



WILLOW  
BROOK  
PRIMARY

# Special Educational Needs and/or Disability Policy

Date: September 2023  
Next review: September 2024

This policy was drafted with reference to:

- 'NASEN' guidance documents via the SEND gateway (National Association for Special Educational Needs)
- The Special Educational Needs and Disability (SEND) Code of Practice 2014 (DFE)
- The SEN policies of Thorpe Hall Primary School, Greenleaf Primary, Northfield St Nicolas Primary Academy and Churchfields Juniors.

and complies with the statutory requirement laid out in the SEND code of Practice 0-25 (May 2015) updated from September 2016 and has been written with regard to:

- Children and Families (Act 2014)
- SEND Code of Practice (2014, including updates as of May 2015)
- Equality Act (2010)
- Statutory guidance on Supporting Pupils with Medical Conditions (April 2014)
- Teacher Standards (2012)
- Safeguarding Policy

**Head :** Lucie Dawn

## **SEND Team**

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**Designated Inclusion Lead:** M Chivers (*National Award in Special Educational Needs Co-ordination*)

**Learning Support Staff :** Reception and KS 1 classes will have LSAs based in year group for in class support or targeted intervention.

Year 3-5 will have one LSA based per year group for in class support and targeted interventions.

Year 6 will have one LSA per class for targeted interventions.

Additional 1:1 LSA staff as required for high needs

**S&L Language Therapist :** Mrs Charmaine Bill

**Additional external agencies as required**

## Policy Statement

All pupils are entitled to an education and support that enables them to make progress so that they:

- can achieve their best; and
- become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At Willow Brook Primary, we recognise that children may:

- have different educational needs;
- all have special needs at some time in their lives;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

We provide for SEND through a consistent, whole-school approach by:

- 1) Valuing individuality and equality; irrespective of ability, disability, race, gender or background.
- 2) Ensuring equal opportunities for all, by considering and making **reasonable adjustments** in order to accommodate both **inclusion** and **integration** through:
  - maintaining standards;
  - managing financial resource available;
  - calculating the cost of taking a particular step;
  - taking practical and particular steps;
  - the SEND provision of aids and services to the school;
  - health and safety requirements; and
  - interests of other children in the school.
- 3) Ensuring integration into all activities of school (where reasonably possible), enabling them to:
  - *be happy;*
  - *feel safe and cared for;*
  - *feel valued;*
  - *understand the relevance and purpose of learning activities through expressing personal views and being fully involved in decisions which affect their education;*
  - *be active learners in order to develop independent skills and take responsibility for their work; participating in society and being as healthy as possible;*
  - *develop knowledge and understanding in order to ensure they meet their potential alongside their moral, physical, social, spiritual and emotional development; and*
  - *achieve the best that they can do.*
- 4) Ensuring that high expectations are set for all children alongside consistent Quality First teaching, through delivering a broad, balanced and differentiated curriculum that satisfies pupils' individual learning needs.
- 5) Identifying and continually assessing children's specific needs.
- 6) Making provision for individual children's SEND, employing realistic and achievable methods; and specific individual target setting. (*All staff will use their "best endeavours" to meet the pupil's needs. Additional Learning Support Staff may provide **different from** or **additional to** support where appropriate.*)
- 7) Monitoring and evaluating children's progress, providing the appropriate information and records as part of this process.
- 8) To refer children and promote effective partnership with external agencies when appropriate.
- 9) Supporting all staff and adults employed by the school in their work with children with SEND.
- 10) Ensuring Parents/Carers involvement in a partnership of support and SEND provision.

## Definition of Special Educational Needs

- 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
  - b) have a **disability** which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).
- This is a broad definition covering children and young people from **0- 25 years of age**. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

## Broad areas of need

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental health</u>	<u>Sensory and/or physical</u>
<ul style="list-style-type: none"> <li>• Moderate (MLD)</li> <li>• Severe (SLD)</li> <li>• Profound &amp; Multiple (PMLD)</li> <li>• Specific Developmental Disorder (SpLD)                             <ul style="list-style-type: none"> <li>– Dyslexia</li> <li>– Dyspraxia</li> <li>– Dyscalculia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speech, Language &amp; Communication (SLCN)</li> <li>• Autistic Spectrum (ASC)</li> </ul>	<ul style="list-style-type: none"> <li>• Social &amp; Emotional                             <ul style="list-style-type: none"> <li>– Withdrawn</li> <li>– Isolated</li> <li>– Challenging, disruptive or disturbing behaviour</li> </ul> </li> <li>• ADD</li> <li>• ADHD</li> <li>• Attachment disorder</li> <li>• Mental                             <ul style="list-style-type: none"> <li>– Anxiety</li> <li>– Depression</li> <li>– Self-harming</li> <li>– Substance misuse</li> <li>– Eating disorders</li> <li>– Physical symptoms, medically unexplained</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sensory impaired</li> <li>• Multi-Sensory Impaired (MSI)</li> <li>• Physical                             <ul style="list-style-type: none"> <li>– Visual Impaired (VI)</li> <li>– Hearing Impaired (HI)</li> <li>– Physical disabled (PD)</li> <li>– Disfigurement</li> </ul> </li> </ul>

## Additional notes:

The SEN Code of Practice is designed to help bodies to make effective decisions regarding children with special educational needs. It does not (and could not) tell them what to do in each individual case.

<b>English as an Additional Language (EAL)</b>	<ul style="list-style-type: none"> <li>• It should <b><i>not be assumed</i></b> that children with EAL have SEND.</li> <li>• Difficulties related solely to limitations in EAL <b>are not SEN</b>.</li> <li>• Children with delayed language will receive support in small Speech &amp; Language nurture groups.</li> <li>• If however SEND concerns are raised, then an assessment will be done.</li> </ul>
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<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Behaviour is <b>NOT</b> classified as SEND. Difficult or withdrawn behaviour <b>does not necessarily mean</b> that a child has SEND.</li> <li>Consistent disruptive or withdrawn behaviours <b>can be an indication</b> of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.</li> <li>There needs to be a focus on the underlying reasons for behaviour, e.g. emotional concerns affecting behaviour. A referral may be made to the Local Authority's <b>Social Inclusion Team</b> for support and advice.</li> <li>If Parents/Carers and school are concerned that a child may have mental health needs, we encourage Parents/Carers to ask their GP for a referral to <b>CAMHS</b> or the school may do this on their behalf.</li> </ul>
<b>Well-Being</b>	<ul style="list-style-type: none"> <li>Other events such as <b>bullying</b> or <b>bereavement</b> <b>will not always lead</b> to pupils having SEND, but it can have an impact on well-being and sometimes this can be severe.</li> <li>Where applicable, a referral to the Local Authority's <b>Early Help Team</b> is advised.</li> <li>Appropriate provision will be provided to meet short-term needs, in order to prevent problems escalating.</li> </ul>
<b>Other areas of impact on progress and attainment which are NOT SEN</b>	<ul style="list-style-type: none"> <li>Disability alone does not constitute SEN.</li> <li>Attendance and punctuality.</li> <li>Health and Welfare.</li> <li>Being in receipt of Pupil Premium Grant.</li> <li>Being a Looked After Child.</li> <li>Being a child of a Serviceperson.</li> </ul>

## Disability

- Many children and young people who have SEN may have a **disability** under the **Equality Act 2010** – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.
- This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## Medical Conditions

- Willow Brook Primary will make arrangements to support pupils with medical conditions, as stipulated by the **Children and Families Act (2014)**, inclusive of **Individual Health Care Plans**, which will specify the type and level of support required to meet their medical needs.
- Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way with the Health Care Plan.

## Admissions

Willow Brook Primary complies with the Waltham Forest admissions criteria, which do not discriminate against children with SEND, and has due regard for the guidance in the Code of Practice. In line with The Equality Act (2010), the school adheres to its legal obligations:

- We do not directly or indirectly discriminate against, harass or victimise disabled children
- We will make **reasonable adjustments** (e.g. physical alterations where appropriate) and access arrangements, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- We promote equality of opportunity and foster good relations between disabled and non-disabled children.

Children with **Education, Health and Care Plans (previously statements)**, need to apply for placement through the Local Authority's SEN Team, as the school needs to be consulted first.

Parents/carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance, so that reasonable steps can be taken.

