



### Vision and Values



All of our policies are written and implemented with our Christian vision and values at the heart of all decisions made. Our vision and values have been created by the staff, governors and children with the aim of supporting and developing everyone on their personal and collective journeys at Warton Nethersole's CofE Primary School. We place high importance on our vision and our values being reflected clearly in every policy and more importantly in the application of each policy and procedure in daily school life.

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the BDMAT when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.



# Warton Nethersole's CE Primary School

Phone: 01827 894182 Email: admin@warton.heartwoodmat.co.uk

Date Ratified by Govs: 03.02.2022

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At Warton Nethersole's CE Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our academy is valued and respected. Our broad, balanced and creative curriculum provides opportunities for everyone to achieve and succeed whilst encouraging individuality. Every teacher is a teacher of every child; including those with SEND.

## **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Aims and objectives**

### **AIMS**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **OBJECTIVES**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-

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ordinated by the SENCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS). We work alongside other BDMAT SENCOs to gain support and advice.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sport activities.

## **Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is the Head Teacher Miss Susan Friend.

The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCO Mrs Rachel Sage.

Our SENCO holds the National SEN Award Qualification and is a member of the Senior Leadership Team.

## **Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils.

### **All staff can access:**

The SEND Policy;

- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Warwickshire's SEND Local Offer

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In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to endeavour to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

## **Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek advice/support from SEN services where necessary.

## **Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements, please see the individual school's SEN information report to parents on the school's website.

## **Identification of pupils needs**

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share

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information and knowledge with the school as working in partnership ensures the best outcomes for children.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Teachers meet regularly with a member of the senior leadership team to discuss individual children's progress and next steps.

i) Parents' evenings are used to discuss and share information about a child's progress.

## **SEND Support**

Where it is determined that a pupil has an SEND need, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

External Agencies will contribute to the assessment of need.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental

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involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Pupils
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a Local Authority panel of people from education, health and social care

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about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

## **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Warwickshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Medical Needs**

For children with specific medical needs, please see the school's Medical Policy.

## **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who may be able to resolve the issue or advise on formal procedures for complaint.

## **Links with other agencies and voluntary organisations**

Schools in the BDMAT invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Warwickshire Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

**The SEND Information Report for each school identifies further information to support this policy.**

**This policy will be reviewed annually.**

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