

Weston Rhyn Primary School



Special Educational Needs and Disability (SEND) Policy and SEND information report

September 2024

SEND Policy and Information Report		
		Author
Date of Policy creation:	July 2022	Suzi Bray
Date of policy review:	September 2024	Alison Taylor
Date of policy review:	September 2025	

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities.....	3
5. SEND information report.....	4
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Weston Rhyn Primary School, we strive to meet the needs of all pupils within our school. Our rich, inclusive and varied curriculum offers every child the opportunities and support to facilitate their learning. All pupils have access to quality first teaching by their class teacher and are valued members of their class.

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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 SENDCo

The SENDCo is Mrs Suzi Bray.

They 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 EHCPs
- 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 (LA) and its support services
- Liaise with potential next providers of education 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

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 and disability 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 within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class 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 and the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 based upon the 4 Broad Areas of Need. Many children have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area.

A brief description of the four broad areas of need follows.

Communication and Interaction (CI)

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with communication and interaction difficulties may or may not also have learning difficulties. This also includes children with Autistic Spectrum Disorder or Asperger's Syndrome

Cognition and Learning (CL)

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, Emotional and Mental Health Difficulties (SEMH)

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties or emotional issues. At WESTON RHYN we aim to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour. For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

Physical and/or Sensory Need (PSD)

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services. These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

The table below identifies the primary areas of need for our pupils:

Primary area of need	SEND support / EHCP
Communication and interaction	25%
Cognition and learning	40%
Social, emotional and mental health	32%
Physical / Sensory	3%

5.2 Identifying pupils with SEND and assessing their needs

At Weston Rhyn Primary School we assess the needs of the individual child through observation, a graduated response and working with external agencies (where needed) to identify how best to support them.

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.

5.3 Consulting and involving pupils and parents

If Teachers or Parents/Carers have a concern about a child, the *SEND Lines of Communication for Identification and Assessment of Need* will be followed. Parents/carers can arrange a meeting with the class teacher or SENDCo as needed.

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

- Everyone develops a good understanding of the pupil'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

If a child is accessing support through Assess, Plan, Do, Review (ADPR), they will be added to the SEND register for the duration of the support being provided. When a child no longer needs a higher level of support to succeed in school, they will be removed from the register.

5.4 Assessing and reviewing pupils' progress towards outcomes

As part of the Assess, Plan, Do, Review cycle (graduated response) a meeting will be held with teacher, parent and child to set targets and identify provision for support. It is important that this is a collaborative approach to ensure that the targets are achievable, and the provision is appropriate for all. ADPRs will be reviewed on a termly basis.

The Class Teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

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

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

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition arrangements are made to meet the needs of individual pupils when moving between classes, settings or phases. The SENDCo will communicate with teachers and schools to ensure the handover is completed before the child moves into the new class, setting or phase. A *Personal Provision Map* is completed for every pupil who receives SEND support to aid transitions.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition support is developed for individual pupils and will be discussed and developed with pupils' parents/carers.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following learning support where needed:

A fully accessible learning environment indoors and outdoors:

- Use of appropriate visual timetables
- Access to laptops/tablets
- Key text enlarged where necessary
- Pre-teaching of strategies and vocabulary
- Specialist equipment to access curriculum

Strategies / programmes to support speech and language:

- Interventions from Speech and Language Therapy Services
- Implementation/delivery of Speech and Language programmes by Teaching Staff in school
- Makaton will be used when advised
- Symbols will be used to aid communication
- PECs will be used when advised

Mentoring activities:

- We will offer an open-door approach for parents to speak with their class teachers
- Children will choose learning partners to support each other during some lessons
- Close liaison with external agencies as far as possible

Access to strategies/programmes to support occupational therapy/ physiotherapy needs:

- Interventions from an occupational therapist/physiotherapist will be provided as available
- Delivery of planned programmes by Teaching Staff will take place according to needs identified by specialists
- Individual targets will be implemented into class PE/ games sessions where possible
- Physical development learning support group
- Sensory circuits sessions

Strategies to reduce anxiety/promote emotional wellbeing (including communication with families):

- Parents will meet with their class teacher every term
- Meetings will be held with the SENDCo where appropriate and necessary
- Individual support for each child by all staff
- Referral to appropriate outside agencies
- Lunchtime clubs/sports clubs
- Parents will be invited to contribute to family learning events
- Home-School Communication book
- Nurture provision

Strategies to support/develop literacy skills:

- Small group support in class
- Access to classic literature
- Small group literacy learning support provided where needed

Strategies to support/develop numeracy:

- Small group learning support in class
- Use of apparatus and other practical learning materials to support mathematical knowledge available for all children across all ages
- Practical 'real life' maths and problem-solving activities provided within lessons and encouraged across the curriculum

Strategies to support/modify behaviour:

- Use of our positive behaviour policy
- Reflective Thinking Time
- Pastoral support programmes
- Home-School Communication book
- Social Skills learning support group
- Nurture provision
- Evaluation of sensory needs

Provision to facilitate/support access to the curriculum:

- Quality first teaching for all children
- Resources adapted so they are easily accessible
- Specialist equipment
- Multi-sensory approach
- Additional adult classroom support as needed
- Learning skills learning support group

Strategies to develop independent learning:

- Culture of choice and challenge
- Easy access to a wide range of resources
- Ethos of ambition for all, where children are encouraged to 'surprise us'
- Originality and difference will be highly prized

Support/supervision at unstructured times of the day including personal care:

- Easy access to toilets from indoors and outdoors
- High ratio of lunchtime play leaders supervising leisure activities
- Peer mediation
- Fully accessible grounds with wide variety of activity choice
- Play time support group

Planning and assessment:

- Planning for each child will be led by qualified teachers supported by multi agency teams as necessary in partnership with support staff
- The SENDCO will lead all reviews of individual learning targets and progress
- There will be a strong focus on progress and achievement throughout the school for all children
- Reviews of Education, Health and Care Plans will take place in a timely manner and will incorporate expert advice where necessary

Access to medical interventions:

- Support Staff will be trained in Paediatric First Aid
- Individual Health Care Plans will be fully implemented, and guidance followed
- Liaison with health visitors, the GP/school nurse and Child and Mental Health advisers will be sought as needed
- Necessary training for staff for particular conditions, e.g. Type 1 diabetes, will be arranged

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils can 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 Additional support for learning

We have 27 Learning Support Mentors who are trained to deliver in class, small group and 1:1 learning support using carefully designed or selected programmes of support.

We are also able to access the following agencies to provide support for pupils with SEND:

- Occupational Therapy
- Speech and Language
- BeeU
- Educational Psychologist
- Cornerstone outreach
- Tuition Medical Behaviour Support Service (TMBSS)
- Education, Health Care Needs Assessment / Graduated Support Pathway

5.9 Expertise and training of staff

Our Headteacher is a qualified SENDCo and has 8 years' experience working as part of School Leadership Teams.

Our SENDCo has the NASEND coordination qualification, has 13 years' experience in this role and has 20 years of teaching experience.

The SENDCo is allocated 2 days a week to manage SEND provision.

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The SENDCo will lead at least one staff professional development meeting per term to provide training to Class Teachers based upon the identified needs or updates in SEND provision. Support Staff attend staff training led by the SENDCo every half term. This training is developed based upon the needs of the staff and the school.

5.10 Securing equipment and facilities

We ensure that pupils have access to appropriate facilities and equipment when required.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of learning support after 6 weeks
- Recording pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

5.12 Improvements to our support for pupils with SEND this year have included:

- A continued focus on SEND provision across the school, careful monitoring and evaluation through the 'assess, plan, do, review' process.
- Continuing to work closely with parents to share, inform and co-produce plans for SEND children.
- Securing of funding for several children with SEND, through Education, Health and Care Plans, Graduated Support Pathway and Early Years funding.
- Use of this funding to enable employment of additional staff to support children with complex needs.
- Continued employment of a SENDco to work exclusively on SEND two days per week.
- Close working with the Speech and Language therapy team to advise and support in delivering interventions to specific children.
- Training and Implementation of the KS1 and KS2 Talkboost Speech and Language intervention.
- Intensive phonics support in Year 1, improving outcomes.
- Purchasing support from the Educational Psychology service to assess children and advise / train school staff.
- Increased liaison with health professionals including mental health support worker, school nurse, health visitor team, occupational therapy and speech and language.
- Training of two members of staff in Nurture provision and set up of daily afternoon nurture provision.
- Creation of SEND provision with a high ratio of staff for a small number of children each morning.
- Increased attention to children's sensory needs, including the set up of daily sensory circuits.
- PRIDE training for all teaching / teaching assistants with selected staff receiving the core training.
- Regular SEND / information training sessions for teaching assistants, running weekly.
- Good Autism practice training for selected staff.
- Advice from Cornerstones Outreach service.
- Support for parents considering / applying for specialist school placement.

5.13 Enabling pupils 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 our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

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

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

Please refer to the school's Accessibility Plan for further information regarding access and engagement in school for children with a disability.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be representatives of the school community groups
- Pupils with SEND are encouraged to apply for Pupil Leadership roles

We have a zero-tolerance approach to bullying (See school Behaviour and Anti-Bullying Policies).

5.15 Working with other agencies

Referrals to external agencies will be made by the SENDCo when required.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. This will then be referred to the SENDCo Mrs Suzi Bray or through our school's complaints procedures if necessary.

The parents/carers of pupils 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.

5.17 Contact details of support services for parents of pupils with SEND

Details of services available to parents can be found here: [The SEND local offer | Shropshire Council](#)
Our SENDCO can also direct parents/carers to the appropriate agencies.

5.18 Contact details for raising concerns

If you have any concerns about the provision for your child, please speak to the school SENDCo Mrs Suzi Bray or follow the school's complaints procedures.

5.19 The local authority local offer

Our local authority's local offer is published here: [The SEND local offer | Shropshire Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Suzi Bray **every year**. 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 the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy