



Watermoor C of E Primary School

SEND Policy and Information Report

2022/23

Approved by:

Beckie Nobbs

Date: April 2023

Last reviewed on:

April 2023

Next review due by:

September 2023

“The smallest of all seeds grow and become the largest of plants.”

Contents

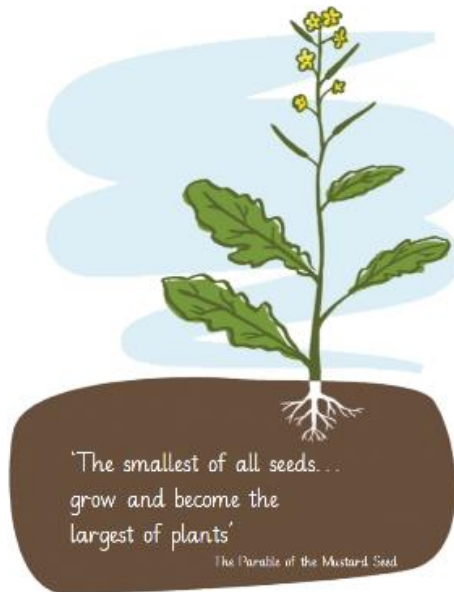
1. Introduction.....	3
2. Aims.....	3
3. Legislation and Guidance.....	4
4. Definitions.....	4
5. Roles and responsibilities.....	4
6. SEND information report	5
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

“The smallest of all seeds grow and become the largest of plants.”

1. Introduction

Watermoor Church of England Primary School's vision is 'The Smallest of seeds grow and become the largest of plants.' Our school vision is underpinned by the parable of the mustard seed as our Christian values and ethos will help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe that by nurturing and celebrating children's individual talents they will be able to achieve their full potential.

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree."
(Mark 30-32)



2. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Watermoor C of E Primary School values the contribution that every child can make and works to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Headteacher, SENCo and all other members of staff are responsible for teaching children with SEND.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEND coordinators (SENDCOs) and the SEND information report

4. Definitions

A pupil has SEND 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 significantly greater difficulty in learning than the majority of others of the same age, or

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.

5. Roles and responsibilities

5.1 The SENCo

The SENCo is Beckie Nobbs (senco@watermoor.gloucs.sch.uk).

They will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the 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 governors 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 SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing 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 and SENCo to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each Class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND information report

6.1 SEND needs

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC) and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties

- Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties

6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Support for teaching staff in assessing needs, including identifying SEN flowchart, Quality First Teaching strategies and Cause for Concern Record template can be found in Appendix A.

6.3 Consulting and involving pupils and parents/carers

If a class teacher becomes aware of a pupil requiring additional provision to that which is over and above normal classroom practice, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/ carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record.
- We work alongside parents/carers when it is decided that a pupil will receive SEND support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. In Gloucestershire the level of plan depends upon the level of need:

- If a child requires tailored outcomes to support them with their learning then a 'My Plan' is written.
- If further more specialized support is required from other agencies, a 'My Plan +' is written.

- If a child's needs are highly complex then a request for statutory assessment for an Education Health and Care Plan may be applied for.

Whatever type of plan a child is part of, the school aims to work alongside families and the child to ensure that they make good progress in their learning.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly (at least three times a year) and new outcomes will be written if necessary as a result of this review.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. We will support and contribute to any appropriate transition arrangements to make transition as smooth and successful as possible for an individual.

6.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Examples of interventions which are sometimes recommended include:

- Fizzy - gross motor skills program
- Write from the Start - fine motor skills program
- NELI – Nuffield Early Language Intervention

6.7 Adaptations to the curriculum and learning environment

We will make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.8 Additional support for learning

We have 11 teaching assistants who regularly work with children on a 1:1 basis, in small groups and occasionally supporting large groups.

Where necessary, we work with the following agencies to provide support for pupils with SEND, these include: The Advisory Teaching Service, Gloucestershire Psychology Service, Child Adolescent Mental Health Services (CAMHS), The NHS, Social Services and some charities.

6.9 Expertise and training of staff

- Our SENCo works 5 days a week to manage SEND provision.
- We have a dedicated team of teaching assistants who are trained to deliver SEND provision.
- Staff regularly receive training in TEAM Teach approaches and take part in Mandatory yearly Safeguarding training.

Other training in the past has included: Mental Health – 5 Ways to Wellbeing training, Level 1 Basic Autism Awareness training and Managing Physical Needs in Primary School, Attachment Awareness, Emotion Coaching and Expressive Language training.

6.10 Securing equipment and facilities

We have dedicated spaces (break-out spaces) within our school building to be able to provide for small group work where necessary. In addition, we have the use of a second smaller community hall which provides indoor space suitable for movement interventions.

6.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their targets in their 'My Targets' Plan each term

Reviewing the impact of interventions every term

Using pupil questionnaires

Monitoring by the SENCo

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

6.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays and any special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Watermoor C of E Primary School is on one level. We have an accessible toilet. Doors are wide enough for wheelchairs.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (for example, visual impairment) further advice is sought.
- Children with specific needs may have additional members of staff to help them access the school, curriculum and clubs.
- Any additional risk assessments are completed according to individual children's needs as necessary.
- All pupils are taught about our school values though-out the year which follow, teach and promote our inclusive ethos. All members of our school family are valued, welcomed and treated equally.
- Our Accessibility Plan is available on the school website and a paper copy can be provided upon request.

6.13 Enabling all to Flourish / Supporting all pupils

We provide support for pupils to improve their social, emotional development in the following ways:

- Zones of Regulation
- Personalised relational Support Plans
- Bespoke targeted interventions (in addition to the whole class teaching of PSHE)

Pupils with SEND can also be supported where necessary by our Pastoral Teacher, Rachel Montgomery.

We have a zero tolerance approach to bullying.

6.14 Working with other agencies

We work alongside all other outside agencies, responding to their requests and completing referrals with parents/carers where necessary, to enable us to meet the needs of any individual.

6.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents/carers of pupils with SEND

For a comprehensive list of support services see:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page>

5.17 Contact details for raising concerns

If you have a concern about your child you can contact the following:

- Beckie Nobbs – SENCo (senco@watermoor.gloucs.sch.uk)
- Rachel Montgomery – Pastoral Teacher (rmontgomery@watermoor.gloucs.sch.uk)

5.18 The local authority local offer

Our contribution to the local offer can be found on our website: <http://www.watermoorps.co.uk/>
'About Us' - Inclusion and SEND

7. Monitoring arrangements

This policy and information report will be reviewed by Beckie Nobbs (SENCo) **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

Safeguarding

Accessibility plan

Behaviour

