



SEND POLICY & INFORMATION REPORT

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1. Aims

1.1 Waterside Primary Academy is committed to providing a high quality and challenging education for all of our children. We believe every child is entitled to reach their highest level of personal achievement. Waterside Primary Academy believes that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, disability, attainment or background. We ensure that we provide inclusive, broad educational opportunities in order to meet the differing needs of our children. We are committed to removing barriers to learning and meeting the needs of our learners. Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disability (SEND).
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.
- Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school, and their successes are equally celebrated.
- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEND Code of Practice 0-25 (June 2014).

1.2 We work towards these objectives by:

- Ensuring our SEND provision is coordinated and integrated across the school by our SENDCo.
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided, and progress is managed.
- Providing support and advice for all staff working with pupils with special educational needs and disability, giving staff additional training on methods and programs relating to SEND when required.
- Providing a range of learning support and alternative teaching materials for teacher and pupil use.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if parents have a particular SEND concern that they do not feel is being adequately addressed by current arrangements. This procedure is set out in Section 5 of this Policy.

2. 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 children with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

3. Definitions

A child 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.

4. Roles and responsibilities

4.1 The Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo is Miss Colleen Duggan.

She will:

- Work with the headteacher and SEND governor 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 children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's 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 children and their parents are informed about options and a smooth transition is planned.

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all children with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCo 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 SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child 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 SENDCo to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Providing pastoral care for the overall wellbeing of the children and identifying where extra provision is required.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example: Autism Spectrum Disorder, Speech and Language difficulties.
- Cognition and learning, for example: Dyslexia, Dyspraxia.
- Social, Emotional and Mental Health difficulties, for example: Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or Physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Admission Arrangements

The admission arrangements for children with SEND and without an EHC plan are no different than for other children. Please refer to the school's admissions policy.

If a child has an EHCP, parents have the right to specify Waterside Primary Academy if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area of Waterside.

Once pupils have accepted a place at Waterside Primary Academy and, where it is felt necessary, the class teacher or the SENDCo may arrange visits to preschool settings.

Waterside Primary Academy welcomes representatives from the secondary schools, to which its Year 6 pupils are transferring, to meet the children and Year 6 teachers and to discuss pupils' achievements and needs. Our SENDCo is present at these meetings to talk to members of staff about all pupils who are registered as having SEND as well as pupils who do not have SEND but for whom transition may be a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools. For children with an EHC plan, transition arrangements are agreed at the pupil's Year 6 Annual Review.

5.3 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all children 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 child is recorded as having SEND.

The first step is for the class teacher to complete an Initial Concerns Form. This will be discussed with the parents to obtain their views and to agree what the next steps are.

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 child and their parents. 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.

5.4 Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty.
- We take into account the parents' 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 child's record and given to their parents.

We will formally notify parents if it is decided that a child will receive SEND support.

Parents will then receive updated Child-Centred Plans on a termly basis, if their children requires one, and the opportunity to meet the SENDCo formally to discuss it.

If a parent has a concern about their child's development, they must first speak with the class teacher by organising a meeting through the office (office@watersideprimaryacademy.org). The class teacher, following the conversation with the parent, will notify the SENDCo. At this point, there will be a discussion as to whether staff will monitor the child or an Initial Concern Form is completed.

5.5 Assessing and reviewing a child's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**.

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

- The teacher's assessment and experience of the child.
- Their previous progress, 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.
- The child's own views.
- Advice from external support services, if relevant.

The targets set during the APDR process will be reviewed and updated regularly and then formally, with parents, at the end of each term.

All teachers and support staff who work with the child 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 child's progress.

5.6 Our approach to teaching children with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Waterside Primary Academy regularly and carefully reviews 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 SEND most frequently encountered.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four-part cycle (Assess, Plan, Do, Review) 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.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children 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.

5.8 Expertise and training of staff

Teachers at Waterside Primary Academy are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced Learning Support Assistants who also have expertise in a range of areas including reading, writing, maths, speech and language, occupational therapy, visual impairment, hearing impairment and Autistic Spectrum Disorders.

Through the monitoring and evaluation of SEND provision, the SENDCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based (delivered by the SENDCo or other experienced staff) or delivered through specialist agencies externally.

Staff who attend additional courses disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

5.9 Evaluating the effectiveness of SEND provision

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

- Reviewing children's individual progress towards their set objectives each term.
- Reviewing the impact of interventions after six weeks.
- Using child questionnaires.
- Monitoring by the SENDCo.
- Holding annual reviews for children with EHC plans.

5.10 Enabling children 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 of our children, including our before and after school clubs.

All children are encouraged to go on trips.

All children are encouraged to take part in sports day/school plays/special workshops, etc.

No child is ever excluded from taking part in these activities because of their SEND needs.

5.11 Children with medical conditions

Waterside Primary Academy 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 also be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need, a detailed care plan will be compiled, usually by Mrs Read, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

5.12 Accessibility

Our school makes every effort to provide reasonable adjustments to ensure that our facilities are accessible.

Waterside Primary Academy is based in an old building and wheelchair accessibility is variable. We do have an accessible toilet large enough to accommodate changing.

5.13 Partnership with other agencies

Following identification of need, appropriate support services are engaged to meet the needs of the children and their families. Our school has strong links with several outside agencies. Our school involves other professional bodies, including health, social care and Buckinghamshire County Council support services in order to meet the needs of our children with SEND and their families. These include:

- the Child Protection Service and Safeguarding Team
- the Educational Psychology Service
- the School Nurse
- Social Care
- the Family Resilience Team
- the NHS – Occupational Therapy and Speech and Language services
- the Buckinghamshire Pupil Referral Unit (PRU)
- the Buckinghamshire Child and Adolescent Mental Health Service (CAMHS)
- the Buckinghamshire Specialist Teaching Service

Some of these services are only available if a child has an EHC plan.

5.14 Complaints about SEND provision

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

The parents of children 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

5.15 The local authority local offer

Information for the Local Offer for Buckinghamshire is available at:

www.bucksfamilyinfo.org/localoffer

Our contribution to the Local offer is available at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=o-ACk6nrrpTg&familychannel=4-7>

The Buckinghamshire Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckscc.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed annually by the SENDCo and Governing Body to take account of any changes to the Code of Practice or Buckinghamshire Guidelines. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Child Protection

