

# WREN'S NEST PRIMARY SCHOOL

School Key Policy 2022-2023

## Special Educational Needs and Disabilities (SEND) Policy

September 2022

Document to be read in conjunction with ***other key school policies (listed within document)***



# Wren's Nest Primary School



## Special Educational Needs and Disability Policy

September 2022

Please note: this policy should be read in conjunction with our school SEND Information Report, 2022-2023



**“Unlock potential and reach for the stars.”**

**Key personnel for this policy document:**

**Miss Amber Harris - SENDco**

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**Mrs Jill Snow - Chair of Governors and SEND Governor**

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Wren's Nest is an inclusive mainstream primary school catering for children from 2-11. We welcome children with and without special needs and disabilities equally.

The school's mission statement, **"Unlock potential and reach for the stars"** underpins our Special Educational Needs and Disability (SEND) policy and practice.

*This policy complies with statutory requirements as laid out in the "Special educational needs and disability code of practice: 0-25 years (DFE: July 2014)" and has been written with reference to the following additional guidance and documents:*

- *Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)*
- *Teacher Standards 2012*
- *Equality Act 2010 advice for school DFE Feb 2013*
- *Part 3 of the Children's and Families Act 2014*
- *The Special Educational Needs and Disability Regulations 2014*
- *School policies including Safeguarding, Medical Needs, Behaviour, Anti-Bullying, Equal Opportunities, Accessibility, Intimate Care*
- *The Local Offer- <https://dudleyci.co.uk/send-local-offer>*

### **Definition of SEND**

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.

### **Aims**

At Wren's Nest we believe that every child is an individual and that all children have a special contribution to make to Wren's Nest Primary. We aim to identify and meet the individual needs of each pupil as early and as quickly as possible. We aim for all of our children to have high levels of self-belief, aspiration and independence and to have respect for themselves and others.

### **Objectives:**

- To identify and respond to the special educational needs and disabilities of pupils and aim to overcome the barriers to their learning and participation as early as possible.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard across a broad and balanced curriculum.
- To value and encourage the contribution of all children to the life of the school.

- To work in partnership with parents.
- To listen to and support the development of the child's voice.
- To work effectively as part of a multi professional team to meet the needs of children with SEND.
- To create a school environment and ethos where pupils feel safe, valued and successful.
- To enable children to make successful transition into and out of Wren's Nest as well as during key transition times within school.
- To ensure that all staff have access to advice and training to support quality teaching and learning.
- To ensure that pupils with medical conditions and disabilities are fully included in all school activities in consultation with parents, health care professionals and specialist agencies.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role of the SEND Policy.
- To ensure that all pupils with SEND make good academic progress in relation to their prior attainment and developmental history.
- To recognise that a child with Special Educational Needs may also have additional gifts and talents that also need to be nurtured. (Dual Exceptionality )

## **Roles and Responsibilities**

**The following staff have specific roles and responsibilities in supporting children with SEND**

### **The SENDCo**

The SENDCo is **Miss Amber Harris**

The SENDCo 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 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 governing board 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

### **The Assistant SENDCo**

The Assistant SENDCo is **Mrs Gemma Donaghue**

The Assistant SENCO will:

- Work closely with the SENDCo and support her in her duties described above.
- Have a day to day teaching responsibility in our Complex Learning Difficulties Provision (Shooting Stars)
- 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.
- Have a specific responsibility of the deployment of TA's delivering interventions across school.

The **Deputy Headteacher** is **Emily Vivash (Maternity Leave)** therefore, **Amber Harris** is **Acting Deputy Headteacher** and will :

- Carry out her duties (described above) and will take on the specific responsibility of children in the SEMH Base, "The Pod" whilst Mrs Vivash is on Maternity Leave.
- Support the Head Teacher and Learning Mentors in assessing, planning, delivering and reviewing targeted support to children with social and emotional needs.

This role was created to meet the needs of an increasing number of children with severe and complex SEMH needs.

Both the SENDCo, Assistant SENDCo and Deputy Headteacher are members of the School's Senior Leadership Team.