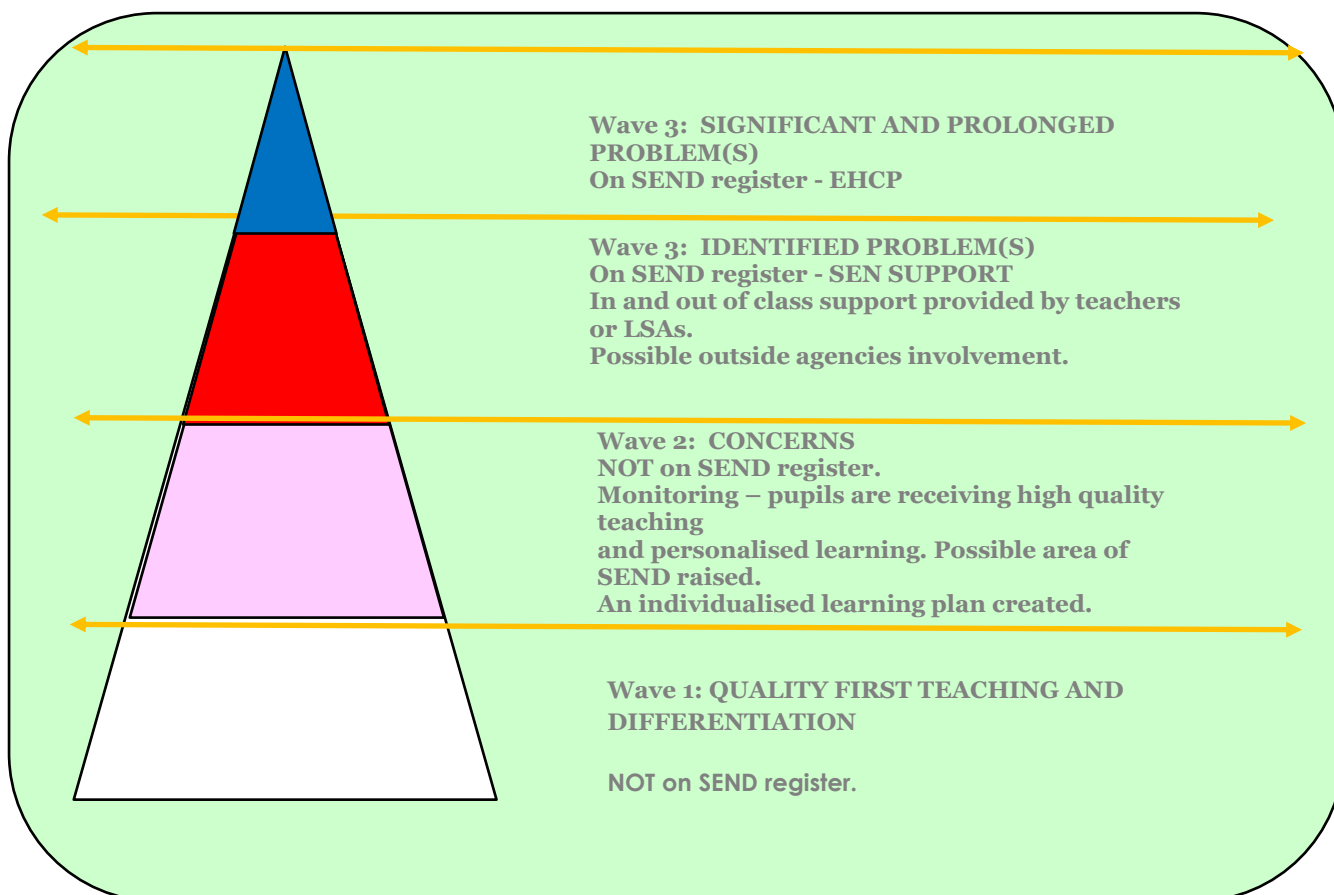
## A Graduated Approach to SEND

The **Code of Practice** states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience. Provision for SEND pupils are **different from** or **additional to** that normally available to pupils of the same age. Additional intervention and support cannot compensate for a lack of good quality teaching.

Pupils at our school experience teaching which is differentiated to account for the breadth of needs within each class. However there may be some children who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

*6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

## Provision mapping



- Consideration of whether special educational provision is required should start with the **desired outcomes**, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the **School's Core Offer** or whether something **different from** or **additional to** that normally available to pupils of the same age as required. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.
- SEND pupils' progress and attainment be monitored to be discussed during termly **Pupil Progress Meetings**.
- Parents are to be formally notified before identified pupils are placed on the SEND register.
- SEN Support will focus on **outcomes rather than process**.
- SEND support in school is based on a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is based on the Assess, Plan Do and Review Cycle from the SEND Code of Practice 2015:

Assess	What can the child do and what do they need to learn next?
Plan	What shall we do in order to help them learn what they need to?
Do	Take action to do what is needed, in school and at home
Reviews	Parents, students and teachers feed into what impacts have our actions have had, what should happen next?



- This is known as the **Graduated Approach**, which considers the following levels of need:

<p><b>Wave 1:</b></p> <p><b>QUALITY FIRST TEACHING AND DIFFERENTIATION</b></p> <p><b>Not on SEND register</b></p>	<p>Most children will have their needs met by the school without any SEN provision being made other than that which is normally available to all children.</p>	<ul style="list-style-type: none"> <li>Quality First teaching.</li> <li>Class teachers to set high expectations for all.</li> <li>Differentiated lessons to move all learners from where they are to where they need to be.</li> <li>It will meet the individual needs of the <b>majority</b> of pupils.</li> <li>Where there are large numbers of learners who share the same learning needs the best solution is to adjust the planning to cater for them.</li> <li>If a child is below age related expectations at half term then they <i>become</i> <b>“Catch Up”</b> level.</li> </ul>
<p><b>Wave 2:</b></p> <p><b>CONCERNS MONITORING</b></p> <p><b>Not on SEND register</b></p>	<p>Most children will have their needs met by the school without any SEN provision being made other than that which is normally available to all children.</p>	<ul style="list-style-type: none"> <li>Identified children monitored.</li> <li>Underachievers, to make progress with some provision directed by the class teacher in/out class, through additional time-limited, tailored intervention support programmes that have an evidence base of impact on support.</li> <li>Individual Targets set using EduKey Software by staff working with pupils.</li> <li>Pupil’s progress and attainment tracked and monitored for impact.</li> <li>The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the key stage.</li> <li>The class teacher informs parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.</li> <li>If the need is different from academic, then a <b>Cause for Concern Referral Form</b> is completed and given to the Designated Inclusion Lead.</li> <li>If the child still makes little or no progress, then they become <b>SEND Support</b>.</li> </ul>
<p><b>Wave 3:</b></p> <p><b>IDENTIFIED PROBLEM(S)</b></p> <p><b>SEND SUPPORT</b></p> <p><b>On SEND register</b></p>	<p>Some children will have identified SEN and will have their needs met, using the approaches to support and intervention set out in this policy.</p>	<ul style="list-style-type: none"> <li>Expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a <b>specialised teacher, highly trained teaching assistant or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.</b></li> <li>Individual Targets are set using EduKey Software by staff working with pupils.</li> <li>Where appropriate, referrals will be submitted to available services, in helping the school identify, assess and make provision for specific identified pupils with SEND.</li> <li>Progress and attainment to be monitored by the class teacher, SEN Team and SLT.</li> <li>If the pupil still makes no progress; and the Educational Psychologist or other professionals advises, then consideration needs to be given that help is needed from outside the school’s resources.</li> <li>The LA can be requested to initiate an Education, Health and Care assessment, by either the school or parents.</li> </ul>



<p><u>Wave 3:</u></p> <p><b>SIGNIFICANT AND PROLONGED PROBLEM(S)</b></p> <p><b>On SEND register</b></p> <p><b>EHCP / statements</b></p>	<p>A very small number of children, with complex (i.e. in more than just Education, just Health or just Social Care) and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.</p>	<ul style="list-style-type: none"> <li>• The LA may agree to an EHCP.</li> <li>• The child to receive specific support as directed by Education, Health Services and Social Care.</li> <li>• Individual Targets set using EduKey Software by staff working with pupils.</li> <li>• Regular liaison between the school, parents and joint agencies to inform on strategies to be implemented and to monitor progress and attainment.</li> </ul>
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## The process of identification of Educational Needs

The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Slow progress and low attainment **do not necessarily mean** that a child has SEND and should not automatically lead to a pupil being recorded as having SEN.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The information gathered should be discussed with the pupil and their parents.

We recognise that a child's SEND may

- change over time
- be short lived or longer term
- relate to a single area of difficulty
- pertain to a range of difficulties that interact
- be fairly minor
- be profound and complex.

## Checklist for processing

	Raise concern(s) with the Designated Inclusion Lead.	
	Complete a <b>Cause for Concern SEND</b> form and hand it to the Designated Inclusion Lead indicating the area of concern; what has already been tried; successes; difficulties and preferred outcomes.	
	<p>Is at least <b>6 weeks' evidence</b> attached to the Cause for Concern SEND form?</p> <p><input type="checkbox"/> Termly assessments in Literacy</p> <p><input type="checkbox"/> Termly assessments in Numeracy</p> <p><input type="checkbox"/> Work in books</p> <p><input type="checkbox"/> Classroom observations/ photographs with commentary</p> <p><input type="checkbox"/> Checklists</p> <p><input type="checkbox"/> Specific assessments of spelling / key words / multiplication tables / number bonds</p> <p><input type="checkbox"/> Views from parents or carers</p> <p><input type="checkbox"/> Other (specify):</p>	
	Are there any reports or information available / received to inform about any specific SEND?	
	SENDCo to arrange for an observation regarding the pupil.	
	Formal meeting arranged with class teacher and LSAs working with pupil to discuss concerns.	
	Formal meeting arranged with Parents/Carers to discuss concerns regarding pupil. If a child is deemed as needing to be placed on the SEND register, then parents will be informed.	
	Interventions considered.	
	Individual targets set using EduKey software.	
	Referral(s) to be submitted to external agencies (if applicable).	
	Interventions monitored and evaluated.	
	Termly Pupil Progress Review meeting.	
	Application for Education, Health Care Plans	
	<b>EHCP CRITERIA</b>	<b>EHCP EVIDENCE</b>
	<p>1) Has severe and/or complex long-term needs that affect their everyday life.</p> <p>2) Requires provision and resources that are not normally available in early years and/or school.</p> <p>3) Requires intensive help and support from more than one agency (e.g. Education, Health and/or Care).</p> <p>4) Despite high levels of support is making limited or no progress.</p> <p>Evidence of a graduate response; i.e. appropriate interventions, support and resources available through the Local Offer have already been put in place and the</p>	<ul style="list-style-type: none"> <li>• Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress.</li> <li>• Information about the nature, extent and context of the child or young person's SEN.</li> <li>• Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN.</li> <li>• Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.</li> <li>• Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professional and what has been done to meet these by other agencies, and</li> </ul> <p>Where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on</p>

	expected progress has not been made.	what they have learned before and preparing them for adult life.
	Pupils with an EHCP to have annual Person Centred Review meetings.	

## SEND provision - intervention

At Willow Brook Primary intervention is an over-arching term to describe a range of learning strategies, techniques, resources and programmes that are used to enable children with SEND to 'catch up' or, in some cases, maintain progress. We will endeavour to ensure that our interventions are time-limited and evidence based (i.e. there is some academic consensus that the intervention has the required effect). Interventions may take place in-class or may take place outside of class and may involve staff other than the class teacher, and may be for groups of students, pairs or individuals.

Where interventions involve withdrawal from the class we are careful to minimise disruption to a broad and balanced education.

Designated Inclusion Lead / SENDCo, in conjunction with the Head of School will monitor and review the range of interventions used to support children at Willow Brook Primary, in order that interventions are effective, efficient and a good use of school resources.

Intervention record sheets and intervention team meetings outline the aims of the intervention, the entry and exit data and the impact of on learning both within and outside of the classroom (through co-ordination with the class teacher). These processes enable the Designated Inclusion Lead / SENDCo to monitor the efficacy of interventions and maintain an overview of the support being given.

Transition after intervention is an important consideration at Willow Brook Primary – staff involved in delivering additional provision will make follow up visits to these children even after completion of the programme to ensure that skills, knowledge and attitudes gained in the intervention are maintained/ transferred to other contexts.

## Agencies that may be consulted or referred to:

- Educational Psychologist
- Speech & Language Therapist
- Child Psychotherapist
- Specialist Children's Services (e.g. Paediatricians, Physio therapists, Occupational therapists, etc.)
- Child and Adolescent Mental Health Service (e.g. for diagnosis of ADHD or ASD)
- Early Help Team (e.g. Family support advisor, parenting support classes)
- Specialist teachers/ outreach teams (e.g. Whitefield Outreach Team, Hearing Impairment team, Joseph Clarke Outreach Service for Visual Impairments)
- Charities and voluntary groups (e.g. Carefree Kids, etc.)

## Local Offer

Local Authorities **must** publish a **Local Offer**, setting out in one place information about provision they expect to be available across Education, Health and Social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The LA's Local Offer is available on: <http://www.walthamforest.gov.uk>

This includes information about:

- Available support and provision; targeted services; and specialist services offered by the LA for or be used by SEN children and young people, including those who do not have EHCPs in Waltham Forest, for whom the LA is responsible for.
- The LA's arrangements for providing top-up funding for children and young people.
- Information about how to request an EHC assessment for an EHCP.

## School's Core Offer

The school offers the following gradual approach provision:

	<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, Emotional and Mental health</u>	<u>Sensory and/or physical</u>
<b>WAVE 1</b> <b>Quality first Teaching and Differentiation</b>	<ul style="list-style-type: none"> <li>• Personalised curriculum planning, activities, delivery and outcome.</li> <li>• Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths</li> <li>• In class support from a LSA/ teacher</li> <li>• 1:1 reading with LSA</li> <li>• Visual timetables</li> <li>• Use of writing frames</li> <li>• Thesaurus dictionaries</li> <li>• Reading volunteers</li> <li>• Read, Write Inc. intervention</li> <li>• Basic Numicon</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised curriculum planning, activities, delivery and outcome, e.g. simplified language.</li> <li>• Increased visual aids/modelling etc.</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Structured school and class routines</li> <li>• Basic Makaton in EYFS</li> <li>• Use of range of technologies such as cameras, voice recorders, laptops, on-line programmes as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Behaviour &amp; Learning Policy School Values</li> <li>• Class reward and sanction systems</li> <li>• Access to Mentor</li> <li>• Access to Pastoral Support Worker</li> <li>• Pupil voice interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff informed and aware of impairment.</li> <li>• Medical support</li> <li>• Access to equipment, e.g. sloping boards, pencil grips, etc</li> <li>• Modified worksheets/writing frames</li> </ul>

