

Water Primary School Special Educational Needs Policy

November 2023

Reviewed by: Mrs. Edington

Review Date: November 2024

At Water Primary School, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential.

We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse community.

We believe that we all have the right to be happy, to be safe and to learn.

This policy supports our responsibility to make this happen.



Water Primary School

Special Educational Needs Policy

November 2023

Reviewed by: Mrs. Edington

Review Date: November 2024

Due regard has been given to the SEN Code of Practice 2015, Equalities Act 2010

Adopted: November 2023

Review Date: November 2024

Mission Statement

Contents:

1. Responsibility for the coordination of SEN provision	3
2. Aims and objectives	4
3. Identification of pupils' needs	5
4. The Graduated Approach	6
5. Provision	9
6. Education, Health and Care Plans	10
7. Supporting pupils with medical conditions	10
8. Access to the curriculum, information and associated services	11
9. Arrangements for coordinating SEN provision	11
10. Admission arrangements	12
11. Allocation of resources for pupils with SEN	12
12. Evaluating the success of SEN provision	14
13. Complaints procedure	14
14. Confidentiality	14
15. Continual Professional Development	15
16. Links to support services	15
17. Working in partnership with parents	15

Responsibility for the coordination of SEN provision:

- The school's Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs. J. Edington.
- Mrs. Edington can be contacted by email: sen@water.lancs.sch.uk or by ringing the school office on 01706 216414.
- Mrs. Edington completed her National Award for SEN Coordination in January 2017.
- Mrs. Edington is the school's SEN advocate as a member of the Senior Leadership Team (SLT).

This policy explains how Water Primary School makes provision for pupils with SEND in line with both current legislative requirements (SEND Code of Practice 2015, Equality Act 2010) and our school ethos.

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

A child or young person has SEN 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.

The SEN Code of Practice outlines four key areas that may create barriers to learning:

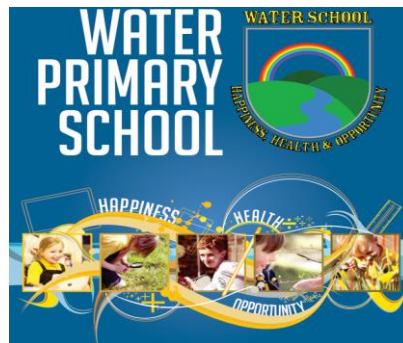
- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs and Disabilities Coordinator (SENDCo).

The school's contribution to the Local Authority's Local Offer (www.lancashire.gov.uk/SEND) is the 'Special Educational Needs Information Report'. This document provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The Special Educational Needs Information Report is available from the school office and the school's website:

www.water.lancs.sch.uk → Our School → SEN → SEND Information Report

‘Every teacher is a teacher of SEN’.



Aims and Objectives

Aims:

- At Water Primary School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential in a safe and creative environment.
- We aim to provide every child with access to a broad and balanced education, ensuring full access to the National Curriculum.
- We are committed to meeting the special education needs of our pupils by providing them with effective provision with maximum impact to ensure they make great progress whilst building their confidence and self-esteem.
- We aim to promote independence, equality and consideration for others.
- We are committed to raising the aspirations of and expectations for all pupils.
- We aim to ensure that we celebrate the wide range of pupils' achievement.
- We aim to support all students to excel by offering multiple pathways for progression
- We aim to create a welcoming atmosphere for parents.

Objectives:

Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND Policy and provide support/ advice for all staff working with SEND pupils.

Ensure that pupils with SEND get the support they need. This will be co-ordinated by the SENDCo working alongside teachers and support staff. All staff working with pupils with SEND will be provided with advice and ongoing support.

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-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Rigorous monitoring of progress will ensure the identification of any child who is underachieving, and they can be supported accordingly.

Work in partnership with parents and maintain a high level of engagement 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 SEN procedures, providing regular feedback on their child's progress and involving them in the review process.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Water Primary School receives further support from Schools and Families Specialist Service, Acorn Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services.

Produce an annual Special Educational Needs Information Report. This is the school's contribution to the Local Offer.

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, sports teams and mini leaders in the playground. We aim to ensure that SEND pupils engage in activities alongside those pupils who do not have SEND.

Identification of pupils' needs

The identification of SEN is built into the overall approach to monitoring the progress of all pupils through the school's policy on Teaching and Learning. It is vital that any difficulties children are experiencing are identified as early as possible. Water Primary School adopts a graduated approach to SEN where a number of steps are taken before pupils are added to the SEN register. Our school ensures that all children receive inclusive quality first teaching in all lessons. We comply with the Code of Practice 2015 and pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions, adjustments and high-quality personalised teaching required. Our school also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2015. In accordance with the Code of Practice 2015, the School will not identify behaviour as a Special Educational Need or Disability. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly, for instance a social or emotional difficulty.

Steps to identification of SEND:

Despite inclusive quality first teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;

- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and Mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The class teacher will have taken 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. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Through the above actions it can be determined which level of provision the pupil will need. This will continually be revised in order to refine the provision required, please see our Graduated Approach below. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. The Pupil is monitored if concern is raised by parent or teacher, but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.



The Graduated Approach: Assess – Plan – Do - Review

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below, known as 'The Graduated Approach:'

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEN support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, additional observations carried out by the SENDCo or Educational Psychologist, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Support will be in the form of classroom adaptations, targeted support in class and/ or small group interventions. Where external support staff are already involved their work will help inform the assessment of need.

Plan

When it is decided to provide a pupil with SEN support, parents will be invited to a meeting with the class teacher and SENDCo if necessary. Planning will involve consultation between the teacher, SENDCo 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. The SENDCo will add the pupil to the SEN Register. Parental 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. Usually, an IEP (Individual Education Plan) will be written with 1-3 SMART (Specific, Measurable, Attainable, Realistic, Timed) targets and this will be shared with parents along with resources to support learning at home. Where applicable information will be shared by the completion of an 'One Page Profile' with support from parents and carers.

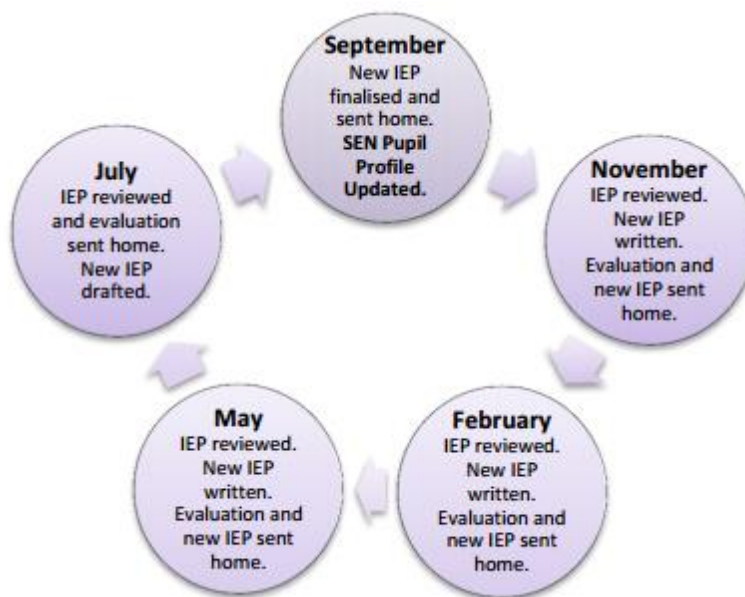
Do

Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. The teachers will work closely with teaching assistants and relevant specialist staff to plan interventions and assess the impact of this support and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo. Teachers and/ or Teaching Assistants can access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class. The progress towards targets set out in the Individual Education Plan are closely monitored by the Teaching Assistant who completes a monitoring form, supervised by the Class Teacher and checked regularly by the SENDCo. Through the monitoring, IEPs are revised, and new targets given when necessary.

Review

Reviewing pupil progress will be made at termly meeting checks. IEPs are reviewed four times per year and the evaluations of IEPs are sent home to parents. The review process will evaluate the impact and the quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development will make any necessary amendments going forward, in consultation with parents and teachers. SEN One Page Profiles will be updated annually and significant changes through the year will also result in an update.

Our IEP Cycle



Possible outcomes of the Review process:

1. Progress is accelerated and provision is needed to maintain progress in line with their peers.
2. Progress is good but additional support needs to continue.
3. Progress remains slow despite the use of well-matched interventions and focused support. The pupil may be referred for specialist assessment and advice from outside agencies may be sought.
4. Despite the school taking relevant action to identify, assess and support the needs of a pupil, the pupil has not made expected progress. The school and parents/ carers will now consider applying for an Education, Health and Care Plan (EHCP).

Provision

The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the website: www.water.lancs.sch.uk → Our School → SEN → SEND Information Report

Provision for any pupil with an existing Education, Health and Care Plan (EHCP) will be in accordance with their EHCP. For children with a high level of Special Educational Need, usually those children who have an Education, Health and Care Plan, a Personalised Provision Plan (PPP) is written, detailing short term targets based on EHCP targets and specialist advice, which is reviewed at least three times per year. Class Teachers and/or the SENCo meet with parents to discuss the reviewed PPP and new PPP termly, inviting contributions from parents.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENDCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team (the SENDCo is part of the SLT) to ensure that the effectiveness and efficiency of provision is maximised.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

As a result of the Early Help process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting pupils and families

-The Local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND

This links back to the school's SEN Information Report and School's Contribution to the Local Offer which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress.

-The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents.

-To support families and pupils, we have a dedicated SEND section on our website.

-Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Referral for an Education, Health and Care Plan:

If a pupil 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 pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and the SENDCo. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Information from parents, teachers, the SENDCo, professionals involved will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil 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. Further information about EHC Plans can found via the SEND Local Offer: www.lancashire.sendlocaloffer.org.uk

Education, Health and Care (EHC) Plans

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. 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.
3. 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 (or every 6 months for children under 5) by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Supporting pupils with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. All staff are made aware and a list of all pupils with medical needs is clearly displayed in each class along with signs to look out for and procedures to follow.
- Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHC plan.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

Children Looked After (CLA) by the Local Authority

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the Family of Schools. Staff members attend twilight and Inset training to further develop skills and knowledge.

The SENDCo

In line with the SEND Code of Practice 2014, the SENDCo will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND

- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Meeting with the SEN Governor, Lindsay Bevan, once per term and working together to produce a report on the quality and effectiveness of SEND provision in the SEND Report to Governors.
- The SENCo completes Learning Walks/Observations/Book looks/pupil conferences as part of the school's Monitoring and Evaluation schedule.
- The SENCo reports annually on the effective use of resources for pupils identified as having SEND through evaluation of the SEN Information Report.
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above).
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.
- The Head teacher and SENCo collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback. School use CPOMs to safely store and share documents with relevant staff.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. The SENDCO will lead staff training and INSET sessions for school staff on specific SEND issues.
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.

Storing and managing information

Documents relating to children with SEND are stored in a locked cabinet in school and/or on an encrypted electronic storage device. Records relating to children who have left are passed to the new school as soon as possible.

Admission arrangements

Please refer to the information contained in our admissions policy.

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. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Facilities for pupils with SEN

The school can be made accessible to wheelchair users through the use of a ramp at the front door. All but one of the classrooms are on the same level. A disabled toilet is available for wheelchair users if the need should arise. The Library and Sequoia Class (Year 6) are situated on the 1st floor. Books and resources are made available through library classroom systems and movable storage.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained and funded by the local authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the Headteacher, SENDCo and governors to agree how the allocation of resources is used. A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

Inclusion of pupils with SEN

Water Primary School is an inclusive school, and we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate. The Headteacher, Miss Elizabeth McKay, oversees the Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Headteacher to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils, from external support services.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire and parent forums.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school offers an Open-Door policy where parents can access the SENDCo and Headteacher regularly without making an appointment. Parents can make an appointment to arrange a discussion with the SENDCo and/or Headteacher by contacting the school office.

Further feedback from parents can be given at any time through email contact available on the school website. The SENDCo and the SEN Governor, Lindsay Bevan, arrange to meet once per term and they jointly produce a report on the quality and effectiveness of SEND provision. Information is gathered from different sources such as pupil conferences, pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms/SEND Learning Walk information. This will be collated and published by the governing body of the School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Complaints procedure

Refer to the general 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 SENDCo and Headteacher, who will be able to offer advice on formal procedures for complaint if necessary.

Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head or the SENDCo, unless the school has Safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in the pupil's SEND file in a locked cabinet. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.

The SEN files will contain copies of the original documents; pupil profiles; action plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans. These are kept in the locked cabinet.

The TAs keep a file for their key students including pupil profiles; IEPs; equipment and resources; differentiated work.

All information regarding to SEND that requires disposal will be shredded to maintain confidentiality.

Continuing Professional Development (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The school seeks the support of outside agencies when a need for specialist training is identified. Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services working with particular pupils, e.g., Acorn Psychology and Support Service, Special Educational Needs and Disability Service (SEND) etc. The SENDCo attends relevant SEN courses such as termly SEND Seminars and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENDCo is also part of the local SEND cluster.

All Teaching Assistants are offered training opportunities through a range of local agencies working with specific children at the school. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCo and Headteacher ensure that training opportunities are matched to school development priorities.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil and this will then be brought to the attention of the SENDCo, who will then inform the child's parents.

Working in partnerships with parents

Water Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service, where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor, Lindsay Bevan, may be contacted at any time in relation to SEN matters.

Links with other schools and Transition

Before a child with SEN moves to the next class, time will be given for the class teachers to share information regarding the provision, which has been put into place. Assessment information will be shared at this point. We have close links with all secondary schools and we work closely with the SENDCo from each school in order for a successful and smooth transition.

Local Offer document

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision

Schools SEN Information report with contribution to the Local Offer

This utilises the Local Offer to meet the needs of SEN Pupils as determined by school policy, and the provision that the school is able to meet. This document can be found at:-

<https://www.water.lancs.sch.uk/page/?title=SEND+Information+Report&pid=193>

Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:

- The progress made by students with SEND at the school;
- The success of the school at including students with SEND;
- Any recommendations from Ofsted or the LA about improving practice;
- Any factual changes, such as names of personnel.

Signed Elizabeth McKay
(Headteacher)
Date November 2023

Signed Jennifer Edington
(SENDCo)
Date November 2023

Signed Lindsay Bevan
(SEN Governor)
Date November 2023