

SEND Provision at Wittersham School

Wittersham Church of England School is a mainstream primary school and we comply with the requirements outlined in the Special Educational Needs Code of Practice 2014. We recognise and celebrate each other's differences including personal skills, academic achievement and beliefs. We recognise that children's learning needs can be diverse and we aim to meet the needs of all our children through a broad, balanced and fully inclusive curriculum.

If a child has a special educational need, we aim to identify this as soon as possible through class observations, parental meetings and discussions with the child about their own concerns or worries. Our staff are vigilant at supporting and raising concerns if they think that a child may require some extra support or have a special educational need. As a result of these actions, we will then put in additional intervention sessions for a child to accelerate their ongoing progress. This may take the form of a short term 'catch-up' programme, to address a difficulty with spelling, for example, or a longer-term intervention to support with speech and language or fine motor skills difficulties. A child will be given a Personalised Plan that details their ongoing targets as well as specific intervention opportunities.

[Name's] Personalised Plan started on [Date]				
1. The Outcome I am working towards				
2. What I need to help me (resources)			3. Resources/training for which funding has been applied/agreed	
4. Ways to help me best (strategies)				
5. Extra support I need (intervention)	6. How often I need this and who will provide it	7. What I need to achieve by the next review	8. How well did it work?	Date
In-year meeting 1	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 2	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 3	Provider signature	Young person/parent/carer signature	Comments	Date

These Personalised Plans are reviewed three times a year and just one part of our ongoing communication and transparency with a child's parent/carer. If you have any concerns regarding your child's academic or social progress, please speak to your child's class teacher or the school SENCO Stella Coulson. Her email address is scoulson@wittersham.kent.sch.uk

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs and Disability Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

All staff members regularly partake in training to further develop their skills to support and identify specific needs and barriers to learning.

Please see also our Special Educational Needs and Disabilities Policy which can be found on the policy section of the website.

SEND Register

Under the Children and Families Act 2014, the definition of ‘Special Education Needs’ or SEN is broader than before. Originally, a child had SEN if he or she had a learning difficulty which called for special educational provision (SEP) to be made for them.

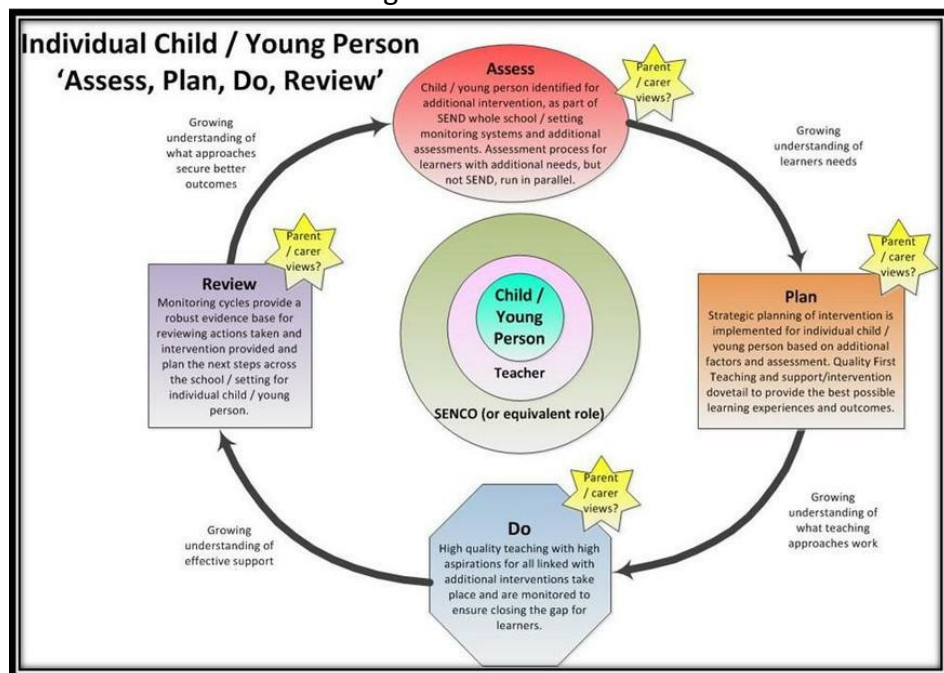
Now, a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. So young people and children and young people with disabilities (and not just learning difficulties) are all now included within the meaning of SEN. This also includes children with social, emotional and mental health (SEMH) needs.

The register is ‘fluid’ meaning that once a child has made adequate progress or no longer requires additional support, they can be removed from the register. All educational institutions that are subject to the SEND Code of Practice and are required to use their ‘best endeavours’ to ensure that pupils are not disadvantaged by their SEN or disability.

The Graduated Response

Each learner’s provision will be made up of a range of strategies and interventions that will be regularly monitored, reviewed and evaluated to inform next steps (the Assess, Plan, Do, Review Cycle). Provision and support put in place often does not remain the same over time. During this process, understanding of what is needed and what works best is developed and for some children and young people, more support is put in place to ensure that they are able to be included and make progress across the curriculum. This is called The Graduated Approach.

Here at Wittersham, we adopt a graduated approach implementing an ‘assess, plan, do, review’ cycle to monitor children's’ development. If it becomes apparent that an individual is not making the expected progress, then we may make educational provision which is additional to, or otherwise different from, that for others of the same age.



The Kent Mainstream Core Standards

This document is used within all Kent schools and clearly outlines the provision that the local area expects to be made available for children and young people with SEND attending mainstream schools. It is a universal document, to support mainstream practitioners, aid local conversations and promote a consistent high-quality approach to SEND inclusion and details a range of exemplar strategies and interventions that schools may adopt for each need/type. Please see the link below for further information on this document <https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

Outside Agencies

Here at Wittersham, we work with a variety of external agencies including Educational Psychologists (EP) who offer advice and deliver specific. We also access the support and guidance of Speech and Language Therapists (SALT) and Occupational Therapists (OT) where possible. Whilst we are still learning more about a child's barrier to learning, we may access the support of the professionals LIFT – the Local Inclusion Forum Team.

At a LIFT meeting, we have the opportunity to discuss the issue or case in more detail with colleagues from other schools as well as a team of professionals. This may include an EP or member of the SALT or OT Team or a specialist teaching focusing on behaviour or school refusal. The aim of the discussion is to find solutions to problems, drawing on the knowledge, experience and expertise of everyone in the group so that schools can make better provision from within their existing resources.

The most common outcomes from a LIFT discussion are:

- Advice, support and ideas from the discussion at the meeting to take back and try.
- Access to training programmes or the opportunity for bespoke training
- Support from another school.
- Specialist Intervention from a specialist teacher, special school outreach teacher, Educational Psychologist (through the core discretionary offer or commissioning) or another district-based SEND provider.
- A recommendation that the school should consider a referral to Early Help.
- A recommendation that the school consider seeking advice from appropriate health professionals.

Further Support

If a child or young person needs more support than can be provided within a school's own resources and budgets, the school can request that the Local Authority ('LA') conduct an 'EHC Needs Assessment' of the child's SEND for the purpose of making an Education, Health and Care Plan (also referred to as an EHC plan or EHCP).

An EHC plan is a legal document that describes the child or young person's special educational needs and associated health and social care needs. It also sets out the provision and support they must receive and, in some cases, names a Specialist Provision or other placement. An EHC plan will also outline the child or young person's goals and ambitions in life and describe the outcomes sought for the child or young person.

An EHC plan is only issued if the child's needs cannot be met within the resources normally available to mainstream schools in the area and if the school cannot reasonably be expected to provide the support. The vast majority of children with SEN will have their needs met at the school-based levels of support.

High Needs Funding in mainstream schools

In April 2015 Kent introduced a new system for funding high needs pupils in mainstream schools to comply with DfE regulations. HNF is awarded to a child that needs significant support in school – such as a one2one – or additional support with complex medical needs. The definition of a High Needs Pupil (HNP) in a mainstream school is a pupil that has additional SEN need costing £6,000 or more. The pupil does not need to have an Education Health Care Plan (EHCP) to access the funding.

Accessibility

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how we can enable information to be accessed by all our learners and their parents. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We are mindful of the Equality Act 2010 and are vigilant about making reasonable adjustments where possible. Staff differentiate approaches and resources so as to support access to the curriculum. Inside the main school building, all ground floor rooms and playground areas are accessible for wheel chair users. Disabled toilets are available for children and adults to access on the school grounds.