<p><b>WAVE 2 – Catch Up level (multi-vulnerability group) LSA led</b></p>	<ul style="list-style-type: none"> <li>• Booster Literacy Groups</li> <li>• Booster Maths Groups</li> <li>• In class support from LSA</li> <li>• Precision teaching</li> <li>• Read, Write Inc. intervention</li> <li>• Additional Read, Write Inc. intervention</li> <li>• Volunteer class support</li> <li>• City Year support in class</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from LSA with some focus on supporting speech and language.</li> <li>• Speech and language Education Project intervention</li> <li>• Modelled language activities</li> <li>• Basic Makaton signing</li> <li>• Use of range of technologies such as cameras, voice recorders, laptops, on-line programmes as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Small group support groups</li> <li>• Merits and awards</li> <li>• Adult support for unstructured activities</li> <li>• Pastoral Support Plans</li> <li>• Breakfast club before school</li> <li>• Tea-time club after school</li> <li>• After school Clubs e.g. sport, art, homework, poetry, reading, crafts, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting practice</li> <li>• Access to equipment, e.g. sloping boards, pencil grips, etc.</li> <li>• Access to small laptops</li> </ul>
<p><b>WAVE 3 – Single category level Teacher led</b></p>	<ul style="list-style-type: none"> <li>• Additional phonics support</li> <li>• Additional 1:1 reading support</li> <li>• Additional Literacy and Maths 1:1 and small group support/tuition</li> <li>• Booster Maths (Year 6)</li> <li>• Booster Writing (Year 6)</li> <li>• Booster Reading (Year 6)</li> <li>• Dyslexia support</li> <li>• Small group and 1:1 Tuition</li> <li>• Saturday school (Year 6)</li> <li>• Easter Holiday school (Year 6)</li> </ul>	<ul style="list-style-type: none"> <li>• S&amp;L therapy sessions (tailored programme)</li> <li>• Use of range of technologies such as cameras, voice recorders, laptops, on-line programmes as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Individual rewards and merits</li> <li>• Peer mentoring</li> <li>• Social Stories</li> <li>• Support from Child &amp; Family Consultation Services (CFCS)</li> <li>• Support from Child &amp; Adolescent Mental Health Services (CAHMS)</li> <li>• Support from Social Inclusion Team</li> <li>• Support from Early Help Team</li> <li>• Support from Pupil Referral Unit (PRU)</li> <li>• Support from LA Social Services</li> </ul>	<ul style="list-style-type: none"> <li>• Motor skills programme for small group or individuals.</li> <li>• Support from Specialist Children's Services</li> <li>• Support from Physiotherapist</li> <li>• Support from Occupational Therapy Services</li> <li>• Support from Joseph Clarke Visual Impaired (VI) Outreach Team</li> </ul>

<b>Education, Health and Care Plan (previous statement)</b>	<ul style="list-style-type: none"> <li>• Access to external SEND resources and advisory teachers</li> <li>• Support from Educational Psychologist</li> <li>• Input from Whitefield Global Delay Outreach Team</li> <li>• 1:1 LSA support</li> <li>• Annual Person Centred Review meetings (PCR)</li> </ul>	<ul style="list-style-type: none"> <li>• S&amp;L support, e.g. speech therapist and/or LSA</li> <li>• S&amp;L therapy programme</li> <li>• Access to Social &amp; Communications Clinic</li> <li>• Input from Whitefield Autism Outreach Team</li> <li>• Additional Makaton training</li> <li>• Annual Person Centred Review meetings (PCR)</li> <li>• EHCP Assessment and reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Support Programme</li> <li>• Support from Educational Psychologist</li> <li>• Annual Person Centred Review meetings (PCR)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in class and PE</li> <li>• Physiotherapy programme</li> <li>• Tailored Occupational therapy programme.</li> <li>• Access to ICT programmes</li> <li>• Annual Person Centred Review meetings (PCR)</li> </ul>
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## Key Responsibilities

### Executive Head and Head of School

To be responsible for the overall management of the SEND provision.

