



Warstones Primary School (Deaf Resource Base) Special Educational Needs and Disability Policy

September 2023

Approved and adopted 11.10.23
Chair of Governors

This policy takes full regard of the SEND Code of Practice 2014 (Updated Jan 2015) and the Medical Conditions guidance September 2014.

SENCO Mrs E Bayliss

Contact with the SENCO should be made through the school office: 01902 558787 or
www.warstonesprimary.co.uk

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The initial policy was created by the school's SENCO in consultation with the school's SEN Governor, a parent working group and school staff reflecting the SEND Code of Practice 0–25 (2014) guidance in 2017

SECTION 1

All children are individuals and have varying needs throughout their time at Warstones Primary School.

All staff recognise that every child has gifts, abilities and difficulties, which need to be recognised and supported by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children. The school’s SENCO and Senior Leadership team support all teaching, support staff and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made, including those children supported through the Deaf Resource Base.

All children must have an equal opportunity to take part in a broad and balanced curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

SECTION 2 – Our Aims and Objectives

Aims

Warstones Primary School aims to:

- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children’s views and involve them in planning their education
- Work in partnership with parents

Objectives

The above aims will be realised in the school environment as follows:

- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child.
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work.
- Specific individual needs will be taken account of at the planning stage and specialist staff in the Deaf Resource Base consulted to ensure that support and provision is appropriate across school.
- Various groupings will be used to create opportunities for children to take on different roles.
- The SENCo, senior leadership team and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children.
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Inclusion services including Visual and Hearing Impaired Service, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

SECTION 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) – Assess, Plan, Do, Review.

Using teacher's assessments and discussions with parents, the SENCo and class teachers will meet termly to discuss the provision needs of the pupils in their class at Universal, Targeted and Special Support levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, "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"

(SEND Code of Practice 0 – 25, 2014, p95)

The SENCO and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND or not. See appendix 1 (a description of the types of intervention in place and the criteria for their use).

A pupil will be deemed to have Special Educational Needs "where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(SEND Code of Practice 0 – 25, 2014, p94)

A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Warstones Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Child or Young person in Care
- being a child of a serviceman/woman

SECTION 4 – The Graduated Approach to SEN Support

The school use the **ASSESS – PLAN – DO – REVIEW** model outlined in the SEND Code of Practice 0 – 25 (2014).

Where a child has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils. (Appendix 2 – Quality First Teaching in the classroom)
- The teaching team and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a termly basis.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Individual Learning Plan (ILP). This will be

reviewed on a minimum of a termly basis, ideally meetings will occur as soon as possible after a child has met a target from their plan so that new targets can be set.

- The SENCO will deploy appropriate support through intervention programmes or individual support from the Inclusion Team and will monitor the quality of that provision.
- Regular feedback between class teacher and support staff will ensure continuity in learning for the child.
- The SENCO and class teachers will keep records of the progress made through interventions.
- The class teacher will use formative assessment strategies to monitor progress made towards ILP targets and adapt where necessary.

Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to the relevant external agency.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

SECTION 5 – Managing Pupils Needs on the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly and shared with staff to improve knowledge of their responsibilities towards their pupils.

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **Education Health and Care Plan**.

A pupil categorised as receiving **SEN Support** may only be supported by school via the ILP and focussed support and/or interventions or they may have involvement from an external agency.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

SECTION 6 – Supporting Pupils and Families

Parents can find information about how the Local Authority seek to support families via the school website or by following the link: www.wolverhampton.gov.uk/send

Parents may also wish to read the school's SEND Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need.

The Teacher of the Deaf ensures that the deaf children have their hearing aids and batteries fully functional and their equipment is checked accordingly. The deaf children are also supported by a Speech and Language Therapist once fortnightly within the school day.

Other children in school who have a diagnosed Hearing Impairment, are visited termly by the HI service for their aids to be checked and a review assessment of their hearing completed. A visit record is always made available for the class teacher and a copy sent home to parents. Feedback is always shared with the SENCO.

For children with a diagnosed Visual Impairment, the VI service also complete termly visits to monitor the children's progress in class, how they are accessing the learning through additional resources or strategies advised in their assessment report and any further recommendations are advised to the teacher and SENCO.

