



Whiteshill Primary School

SEND Policy

Headteacher:	Heather Francis head@whiteshill.gloucs.sch.uk
SENCo:	Jackie Colman jcolman@whiteshill.gloucs.sch.uk
SEN Governor:	Julie Hughes jhughes@whiteshill.gloucs.sch.uk
Chair of Governors:	Katie Blaney chair@whiteshill.gloucs.sch.uk
Owner:	Whiteshill Primary School
Author:	Jackie Colman
Completion date:	January 2022
Next review date:	January 2024



Aim of the Policy

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Whiteshill Primary School.

In the **SEND Code of Practice 2015**, a child with SEN is defined as:

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:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) 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.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). 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.

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are explained fully in the Code of Practice document.

Children experiencing difficulties in any one or a combination of these areas may be entered on the school's SEND register. Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Aims and Objectives

Our aim at Whiteshill Primary School is to create an inclusive school in which every child, member of staff and parent feels properly supported when faced with a learning difficulty or special educational need. Together with high expectations, this will help us to overcome barriers in children's learning and to close achievement gaps with others. In this way, all our children can participate fully in the life of the school, feel equally valued and be helped to reach their full potential. This will be in line with our school vision to ensure all of our pupils become passionate, successful, lifelong learners who are self-confident and ambitious and go on to create their own unique future and impact positively on the wider world.

We seek to achieve this aim by:

- Acknowledging that all children have different ways and rates of learning and that all may experience a difficulty or special educational need at some point in their primary school life.
- Planning to meet the full range of learning needs and styles within the curriculum.
- Making sure that all lessons provide suitable learning challenges for all members of the class or group, including the most able, by differentiation whenever appropriate.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class teachers to meet the needs of children with SEND.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCo and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the Gloucestershire Guidance Booklet.
- Listening to and valuing the views of parents or carers, involving them as much as possible in setting and reviewing their children's targets for improvement and acknowledging that progress is most likely to be made when action taken at school is backed up by home support.
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs can be met.
- Creating an ethos that fosters a growth mind-set and that celebrates achievement at all levels and in all aspects to build confidence in all our children.
- Value and encourage the contribution of all children to the life of the school
- Work with the school's Governing Body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND
- Where appropriate, work closely with external support agencies to support the needs of individual pupils and/or their families.

Please see our annual SEN Information Report for more information on how this is achieved on a day-to-day basis in school as well as the linked documents at the bottom of this policy.

Roles and Responsibilities

The Governing Body, in partnership with the Headteacher

- Determining the school's general policy and approach to provision for pupils with special educational needs;
- Establishing appropriate staffing arrangements;
- Deploying SEN resources;
- Maintaining a general oversight of the school's work;
- Ensuring the publication and annual updating of a SEND information report to support the Local Authority SEND Local Offer.

The Headteacher

- Overall management of the provision for special educational and disability needs;
- Working closely with the SENCo to ensure a holistic school approach;
- Keeping the Governing Body fully informed.

The SEN Coordinator (SENCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers and teaching assistants;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Working with and co-ordinating external agencies;
- Reporting annually to the Governing Body on the implementation of the school's SEN policy, via the Annual SEND Report.

The Class Teacher

- Identifying whether a child in their class has SEND and what those needs are, with support from the SENCo as necessary;
- Ensuring the progress of all children in their class, including those with SEND;
- Differentiating the curriculum and teaching approaches so that the learning is accessible but has an appropriate level of challenge for all children;
- Using teaching assistants to facilitate targeted support for identified children in the class, but remaining responsible for the teaching and learning of pupils with SEND;
- When needed, sharing children's My Plan targets with teaching assistants to help them implement these into interventions;
- Coordinating and reviewing a pupil's individual My Plan, with the support of the SENCo where needed.

The Teaching Assistant

- Liaising with teachers to help plan learning support for identified children including the use of interventions where needed;

- Delivering planned learning support for any child requiring this, including interventions when needed, or facilitating their delivery;
- Helping to monitor progress (through the outcome tracker) made by children doing interventions and therefore whether the interventions need adapting in any way or replacing;
- Feeding back to teachers about how children are progressing, both within lessons and over longer periods of time.

Monitoring and Evaluating the Success of the SEND provision.

At Whiteshill, we are committed to the consistent monitoring, review and evaluation of our SEND provision. In this respect, the SENCo will submit the school's annual SEND report to the Headteacher and Governing Body annually. The SENCo, with input from the Headteacher, uses a range of methods to gather data for analysis, including:

- Recording of data 3 x a year linked to % on track for age-related expectations (ARE);
- Analysis of end of year National Curriculum performance (KS1 and KS2 SATs, Y1 Phonics Screening, Teacher Assessment);
- Analysis of impact of interventions through scrutiny of intervention timetables, outcome trackers and plans;
- Support from outside agencies including Speech and Language and the Educational Psychologist;
- Reviews of My Plan, My Plan+ and EHC Plan targets;
- Noting of parents' and pupils' views, e.g. through parents' meetings, questionnaires or conferencing.

Linked Documents and Policies

- [SEND Code of Practice 2015](#)
- [Gloucestershire SEND Graduated Pathway](#)
- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Complaints Policy](#)
- [Behaviour Policy](#)
- [Teaching and Learning Policy](#)
- [Feedback and Marking Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)
- Accessibility Plan
- [Gloucestershire Local Offer](#)