### Designated Inclusion Lead/SENDCo

To oversee day-to-day operation of the school's SEND policy.

All adults / staff working with SEND children (including agency staff and outside providers)

- All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- Have the responsibility to liaise with the class teacher in order to share SEND information regarding identified children and give feedback of evaluations and assessments.
- Must maintain a record and/or reports of impact of provision provided.

### Class teachers

- All teachers are teachers of children with SEND and endeavour to adapt the curriculum to meet their children's needs. Class teachers work with support staff to ensure individual needs are met. Class teachers directly work with SEND pupils at some time during each day. Learning Support Assistants work with small groups or individuals who have an Individual Educational Plan as planned for and guided by the class teacher.
- Every teacher is responsible and accountable for the progress and development of all pupils in their class wherever or with whoever the pupils are working with (including support provided by LSA or specialist staff).

### Higher Level Teaching Assistants and Learning Support Assistants

- To make use of a range of teaching strategies (Visual, Auditory and Kinaesthetic) to meet children's SEND.
- Assess, evaluate and monitor progress in order to inform the next stage of learning.

### Children

- To know and work towards their individualised targets set out on their learning plan.



## Parents/Carers

- To be involved in their child's learning through home-learning, educational visits, school based projects, open evening, visits to the school and homework etc.

## Governing Body

- To ensure that it makes appropriate SEND provision available to all children identified as in need of it.

## Local Authority (*See Local Offer*)

- To provide external support for SEND children and resource additional requirements for SEND statements.
- To provide disagreement resolution arrangements and mediation services.

## Allocation of resources

Willow Brook Primary does not have a special unit for SEND.

The Designated Inclusion Lead/SENDCo is responsible for the operational management of SEND provision throughout the school, inclusive of provision mapping.

The specified and agreed SEND budget will be used for the purchasing of SEND resources (on request from staff where specific SEND resources are identified as being needed). The SEND budget can be used to employ human resources i.e. Learning Support Assistants (LSAs) either by the school or from supply agencies.

Provision for EHCP SEND children will be in line with their allocated level of SEND funding. Parents/carers need to be advised that additional support is not always possible due to specific SEND budgets which are allocated to all SEND children throughout the school in line with equal opportunities. One-to-one provision can thus not be expected as a given.

## Continuous Professional Development (CPD)

The school considers the training needs of all staff, which will empower and enable them to feel confident and skilled to work with children with SEND most effectively.

## Complaints

Refer to the school's Complaints Policy. Class teachers will work closely with parents/carers at all stages regarding children's SEND education and should be the first port of call in case of any queries and/or difficulties. If matters are unresolved and/or a request is made by the parent/carer, a meeting will be arranged with the Inclusion co-ordinator. However, if the issue is complex or the parent/carer is not satisfied with the outcome, the headteacher and /or governing body will be involved. As a last resort, the school's Local Authority SEND Inclusion Officer or SEND Standards and Service Manager can be involved.

## Monitoring and equality impact assessment

Governors and the Senior Leadership Team (SLT) will evaluate the effectiveness of the policy.

## Review

The SEND policy is to be reviewed and published annually (*6.79 of the Code of Practice (2014)*). Part of this procedure will be the gathering of views from all parties involved on its effectiveness.



 <p><b>WILLOW BROOK</b> PRIMARY</p>	<p style="text-align: center;"><b>Willow Brook Primary School SEND GUIDELINES</b></p>
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*"Treat people as if they were what they ought to be and you help them become what they are capable of being."*  
– Goethe –

<p style="text-align: center;"><b>Classroom environment</b></p>	<ul style="list-style-type: none"> <li>✓ Calm, safe and stable.</li> <li>✓ Set classroom volume at a comfortable level – using classroom dynamics.</li> <li>✓ Stimulating displays.</li> <li>✓ Tidy and clutter free.</li> </ul>
<p style="text-align: center;"><b>Seating arrangements</b></p>	<ul style="list-style-type: none"> <li>✓ A place relatively free from distractions, e.g. away from doors and windows.</li> <li>✓ Get pupils to work in pairs rather than big groups.</li> <li>✓ Consider groups: Mixed ability / Focussed groups (EAL, SEND and GD)</li> <li>✓ Table names.</li> </ul>
<p style="text-align: center;"><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>✓ Lessons to be differentiated.</li> <li>✓ Break tasks down into small steps.</li> <li>✓ Communicate expectations clearly.</li> <li>✓ Keep language short, simple and to the point.</li> <li>✓ Give verbal reminders.</li> <li>✓ Give frequent and specific feedback.</li> <li>✓ Ensure pupils are aware of time limits to tasks.</li> <li>✓ Use school's marking policy:</li> <li>✓ Use a variety of teaching styles: Visual, Auditory &amp; Kinaesthetic.</li> <li>✓ Mixed ability groups.</li> </ul>
<p style="text-align: center;"><b>Learning</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure the pupils are aware of appropriate strategies to:                             <ul style="list-style-type: none"> <li>● listen carefully</li> <li>● think and then</li> <li>● respond.</li> </ul> </li> <li>✓ Encourage independent learning.</li> <li>✓ Display pupils' own work.</li> <li>✓ High quality of books and presentation.</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	<ul style="list-style-type: none"> <li>✓ Be prepared! What do pupils need in order to enhance their learning?</li> <li>✓ Resources to be labelled in class.</li> <li>✓ Display a clear and simple visual timetable.</li> <li>✓ Where possible, use visual resources for pupils to refer back to.</li> <li>✓ Where possible, use Makaton (signing symbols) for communication.</li> <li>✓ Be careful of over-stimulation on displays.</li> <li>✓ Pupils in need of specific equipment, to use these as advised by agencies.</li> <li>✓ Deploy additional adult support appropriately in class.</li> </ul>

<b>Behaviour management</b>	<ul style="list-style-type: none"><li>✓ Follow the school's Values and Behaviour &amp; Learning policy.</li><li>✓ Be consistent, firm but fair.</li><li>✓ Pupils know they have to complete tasks.</li><li>✓ Redirect pupils to stay focussed and on task.</li><li>✓ Promote enthusiasm through being excited to want to learn.</li><li>✓ Find out what keeps a pupil calm and happy.</li><li>✓ Give work related targets, rather than behaviour targets.</li><li>✓ Give pupils a choice – guide them to make the right decision.</li><li>✓ Have a designated quiet place in class.</li></ul>
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*Remember: Every child is different – learn what makes them tick so you can see the world through their eyes.*

## Helpful SEND questions for Parents/Carers

### What types of SEND are available for my child in school?

Targeted high quality teaching through class teacher input.  
Differentiated lessons.  
Specific small group support.  
One-to-one interventions which may involve outside agencies.  
Individual target plans.  
Visual support and resources.  
Provision of specialist equipment or modified resources.  
Implementation of tailored support programmes as recommended by external professionals, e.g. Educational Psychologist, Occupational Therapist, Physiotherapist etc.

### Can this school meet my child's needs?

We consider every child's needs on an individual basis.

Specific interventions.  
Assessment and intervention from the Local Authority's Speech & Language Services.  
Independent Speech & Language therapist.  
Advice and support from external agencies, e.g. Occupational Therapist, Physiotherapist, Educational Psychologist.  
Child & Family Consultation Services.  
Whitefield Schools Outreach Team for Autistic Spectrum Disorder and Global Delay.  
Joseph Clarke Outreach Team for Visual Impairment.  
Additional therapists as available.

### How will my child be included in school life?

We are an inclusive school and ensure that pupils are included in all aspects of learning and school life.  
Welcome and tour of school.  
New to school and class meeting.  
Transition support.  
Breakfast and Tea time club  
Lunch time clubs  
After school clubs  
Staff training to respond to specific needs.

### Where else can I find support and information?

School office  
Parent Partnership  
School Nurse Services  
Specialist Children's Services

### Who are the best people to talk to about my child's needs?

My child's **class teacher**  
**Designated Inclusion Lead:** Mari Chivers  
**Head of School:** Lucie Dawn

### How well do SEND pupils do in our school?

Speak to:  
the Designated Inclusion Lead (M Chivers)  
Assistant Head responsible for phases Assessment (S Hartley, M Syed)  
Ofsted Report

### How does the school communicate with me?

Phone calls  
School website  
Regular school newsletters  
Individual school reports  
Specific meetings arranged at specific times with: Senior Leadership Team (SLT); Designated Inclusion Lead; class teacher  
Staff available before and after school (where appropriate)  
Parents meetings  
Coffee mornings

### How does the school identify and assess children with Special Educational Needs and Disabilities (SEND)?

SEND criteria and assessments.  
Information and consultation with Parents/Carers, pupils and external agencies.  
Pupil progress monitored against National and age-related expectations.

### What are the arrangements for voicing my concerns to the school?

Speak to:  
the class teacher  
the designated Inclusion Lead (M Chivers,  
a member of the school's Senior Leadership team (SLT)  
Parent Partnership  
Specialist Children's Services  
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