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. The SENCO will also meet with the new school's SENCO to transfer records and share relevant information to enable a smooth transition.

Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

For children who have an Education, Health and Care plan, the SENCO, class teacher and the Teacher of the Deaf, will ensure that the provision section of the plan is adhered to and will monitor the child's progress using the assess, plan, do, review cycle, as is good practice across the school, and follow the school's set procedure of termly ILP reviews alongside any other support meetings with parents necessary in between these set dates.

The SENCO will ensure that the Annual review is prepared for in good time of the set date on the child's plan, in collaboration with the relevant staff, the child and their family, and the meeting held according to the recommended timescales set in the SEND Code of Practice and the Wolverhampton LA guidance (2022).

SECTION 7 – Supporting Pupils at School 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.

Some children may also have SEND and may have a statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

Definition:

Pupils' medical needs may be broadly summarised as being of two types:

(a) Short-term affecting their participation in school activities which they are on a course of medication.

(b) Long-term potentially limiting their access to education and requiring extra care and support (deemed **special medical needs**).

Rationale:

Local Authorities and schools have a responsibility for the health and safety of pupils in their care. The Health and Safety at Work Act 1974 makes employers responsible for the health and safety of employees and anyone else on the premises. In the case of pupils with special medical conditions, the responsibility of the school is to make sure that safety measures cover the needs of all pupils at the school. This may mean making special arrangements for particular pupils who may be more at risk than their classmates. Individual procedures may be required. The school is responsible for making sure that relevant staff know about and are, if necessary, trained to provide any additional support these pupils may need.

The Children and Families Act 2014, places a duty on schools to make arrangements for children with medical conditions. **Pupils with special medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone.**

However, teachers and other school staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine.

The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information. The school takes advice and guidance from the School Nurse (contact details available from the school office) and encourages supervised, self-administration of medication where appropriate and possible.

Aims

The school aims to:

- assist parents in providing medical care for their children;
- educate staff and children in respect of special medical needs;
- arrange training for school staff to support individual pupils;
- liaise as necessary with medical services in support of the individual pupil;
- ensure access to full education if possible.
- monitor and keep appropriate records.

Entitlement

The school accepts that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils.

The school believes that pupils with medical needs should be enabled to have full attendance and receive necessary proper care and support.

The school accepts all staff have rights in relation to supporting pupils with medical needs as follows:

- choose whether or not they are prepared to be involved;
- receive appropriate training;
- work to clear guidelines;
- have concerns about legal liability;
- bring to the attention of management any concern or matter relating to supporting pupils with medical needs.

Expectations

It is expected that:

- parents will be encouraged to co-operate in training children to self-administer medication if this is practicable and that members of staff will only be asked to be involved if there is no alternative;
- where parents have asked the school to administer the medication for their child, the prescription and dosage regime should be typed or printed clearly on the outside of the packaging. The school will only administer medicines in which the dosage is required 4 times a day or at a specific timed point of the day as recorded on the label.
- The name of the pharmacist should be visible. Any medications not presented properly will not be accepted by school staff. Pupils should not bring in their own medication. This should be brought into school by the parent/carer and a medical consent form completed by the parent/carer at the school office.
- Parents/carers of any children receiving long term medication, including inhalers, will need to contact the school to speak with the SENCo to make an appointment to plan an Individual Healthcare Plan.
- that staff will consider carefully their response to requests to assist with the giving of medication or supervision of self-medication and that they will consider each request separately.
- the school will liaise with the School Health Service for advice about a pupil's special medical needs, and will seek support from the relevant practitioners where necessary and in the interests of the pupil.
- Any medicines brought into school by the staff e.g. headache tablets, inhalers for personal use should be stored in an appropriate place and kept out of the reach of the pupils. Any staff medicine is the responsibility of the individual concerned and not the school.

Policy into Practice

- There is a need for proper documentation at all stages when considering the issue of support for pupils with medical needs in school.

SECTION 8 – Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and

inclusion will meet with the SENCo at least every term to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND
- Any child's SEND are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- ILPs are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by SATs and PIVATS.
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs List.

The Governing Body will receive a brief report from the SENCO and named governor on the outcomes of these meetings.

The SENCO:

- observes the class teaching and effectiveness of support monitor the quality of teaching and learning. Feedback is given and follow-up observations are used to monitor teaching and learning.
- meets with the Headteacher (DSL) and the PFSO at least monthly to discuss individual pupils and families for whom further action is required. The school nursing team will also be invited as and when their input may be required
- monitors and scrutinises the ILP's and books of children who are in receipt of additional provision.
- agrees all ILP targets, including strategies and provision, before these are finalised.
- monitors books, observes children and staff to check ILP targets are being taught.

The Headteacher:

- discusses and agrees the provision map.
- monitors and compares progress and attainment of all groups.
- line manages the SENCO and holds to account through appraisal target setting and Review.

SECTION 9 – Training and Resources

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENCO will request assessment by the local authority for an EHCP.

The teaching team are a highly trained team of teachers and TAs who deliver intervention across the school. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENCO but are stored throughout school, with staff having access to paper copies as well as a centralised online library of training and resources unique to the needs of the pupils at Warstones.

SECTION 10 – Storing and Managing Information

The SENCO will hold central records relating to pupils with SEND. This will include copies of all ILPs, EHCPs, EHA's and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO and PFSO's office.

The class teacher will have access to an online SEND folder with copies of ILPs and relevant information taken from recent advice from external agencies on a password protected platform.

SECTION 11 – Reviewing the Policy

This policy will be reviewed and agreed annually.

SECTION 12 – Accessibility

See the school accessibility plan.

SECTION 13 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Wolverhampton Information Advice Support Service.

Appendix 1 – An example of the range of interventions include

Writing and Reading booster group to support lower literacy skills and confidence

- Small targeted group of Y4 and Y3 children.
- 5 x 1 hour weekly.

Writing skills booster group to narrow the gap in attainment

- Small targeted group of Y6 pupils
- 4 hour-long sessions in a 3 week writing unit

Wobbly Wallet – all TA's across KS1 and KS2

Children who would benefit from concept clarification are identified by class teacher at the end of the lesson, and the TA withdraws them either on a 1-1 basis or as a very small group / pair for 10-15 mins to consolidate the skill or concept and practice applying it.

This happens daily.

Echo Reading to support reading fluency and inference

- Small targeted groups of pupils Y2 – Y6
- 2 sessions a week for 20 minutes

Pre-teaching of new texts and vocabulary

- Pre-teaching of all new weekly reading texts to pupils with Dyslexia or reading fluency difficulties
- Pre-teaching of new vocabulary and topics to pupils with memory and processing difficulties
- Access to word banks and visual resources in classes as part of quality first teaching to also support this

IT keyboard skills for individuals with diagnosis of Dyslexia.

- 1-1 for targeted children across KS2.
- Weekly opportunities to use across the curriculum.

Fine motor skills / Cool Kids (Nursery and Reception)

- Small group practical based activities to develop fine motor control.
- Twice weekly
- Use of Funky Fingers activity booklet for engagement from all children.

Cool Kids

- Years Recep-6
- Twice weekly program for 10 weeks.
- Baselines screened then exit screened, Children evaluate their own progress for self confidence and self esteem.

Sensory Circuits

- Used throughout school. Set up in 3 key areas of school so easily accessible for all
- OT recommended activities to support sensory seeking behaviours and regulate emotions

Lego Therapy

- Used throughout school.
- Once weekly sessions over a period of 6-10 weeks to support social and communication skills

Precision Teaching

- Used throughout school. Small highly repetitive sessions, multiple times a week, to support basic spelling and number facts.

Speech and Language Therapy Services

- Weekly 1-1 support for individuals.
- Termly reviews by therapist in school.
- Specialist stammer support offered where necessary.

Deaf role model

- Interventions with a Deaf role model for all Deaf pupils

Pupil, Family Support Officer - Miss R Evans.

- 1-1 work with vulnerable young people and their families as part of Early Intervention, Early Help Assessment, Child in Need or Child Protection.
- Any age across school.
- 1:1 wishes and feelings work.

Mentoring – Mentorlink

- Any age
- Nurturing emotional support
- 1:1.

Transition – School SENCO, PFSO, Teaching Assistant / key worker available to support transition visits.

- Year 6 or any age for pupils who find change difficult
- Familiarisation with the change approaching and developing coping strategies
- Group size will vary dependant on children and skills being taught.
- Transfer to Special school within local authority – child supported by key worker to visit new school.

EAL

- From Reception to Year 6 for new arrivals or children with limited English
- 1:1 assessments and monitoring of progress.
- 1:1 CAMYL assessment after being in the UK for 6 months, supported by the SENCO.

In class short term interventions to support targeted children identified through the year delivered by TAs or class teacher.

APPENDIX 2 – QFT (Quality First Teaching) in the classroom

Warstones Primary School - QUALITY FIRST TEACHING - 2022-2023				
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL, MENTAL HEALTH	SENSORY AND PHYSICAL
Wave1 – Quality First Teaching	<ul style="list-style-type: none"> Differentiated curriculum – planning, learning, resources, scaffolding etc. Pre-teaching of subject vocab Text presented clearly – bullet points, clear font, headings, diagrams Pupils encouraged to explain what they have to - check understanding Links to prior learning explicitly made /retrieval practice integrated into lessons Key learning points reviewed throughout lesson Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders Provide a range of writing frames Word mats designed for specific subjects/lessons Opportunities to work with a scribe or use ICT when necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties e.g. dictation, typing Coloured overlays, coloured paper for worksheets & coloured background on SMART board Extra time to complete tasks Learning ladders to break down steps Next steps display in classroom Peer support/seating arrangements Tactile resources e.g. phonics 	<ul style="list-style-type: none"> Structured class routines Using songs/rhymes for routines Increased visual aids Visual timetables at eye level of children Use of sign language/basic Makaton Use of key words/vocabulary emphasised when speaking Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play Instructions in manageable chunks Checklists and task lists Delivery slowed down with time given for processing Prompt cards used to support understanding Talking partners used Classroom seating plan considered so children can see teacher and visual prompts Access to a quiet work station 'Word walls'/displays to develop understanding of new vocab Minimise use of abstract language/language tailored to individuals 	<ul style="list-style-type: none"> Emphasise positives in front of others to develop children's self-confidence Give pupils classroom responsibilities Refer regularly to school/classroom rules Calming music Team around the child approach Use of ear defenders to support focus Breaks between tasks Moving around/sensory breaks Interactive strategies eg. Whiteboards to hold up answers Clear behaviour expectations modelled by staff Quiet zone or sensory space Visual timer/stop watch Use post-its for questions rather than interruptions 'Fiddle' toys Concrete resources easily at hand to support Give a 'set time' for written work Personalise teaching to reflect pupils' interests Transition from whole class work to independent is taught and actively managed Reward system Learning ladders to break down steps Wobble cushion/resistance bands to support sitting in chairs or on carpet spot Meet and greet at key transition points e.g. start of day, lunchtime etc. 	<p>Visual</p> <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting – natural and artificial Eliminate inessential copying from the board Where copying is required, ensure appropriate print size photocopy available or use full page magnifier to enlarge Read aloud as you write on the board Avoid standing in front of windows – your face becomes difficult Use Ipad for reading if text is too small in physical book Consider seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> Careful seating – closest to the teacher Keep background noise to a minimum Slow down speech rate Allow more thinking time Repeat contributions from other children – their voices may be soft speech more unclear Check that oral instructions have been understood Face the pupil when speaking & keep hands away from mouth Use of CSW and technological resources <p>Co-ordination</p> <ul style="list-style-type: none"> Sat at table where there is sufficient space LH & RH pupils not next to each other with adjacent hands Desks at elbow height Sloping desk stand if appropriate Seated with minimal distractions. Encourage oral presentations or use of ICT as an alternative to written work where appropriate. Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. Dough disco to support fine motor Range of fine motor and gross motor activities

APPENDIX 3 – Recognition and initial support of SEND flow chart



Warstones Primary School

SEND Action Flow Chart



