



# Watlington Community Primary School

## SEN Policy

Headteacher: *C A Chapman*

Date: March 2023

Approved by: *[Signature]*

Date: *28.03.2023*

Next review due by: March 2024

**Review cycle** – Annual to be  
approved by FGB

# Introduction

Welcome to Watlington Community Primary School SEN policy. Please find our full SEN Information Report on our website. It is part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies' or the proprietor's, policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEN regulations which can be found [here](#).

At Watlington Community Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors and members of staff. We welcome your feedback and future involvement in the review of our offer, so please contact us. The best people to contact this year are:

- Mrs Claire Chapman - Headteacher
- Mrs Donna Southon SEND Co-ordinator (SENDco) - Contactable Via [senco@watlington.norfolk.sch.uk](mailto:senco@watlington.norfolk.sch.uk)

If you have specific questions about the Norfolk Local Offer please look at the frequently asked questions [here](#). Alternatively, if you think your child may have SEND please speak to their class teacher, or Mrs Donna Southon (SENDCo) or Mrs Claire Chapman (Headteacher) on 01553 810468.

## Our Approach to Teaching Learners with SEN

At Watlington Community Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our

community. We want to create an inclusive culture in our academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning throughout the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Watlington Community Primary School, we value: – **Achieve (achievement), Independence and Resilience** which is our whole school ethos.

## **Kinds of SEND & How we identify SEN**

At different times in their career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“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.**

We refer to the term 'Special educational needs' if a child/young person

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**The Difficulty or Disability may relate to the broad areas of need:**

- Communication and interaction

- Cognition & Learning
- Social, Emotional and Mental Health (this includes behavioural issues)
- Sensory and /or Physical

Please click [here](#) for further information

If a learner is identified as having SEN, we will arrange provision that is 'additional to or different from' the normal curriculum, intended to overcome the barrier to their learning.

At Watlington Community Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2022-23 is as follows:

SEND is identified in 4 broad categories: Cognition and learning; Communication and interaction; Social, Emotional & Mental Health (SEMH); Physical and/or Sensory.

At Watlington Community Primary School, 18% of our total pupils currently have SEND (at School Support or EHCP level) 3.6% of our total pupils have an EHCP and 15% of our total pupils are at School Support.

**As a primary need**, the breakdown of the different types of SEND are as follows:

Cognition and Learning = 5% of our total pupils and 29% of our SEND cohort.

Communication and Interaction = 7.1% of our total pupils and 39% of our SEND cohort.

SEMH = 4.7% of our total pupils and 26% of our SEND cohort.

Physical/and or Sensory = 1% of our total pupils and 6% of our SEND cohort.

**It is important to note that pupils can have multiple secondary needs that are not included in this data.**

## **Assessing SEND at Watlington Community Primary School**

Class teachers, teaching assistants, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Watlington Community Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and, of course, their teacher. The SENCo will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school, we can access various specialist services from various agencies. We have access to services universally provided by Norfolk County Council which are described on the Local Offer Website available [here](#).

**This academic year 2022-23 Watlington Community Primary School has also commissioned support from:**

- Educational Psychology Service
- Speech & Language Specialists from the NHS
- Child Development Team
- Sensory Support
- The Mental Health Support Team
- Specialist Learning Support Teachers from the ASD and SEMH teams
- Inclusion Team

## **How we use our Teaching Assistants**

**Teaching Assistants of Watlington Community Primary School are used to:**

- Assist the teacher in providing 'quality first teaching'

- Support the teachers in enabling children with SEND to have access to an appropriate curriculum
- Encourage and promote independence in the children
- Liaise with the Class Teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.
- Specialist SEN & Pastoral TA's for Speech and Language, Lego therapy, Meditation, Restorative Practises, Sensory room, Bereavement, Emotional Resilience, Zones of regulation.

## **INTERVENTION:**

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support Staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home if deemed appropriate and/or necessary

## **What We Do to Support Learners with SEN at Watlington Community Primary School**

Class Teachers have responsibility for enabling all pupils to learn.

### **To achieve this they:**

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive 'quality first' teaching) differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement