



Special Educational Needs and Disabilities (SEND) Policy Wordsworth Primary School

Approved by: Governors

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Introduction

At Wordsworth we aim to provide an inclusive, warm, happy, secure and caring environment where everyone has a sense of belonging. We support over 640 children, including several pupils who have Education, Health and Care Plans. We have high aspirations for our children and are passionate about ensuring that all of our pupils receive a relevant, broad and balanced curriculum through high quality inclusive teaching. This will enable our children to become independent, self-motivated, life-long learners. We value and nurture creativity and difference in every child and fundamentally believe in a holistic approach to education combining a resolute focus on the core curriculum subjects, along with an expansive topic based curriculum and extra-curricular activities.

However, we understand that children benefit from an adaptive curriculum and some children will require additional support, at different points, in order to reach their full potential. Wordsworth Primary School is committed to the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) through collaborative working with children, parents, staff and specialists. We respect, welcome and value the unique contribution that every individual can make to our school community. At Wordsworth, we are all about the child and believe every teacher is a teacher of pupils with SEND.

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Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Wordsworth Primary School is an inclusive school in which all children are fully integrated regardless of special educational need (SEN) or disability.

We strongly believe that:

- Children with SEND should be offered full access to a broad, balanced and age-appropriate curriculum, school trips and extra-curricular activities.
- All children should have access to high quality, inclusive teaching
- All children should have their needs met and will be able to meet the expectations set for them based on their age and starting points
- Views of pupils and parents should be sought and taken into account when planning and evaluating provision and wider educational outcomes
- Parents have a vital role to play in supporting their child's education
- Children should be placed at the heart of any decisions we make in school

We strive to achieve the best possible outcomes for our pupils with SEN and disabilities in a variety of ways.

Our objectives are:

- To ensure that children are receiving high quality inclusive teaching and promote an inclusive culture of learning.
- To identify children needs early on in order to provide them with targeted additional support or intervention.
- To regularly monitor, assess, and review pupil progress by adopting an Assess Plan Do Review Approach in line with the Graduated Approach.
- To access specialist advice and outreach according to the child's needs.
- To work in conjunction with parents and professionals to ensure good communication and a shared consistent approach is in place to meet individual needs.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinator's (SENCOs) and the SEN information report

Definitions

SEND:

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a. A significantly greater difficulty in learning than the majority of others of the same age, or
- b. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Areas of Need:

The SEND Code of Practice outlines four broad areas of special educational needs:

- **Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 pupils learn at a slower pace than their peers, even with appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).
- **Social, emotional and mental health difficulties (SEMH):** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- **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.

Roles and responsibilities

The SENCO

The SENCO (Mrs. Portia Hazelwood: senco@wordsworthprimary.co.uk) will:

- Work with the Headteacher, the Safeguarding and Inclusion Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN or disabilities up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher, SENCO and the Safeguarding and Inclusion Manager to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO, Safeguarding and Inclusion Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- Providing high quality, inclusive teaching for all pupils
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan appropriate adjustments, interventions and targeted support to match the outcomes identified for a pupil
- Assessing the impact of support and evaluating and monitoring interventions
- Directly communicating with parents and carers of pupils with SEND
- Liaising with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Supporting pupils with medical conditions

At Wordsworth, we recognise that pupils with medical conditions should be properly supported so that they have full access to an education, including school trips and outdoor activities. Some children with medical conditions may also have special educational needs and/or have an EHCP which brings together health and social care needs as well as their special educational provision. All children with medical conditions have a care plan which is accessible to all professionals working with the child and which is written in partnership with their parent/carer. This is a detailed report which includes a photograph of the child, what their condition is, how the condition is managed and any medication the child needs to take. In addition, we keep a medical register which is reviewed and updated regularly.

Complaints

It is our aim to work as closely as possible with parents and carers and if they are concerned in any way about any aspect of their child's education, they are always welcome to approach the school. Concerns should initially be discussed with the SENCO. We hope that all complaints can be resolved at this stage within the school. If parents wish to take the matter further, they will be referred to the schools Complaints Policy.

SEND Information Report & Useful links

Please refer to our SEND Information Report for more details on how we adapt our provision to meet the needs of our SEND pupils. You can also click on the links available on our [school website](#) for more SEND information.