information from outside agencies may also be used to inform choices. Consultation with parents, in line with the SEND Code of Practice, is of utmost importance to gain their views and explain reasons for removal. This may be supported by evidence in the form of progress / attainment data or evaluations of interventions. Parents will be asked to sign a removal from the SEND register form, which school will keep on record.

Supporting pupils and families:

When choosing a school the School Offer is a key piece of information to inform parents about SEND within the school.

(<https://www.captainwebbprimary.org/>)

The local authority also presents the Local Offer stating what they can provide for children with a special educational needs.

<http://www.telfordsend.org.uk/localofferservices/>

The school has a statutory obligation to produce an annual, end of year SEND information report. This can be accessed on the school website

(<https://www.captainwebbprimary.org/>) or in paper form by request.

Outside agencies:

School may refer to, and liaise with outside agencies to support children, such as speech and language, occupational therapy, BEE U Emotional Health and Wellbeing Service, educational psychology or the Learning support advisory team. Parents will be consulted and agree to a referral being made.

If a referral has not been completed by school, parents will need to give the agency permission to share information with school, or will need to share the information themselves.

The Information Advice and Support Service (IASS) are available to support families, providing free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parent/carers.

<http://www.telfordsendiass.org.uk/> 01952 457176

Assessments:

We will follow the government guidance for schools in relation to access arrangements for the Key Stage 2 national curriculum tests if we feel a child with special educational needs requires additional support. Types of support may include: additional time to complete the tasks, use of scribes or readers and the use of prompts and rest breaks.

Transition:

Transition between classes / key stages is managed by a series of transition days before the end of term. If extra introductions are required these can be arranged with the new class teacher.

Pupil passports may be used to support transition, introducing the child to their class teacher and learning environment, whilst also providing the child and parent with the opportunity to add their views about the child's needs and how they feel the child can be best supported.

For secondary transition parents are recommended to make an appointment with the SENDCo of their chosen secondary schools, away from pre-arranged visit days. This provides an opportunity to discuss the child's needs and any concerns. Children are normally offered transition days by the secondary school. If deemed necessary extra transition days may be able to be arranged.

For children with an EHCP the receiving secondary school is invited to the year 6 annual review to discuss needs, to ensure a smooth transition.

Supporting pupils with medical conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they 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. See the school's policy on medication in schools for further information (available on request).

Storing and managing information:

Information on children is stored in compliance with the schools data protection policy (available on request).

Complaints Procedure:

Parents can discuss any aspect of the SEND provision. They should first seek to discuss it with the class teacher, the SENDCo and thereafter, the Head teacher who may be contacted through the school office. If concerns remain, the general complaints procedure (available from the school office or on the school website) should be followed.

Anti-bullying:

Please refer to the schools Anti bullying policy.

<https://www.captainwebbprimary.org/home/key-info/policies/>

Appendices:

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Telford and Wrekin Local offer:

<http://www.telfordsend.org.uk/localofferservices/>

Captain Webb school offer and SEND report:

<https://www.captainwebbprimary.org/home/key-info/send/>

Captain Webb policies:

- Anti bullying
- Data protection
- Disability policy
- Equal opportunities policy
- Medication in schools policy

Glossary:

Glossary:	
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
LSAT	Learning Support Advisory Teacher
PM	Provision Maps
SS	School support
EHCP	Education, Health and Care Plan (EHCP)
SALT	Speech and Language Therapist
OT	Occupational Therapist
EP	Educational psychologist