### **The SEND Governor** is **Jill Snow**

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

## **The Headteacher is Sarah Parkes**

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 and/or a disability

## **All Class and Group Teachers**

Each 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- *Ensuring that children's needs are identified at the earliest opportunity and then working through the "Assess Plan Do Review" cycle*
- Writing and reviewing the SEND support plans and provisions as set out in the school SEND Record using Edukey <https://edukeyapp.com/account/login>)
- Involving the child in conversations and plans about their SEND in a developmentally appropriate way
- Ensuring that parents are a partner in the process and that their views are taken into account
- Ensuring that parents have copies of the plans they have written

*Staff with specific teaching responsibilities:*

- *Mrs Gemma Donaghue - Teacher in the Complex Learning Difficulties Mainstream Plus provision "Shooting Stars" 14 children Y3-6.*
- *Mrs Marcia Buddan - Teacher of the Pumas Group - SEND Group 14 children Y3-6*
- *Mrs Hollie Bevilacqua - Teacher of the Sunflowers Group SEND Group Year 1 and 2 (a.m. only)*
- *Mrs Nikki Blewitt - Nurture Group Manager (8.40 - 2.00 daily) for children with social and emotional needs in Y1-2.*
- *Mrs Melanie Wallace - KS2 Nurture Group Manager in the Social, Emotional and Mental Health (SEMH) Mainstream Plus Provision (8:45-3:20pm daily) for 8x children with SEMH needs in Y3-6.*

## Who are our children with SEND and disabilities?

Children may have a special need and/ or a disability. These are explained more fully in the appendices. The Code of Practice, describes four broad areas of Special Educational Needs and Disabilities:

1. **Communication and Interaction** (e.g. autistic spectrum, Asperger's Syndrome and language disorders, Selective Mutism, stammering, understanding, speech)
2. **Cognition and Learning** (e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay)
3. **Social, Emotional and Mental Health** (e.g. ADHD, Conduct disorders, attachment disorders, emotional difficulties, mental health difficulties including anxiety and depression)
4. **Physical and Sensory** (Hearing impaired, visually impaired, sensory processing difficulties)

**(see Code of Practice p. 97-98)**

*Note: In the 2014 Code of Practice, behaviour is no longer regarded as an SEND; the underlying social and emotional difficulties of severe behaviour are - e.g mental health needs. They need to be identified through working closely with the family and child. It may be that these needs are met through SEND support and/or other plans for example Early Help. If children have mental health needs, parents are encouraged to ask their GP to make a referral to CAMHS or the Paediatrician. School will support parents with letters or by attending clinic and hospital appointments at parents' request. Some behavioural needs can be met through specific interventions led by the Learning Mentor Team.*

### **Children with a disability**

A **disability** is "a physical or mental **impairment** which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities" (Equality Act 2010) requiring special provision to be made in school. For some children this may require minimal intervention and support over a short period of time. Other children may require very high levels of additional support throughout their time at school.

Parents may or may not be aware that their child has Special Educational Need or a Disability when they start Time for Twos or school. We would therefore encourage all parents to share what they know about their child's special needs or about anything that concerns them before their child starts. This important information can be passed on during home visits or following induction meetings or when applying for a school place. Alternatively parents can contact Miss Harris/Mrs Donaghue directly by email or phone. A few children benefit from a carefully managed transition into Wren's Nest and this has to be planned well in advance of their start date - we can only do this if we know about their additional needs.

## 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. 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.

## Assessing and Reviewing Pupil's Progress towards Outcomes - A Graduated Approach of Assess, Plan, Do and Review

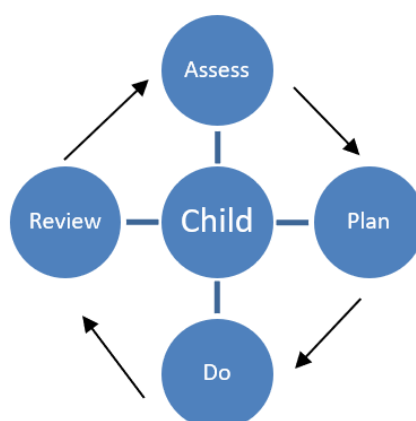
All teachers are teachers of children with SEND and all teachers are responsible and accountable for the progress of the children in their lessons through good quality teaching and learning opportunities. Class teachers have an additional pastoral responsibility for the children in their registration class. Children may present with a Special Need that affects their access and progress in all or some of their lessons and may require additional or different provision to be made some or all of the time.

Children make progress at different rates and limited progress is not always an indicator of SEND. Within school, teachers have a range of additional interventions and booster sessions to which they can refer to accelerate children's progress.

Class teachers have a key role to play in both identifying and meeting the Special Educational Needs of the children in their care using the "assess, plan, do, review" graduated response.

A Graduated Response:

The 'Plan, Do and Review'  
model





When a teacher becomes aware that a child is failing to make expected progress due to a known or potential Special Educational Need and the usual classroom interventions and support have not been able to address that need, they must inform Miss Harris/Mrs Donaghue and arrange to meet with parents and the class/group teacher (if different) at the earliest opportunity to:

- Share their concern
- Describe what has already been put in place and to what effect
- Seek the parents' views
- Draw up a plan of action
- Keep a record of the meeting (in the Meetings Log)
- Include the child in the discussion where appropriate
- Arrange to review progress within a term. (SEND plan review)
- Inform the parent that their child's name will be included on the SEND Support Record

SEND Plan

This process is repeated as necessary until:

- I. the child no longer needs SEND Support and is taken off the SEND Support Record
- II. the child requires more intensive or specialist support .

Miss Harris and/or Mrs Donaghue will then meet with the teacher(s) and parents to continue the 'assess, plan, do and review' process. They may carry out some additional assessments or observations herself or may request that parents give permission for the child to be seen by a specialist outside agency as part of the assessment process. The class/group teacher will write the SEND plan with support from Miss Harris/Mrs Donaghue. The 'assess, plan, do and review' process continues until:

- I. the child no longer needs SEND Support and is taken off the SEND Support Record
- II. the child's needs can be met by the class teacher(s) - SEND plans continue to be written by the teacher
- III. An application for an Education Health and Care Plan (EHCP) is made by Miss Harris with parents' consent as the child has significantly severe and complex needs that cannot be met within a mainstream school without significantly enhanced provision (1:1 support/placement in the Mainstream Plus Provisions (The Pod and Shooting Stars) or a move to one of Dudley's Special Schools

The child contributes to this ongoing process by completing the "All About Me" sheet or "Pass on Passports" at the end of Y6 as well as by attending their review meetings according to their wishes.

Where additional support is allocated in the classroom or to deliver specific interventions, the person delivering it will keep weekly or sessional records to inform the review. This is documented in the Provision section of the Edukey programme. (<https://edukeyapp.com/account/login>)

Miss Harris and Mrs Donaghue will manage the 'assess, plan do, review' process (including the statutory annual review) and write the plans and EHCP reviews. All staff working with the child will contribute to these plans and reviews.

As a school we have adopted the Dudley Attainment and Progress Assessment (DAPA). This assessment system was developed by a group of Dudley Special Schools, in conjunction with the Local Authority, they created a set of very specific statements in core subjects that would correlate with the P Scale statements. These very specific statements allow us to monitor and track very small incremental steps of progress that a child with SEND may make.

### Funding

Historically, the Governors have always allocated more than the notional budget and any additional "top up" funding to meet the needs of children with SEND because Special Needs has always been a priority within school. As budgets have shrunk some of the opportunities for support and interventions have been reduced.

Many children with SEND also benefit from the wide variety of activities, support and resources provided through Pupil Premium funding. (*The use of Pupil Premium is published on school website*).

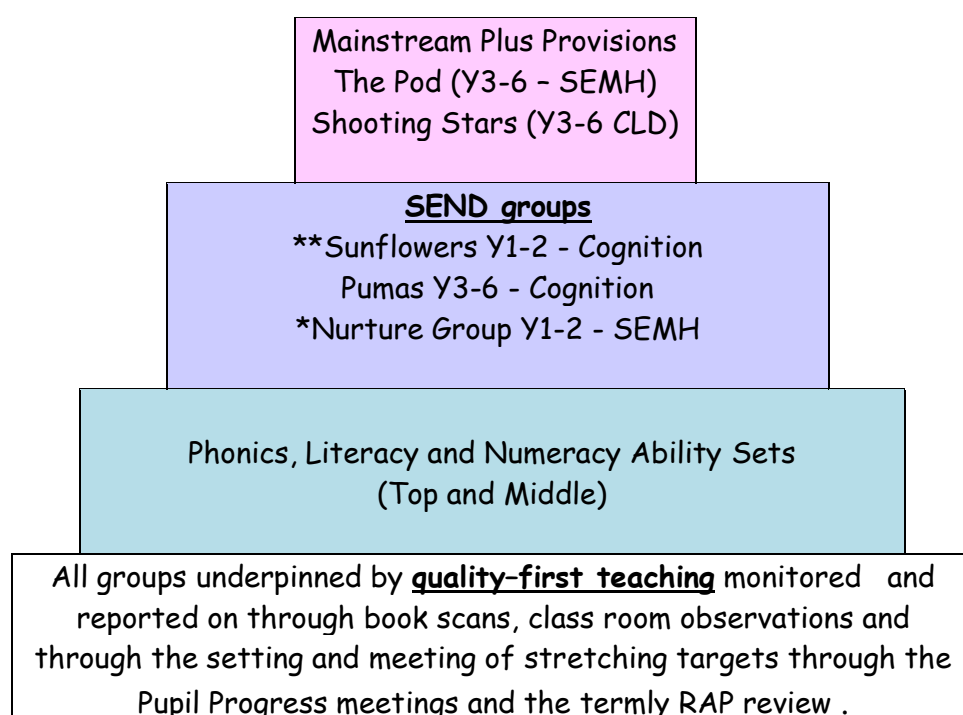
During the early summer term Miss Harris and Mrs Donaghue put together a "Provision Needs Map" based on what we must (statutory), should and could provide. The Head Teacher uses this information to help formulate the staffing structure and grouping arrangements for the next year.

Staffing costs account for most of the SEND Budget. The budget is also used to buy in Learning Support and Educational Psychology Services and to purchase training, resources and consumables to meet the needs of the children requiring SEND support.

### Provision

#### Whole school:

Children are taught in ability groups for literacy and numeracy throughout school. All groups are underpinned by quality first teaching.



## Specialist Provision

Wren's Nest has two 'Mainstream Plus' Key Stage 2 provisions for children from Year 3-6, one SEMH provision (The Pod) and a Complex Learning difficulties provision (Shooting Stars) these provisions meet the needs of children with severe and complex needs with an EHCP or undergoing assessment for an EHCP. In addition to this we have a Nurture Group daily from 8.50am - 2.00pm to support our most vulnerable children in Year 1- 2. The group is led by a fully qualified Nurture Manager, Mrs Blewitt and she is supported by a Nurture Group Assistant, Mrs Rogers. This group has run for over 15 years and is highly regarded within the local authority as an example of excellent practice. We also have 2 additional SEND provisions for children with a primary need of cognition and learning Sunflowers (KS1) and Pumas (KS2).

Since September 2015, Wren's Nest has also managed a 32 place provision for two year olds. Specific criteria are applied by the Local Authority in order for a place to be accessed, however, one of the criteria is for a child with a special educational need or a disability.

## SEND Interventions and Individual Support

- Additional individual and small group interventions are delivered through the Pupil Support Team and Learning Mentors. These interventions are delivered in the Pupil Support rooms; The Ark, Speech and Language room, EYFS SEND group room or the Safari room.
- Interventions are recorded onto the whole school provision map (Edukey) by the staff delivering them and this is monitored by Miss Harris. (<https://edukeyapp.com/account/login>)
- Where children have very specific individual needs, additional 1:1 support may be allocated (within budgetary constraints) to support a child in the classroom or to deliver individual support programmes drawing on the advice of the outside agencies.
- Interventions include - reading interventions e.g Precision Teaching, Get Moving (physical coordination) Write Dance (Fine motor skill development) Moving On (transition to high schools), Time to Talk (Social communication for the Early Years). In addition to this interventions are written/selected to meet the needs of specific individuals/groups of children using a range of available resources and imagination.

## Staff Expertise

All teaching and support staff have access to advice, information resources and training to enable them to teach all children effectively. The Pupil Support Room has an extensive range of professional resources available to all staff to borrow as part of their CPD and personal interests. Training needs are identified and delivered to staff through:

- Attendance at specific training to support Individual SEND Support Plans (e.g. mediated learning, hearing, aspects of speech and language etc)
- SEND Twilight sessions (dyslexia, dyspraxia, ASD, ADHD, H.I, working memory, attachment)

- Performance management for teachers and through personal feedback forms for the TAs.
- The RAP review process
- Analysing SEND data, responding to trends.
- Induction and support for new staff and ECTs

Whole school training may be delivered at school by outside agencies such as the EP or through other specialist services e.g. the Hearing Impaired Service. Miss Harris also delivers INSET to disseminate information from her own training or relating to school practice.

Some Teachers and Teaching Assistants have developed particular areas of interest and expertise and are reflected within their roles in school.

- Miss Harris is an experienced teacher and SENDCo and has completed the National Award for SENDCo at Birmingham University and Senior Mental Health lead training through Leeds Beckett University. Miss Harris also attends Dudley's SENDCo Forum (termly) as well as national training events.
- Mrs Blewitt is a fully qualified Nurture Leader.

Across the school there is an extensive range of personal and professional experience to draw on when supporting children and their families. Where we find ourselves lacking specific skills or knowledge, school will, wherever financially possible, access or pay for additional advice and support through a range of outside agencies. The school also pays for membership of Nasen and The Key.

### **Adaptations to the Curriculum and Learning Environment**

The school build was designed to meet the needs of all children, complying with Disability Discrimination Act 2010 building regulations to ensure accessibility for all. This includes a fully accessible shower room and lift to the upper floors. Floors and ceilings have acoustic panelling designed to reduce sounds being deflected. The physical design and calming decor help to reduce stress.

The school accessibility plan identifies the areas of priority for development of the next 3 years and this is published on the school website. (The current plan covers 2021-2024)

Wherever financially and reasonably possible other adaptations to the physical environment will be made as appropriate to accommodate children with additional physical and sensory needs.

Within the classroom additional aids are used to support children's curriculum access including:

- Overlays
- Angled writing boards
- Adapted keyboards
- Visual timetables
- Now and Next Board
- Talking tins

- Enlarged/coloured fonts on whiteboards/work sheets
- Non slip matting
- Special pencils/grips/lined writing paper/coloured writing paper
- Protective swimming pants
- Makaton (All EYFS staff and some KS1 are Makaton trained)

## **The Curriculum**

- To fulfil our vision of all children 'reaching for the stars' we provide a curriculum that builds on children's prior knowledge and skills. Our curriculum helps all our children to understand where they come from, their local community, and the rich history that surrounds them.
- Our curriculum builds on the interests of our children and is tailored to meet all their needs, providing them with a route to becoming independent, resilient learners. The schemas of fashion, technology and food enable the children to make links with prior learning and puts new learning into context.
- The curriculum offer to all children fulfils the requirements of the National Curriculum ensuring children receive a broad and balanced education. Teachers are expected to draw on a range of strategies, resources, teaching styles and multisensory approaches within a differentiated lesson. They must take into account the Special Educational Needs and Disabilities of the children in their class and match the work to meet their developmental needs.
- Some children require additional support to access the curriculum; other children need a more personalised approach to meet their particular needs.
- Children are given additional access support through additional time in test situations, extra processing time, brain breaks etc.
- Year 6 SATS - where within classroom practice teachers regularly provide a reader, brain breaks, additional time or an amanuensis to support a child, school can apply for the same access arrangements to be available for the national tests at the end of KS2. Miss Harris/Mrs Donaghue and/or the Learning Support Service completes the necessary assessments in line with the SATs guidance to confirm their eligibility. This information is used to apply for specific access arrangements on-line.
- At Wren's Nest we enrich the curriculum by encouraging parents and carers to take part in their children's learning. We provide a comprehensive enrichment programme where the children engage in a wide repertoire of external visits and experiences which enhance their life experiences and provide them with ideas that they can draw upon when engaging in their lessons.
- All children (including those with SEND) attend the school residential in Year 5 (The Pioneer Centre) , swimming (Y2) and all other trips and activities. No pupil is ever excluded from these activities because they have a special need or disability.
- Pupils with SEND have at least equal access to the after school clubs. Some children have needed to have additional support to enable this to be provided through their EHCP's.

- Children in the SEND groups have additional support in developing their social and emotional resilience.
- Wren's Nest has a zero tolerance approach to bullying.

### **Transition arrangements into, out of and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between Nursery, Reception and year groups in both key stages as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the new classroom environment or area within school in order to develop familiarity and confidence as well as to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements, tailored to meet individual needs.

### **Transition to Secondary School**

Transition reviews, in preparation for high school for pupils with statements and EHCPs are held in Year 5. At subsequent reviews, where a high school place has been determined, the secondary school SENDCo will be invited to the Annual Review and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

For Y6 children receiving SEND support, a review meeting will be held in the early summer term with the high school SENDCo and Year 6 teaching and support staff to ensure key information is passed on. This will allow the high school to plan for the transition week in July. Once the children have left Wren's Nest, their current SEND Plans and most recent outside agency reports will be copied and forwarded to the high school SENDCo along with a summary of interventions and support received.

A specific intervention group "Moving On..." has run successfully for the last 4 years to support children with Special Needs and Disabilities as they transition to high school.

### **Record Keeping - Storing and Managing Information**

- Miss Harris/Mrs Donaghue keep a SEND Support record which lists the children with SEND. Relevant sections of this list are given to each of the class teachers. It is also used a part of the SEND audit process.
- Teachers and TA's (delivering interventions) use the Edukey programme to write and review plans and interventions. This is password protected. <https://edukeyapp.com/account/login>)



- Paper copies of support plans, agency and class teachers reports about a child's SEND are kept by Miss Harris/Mrs Donaghue in a locked filing cabinet and cupboard. Copies are given to parents and class teachers.
- When children leave, their SEND files are passed onto the receiving school.
- Records and reports on the computer are password protected. These are archived into a portable hard drive which is kept locked in the school safe.

**All processes for the storage and sharing of personal data records are in line with the Code of Practice, School Privacy Notice and GDPR.**

### **Parents as Partners**

Parents hold key information about their child's development and current needs and are key partners in the assessment, delivery and review processes.

Parents have a key role to play in supporting their children by:

- Raising awareness of any additional needs their child may have with the school at the earliest opportunity.
- Supporting their child with homework or therapy sessions.
- Attending medical appointments and informing school, where appropriate, of the outcomes.
- Attending reviews, parents evenings and Inspire sessions in school with school staff and other professionals supporting their child.
- Celebrating their child's efforts and success.

Our "open door" and accessible ethos give parents ready access to a senior member of staff with whom they can share any anxieties, concerns or positive news. This is in addition to the regular parents' evenings and additional review meetings.

The School's Information Report, details what is available at Wren's Nest to support children with SEND and is published on the school website.

Parents have opportunity to share their thoughts and feedback through the Parents' Voice section in the SEND plan.

### **Outside Agencies**

For some children with more complex needs, it may be appropriate for the school to seek advice from specialists working in specific areas of health and /or education. People who do this and are not employed by the school are referred to as Outside Agencies. They include:

- Speech and Language
- Educational Psychology \*
- Learning Support \*
- Specialist Early Years
- School Nurse
- Health Visitors
- Occupational Therapists
- Physiotherapists
- Specialist teachers of the hearing or visually impaired

- Counselling Service\*
- Autism Outreach
- CAMHS
- YMCA
- AoC

Each agency has its own referral process. Parents are always consulted and have to sign to give their written permission for their child to be seen by them. Some of the agencies (\*) are paid for from the school's SEND budget. Others are provided centrally through Dudley Education or the Local Health Care Trust.

### **The Local Offer**    <https://dudleyci.co.uk/send-local-offer>

*Information, guidance and services for children with SEND (with and without plans, EHCP's etc)*

- All LA's have a legal duty to publish a list of available services and support available for children with SEND.
- In Dudley this includes children from birth to 25
- Advice and support may be accessed by parents and carers as well as professionals.
- *Core sections:*
  - *Advice Information and Guidance*
  - *Care and support*
  - *Health and well being*
  - *Education and learning*
  - *Leisure and what's on*
  - *Preparing for adult hood*

### **Governors**

It is the statutory duty, of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Jill Snow. She meets with Miss Harris termly to receive reports and discuss actions taken by the school. Mrs Snow's role is that of "critical friend". Her role is to both support and challenge the way in which children's SEND's are met.

### **Evaluating and monitoring the effectiveness of SEND Provision**

The key areas of impact can be documented through children's academic progress (closing the gap) and the movement within the SEND Support Record (i.e. children no longer needing additional support or a reduced level of support).

The Raising Attainment Plan (RAP) Termly review, receives and critically considers the SEND review reports. Actions arising from this are included in the following term's school improvement plan. New initiatives are evaluated and their impact shared with Governors and at the RAP Review. Miss Harris meets with Mrs Snow, following the RAP review to appraise her of the key findings and action points.



The SEND Action Plan is reviewed annually and forms part of the whole school Action Plan

In order to make consistent and continuous progress in relation to SEND provision, the school encourages and welcomes feedback from staff, parents, pupils and outside agencies.

In summary, we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their curriculum and SEND Plan goals each term as part of the 'assess, plan, do, review' process.
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure impact
- Holding annual reviews for pupils with EHC plans

### **Managing Pupils with Medical Needs**

Wren's Nest recognises that pupils at school with medical conditions should be properly supported to that they have full access to education, including school trips and P.E. Some children with medical needs may also be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

No child is excluded from any activities because they have a special educational need or disability.

Some children will have an EHCP which holds together the health, care and educational needs of a child in a single document.

Mrs Allport and Miss Harris are responsible for writing and reviewing the "Supporting Children with Medical Conditions Policy" (September 2022) and Mrs Allport manages the medical needs on a day to day basis.

### **Safeguarding**

Children with Special Educational Needs and/or disabilities are more vulnerable to abuse. Awareness of this is raised through the whole school Safeguarding training and in the policy.

### **Complaints**

Parents are partners with the school and the LA and are entitled to question decisions made by the school or the Local Authority.

If a complaint is to be made, regarding issues in school, it should be addressed to Miss Harris in the first instance. If the matter is not resolved to Parents' satisfaction, it should then be put in writing to Mrs Parkes (Head Teacher) or the Chair of Governors, Mrs Snow (through the school office).

If the complaint relates to a decision made by the LA as part of the EHCP process, then parents are advised to contact:

**Donna Hodges, the LEA named SEND case officer:**

Tel: 01384 814327

Email: donna.hodges@dudley.gov.uk ;

Parents may also approach the Parent Partnership organisation SENDIASS to support them in the complaints procedure (01384 817373). <https://careandshare.uk/dudley-sendiass/>

### **Other Related Policies**

Other relevant information that should be read in conjunction with this policy are:

- School Information Report
- Accessibility Plan
- Behaviour Policy and Written Statement of Principles
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- 'Keeping Children Safe in Education'
- Anti-Bullying Policy
- Intimate Care Policy
- Single Equality Policy

### **Monitoring and Review**

The whole policy is available for all parents from the school office and published on the school website. [www.wrens-nest.dudley.sch.uk](http://www.wrens-nest.dudley.sch.uk)

Miss Harris and the Curriculum and Standards Committee of the Governors will review the policy annually.

**Date: September 2022**

**Review date: September 2023**