

Armathwaite Community Primary School

Special Educational Needs and Disabilities Policy

February 2020



Armathwaite School

School SENCO and Senior Teacher ~ Mrs Barbara Anderson

Contact details ~ [Tel:01697472296](tel:01697472296) Email ~ head@armathwaite.cumbria.sch.uk

Introduction

At Armathwaite School we are committed to providing an appropriate and high quality education to all our students. We believe that all children, including those identified as having special educational needs (SEN) and disability, are entitled to a broad and balanced academic and social curriculum.

Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of other children of the same age, or have a disability which prevents or hinders them from making use of educational facilities in a mainstream setting.

This policy underpins the inclusion of children with Special Educational Needs or Disabilities [SEND] within our school community. It promotes access to all aspects of school life and our broad and rich curriculum, as well as supporting the school's ethos and vision. It has been written in consultation with the head teacher, SENDCo, our SEND Governor, teachers and teaching assistants, and with contributions from parents of children with SEND. This policy complies with the statutory requirement set out in the SEND Code of Practice [01.05.2015]. Reference should also be made to;

- Equality Act [2010] and the DfE Advice for Schools [2013]
- Schools SEND Information Report Regulations [2014]
- Statutory Guidance on Supporting Pupils with Medical Conditions [2014]
- The current National Curriculum in England for Key Stages 1 and 2
- Teachers Standards 2012
- The school's Safeguarding Policy
- The school's Accessibility Plan
- The school's contribution to the Local Offer
- The school's Admissions Policy

- The school's Data Protection Policy

Definition of SEN (SEND)

Children with Special Educational Needs [SEN] have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream school.

Our Aims

In providing for children with special educational needs we aim to:-

- Continually raise the aspirations of and expectations for all pupils with SEN and disability, with a focus on outcomes and make this the driver for how we use provision and support in our school.
- Create an inclusive environment that recognises all needs of children with Special Educational Needs and Disability and provides a wide range of broad and fulfilling educational experiences.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the SEND Code of Practice (January 2015).

Objectives

Our school focuses on obtaining the best outcomes for all children by;

1. Identifying and providing for pupils who have SEND and additional needs as early as possible.
2. Working within the guidance of the SEND Code of Practice [2015].
3. Having a 'whole school' approach to the identification, management and provision of SEND support; creating an environment that meets the needs of each pupil.
4. Encouraging pupils to develop confidence, independence, resilience and self-esteem, and to recognise the value of their own contributions to their learning.
5. Encourage pupils to be fully involved in their own learning.
6. Making clear the expectations of all partners in the process and provision of SEND.
7. Fully involve parent\carers, ensuring they are kept fully informed and engaged in effective communication about their child's SEND.
8. Ensuring that our children have a voice and are at the centre of this process.
9. Providing support and advice for all staff working with pupils with SEND.
10. Monitor and evaluate the child's progress, providing appropriate information and records as part of this process.

This document describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

Armathwaite Community Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Inclusion Statement

Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Definition of Special Educational Needs and Disability

Children may have a disability or a special educational need if they have a ***learning need*** that calls for *additional provision* to be made for them.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school
- Attainment falls significantly outside the expected range, either above or below

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- Communication and interaction ~ including speech, language and communication needs and autism spectrum conditions
- Cognition and learning ~ moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (dyslexia, dyscalculia, dyspraxia)
- Social, mental and emotional health ~ including ADHD, inattentive ADHD, attachment disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

- [Sensory and/or physical](#) ~ including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will put interventions in place, designed to secure better progress, where required.

Other factors may impact on the progress and attainment of a child, including:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Travelling children
- Those of servicemen or women etc.

Identification and Assessment of Special Educational Needs

An A-ASSESS-PLAN-DO-REVIEW process is used for all children, including those receiving SEND support.

The Code of Practice states that a graduated approach should be taken to the identification and assessment of special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience. Parents are included and involved in this process.

The Graduated Approach

Differentiation	Teacher plans for activities to be provided for pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations after short period of time (up to half a term) then they move to 'keeping up'.
Keeping Up	Additional provision is made in or out of class for 'keeping up'. Children are identified and discussed by the class teacher, school SENCO and support staff. Plans are made (ILP ~ Individual Learning Plan) and implemented, carefully monitored by teaching assistant, teacher, SENCO and all other staff involved in teaching that child. If

	little or no progress has been made the child moves to School Action and is added to the SEN list.
Early Years/School Action Plan	A child receives additional support in class/or in intervention groups. A provision map is completed or an Individual Education Plan (IEP) or Behaviour Management Plan may be written.
Early Help	Outside agencies are consulted and support school in allocating resources.
Education Health Care Plan	A child receives specific support funded by school and the LA.

Further information about our graduated approach and who is involved is available later in this document in roles and responsibilities and in our SEND offer.

This school uses the ASSESS – PLAN – DO – REVIEW cycle. There are half-termly learner review meetings with the class teachers, TAs, head and SENDCo, for those children with SEND.

- In addition to the school's normal reporting arrangements, the school has an open door policy for more informal discussions. There is a close relationship between parents and school. Concerns raised by parents/carers are always given careful consideration. Children are involved in a manner appropriate to their age and understanding.
- If a pupil's progress continues to cause concern, the class teacher, head and SENDCo, in consultation with parents, may decide to make special educational provision. Careful consideration is given to the whole child, and their progress alongside national data and expectations of progress using information gathered from accurate formative assessment.
- The SENDCo is responsible for the maintenance of the SEND Register.
- For pupils with a higher level of need, a specialised assessment from one or more outside agencies and professionals may be needed e.g. educational psychologist, speech therapist, specialist teacher etc. The local authority and other agencies have clear guidelines on the evidence needed this using the Early Help form.
- We encourage the involvement and contribution of parents/carers, families and children in the process of ASSESS - PLAN – DO – REVIEW, thus encouraging parents/carers, families and children to be at the heart of decision-making.

[Managing Pupils' Needs on the SEND Register;](#)

A Continuing Graduated Approach

- An ASSESS – PLAN – DO – REVIEW process is used for all children including those receiving SEND Support. Progress of the child's Individual Learning Plan [ILP] is reviewed at half termly. Consideration is given to the child's identified needs, strategies that work for the child [i.e. what effectively removes barriers to learning], and clear outcomes to be achieved within a given time [the next steps in learning] as well as strategies to promote independence and resilience as a learner. Pupils are involved in ways appropriate to their age, understanding and in ways that give them confidence and ownership.
- In some cases, children may require an Individual Education Plan (IEP) or Behaviour Management Plan, or for complex SEND children may be part of an IPA (Inclusion

Partnership Agreement), or have an Education Health and Care Plan. All of these are drawn up in consultation with the child, parents and all agencies involved. Targets are identified and progress is reviewed at meetings. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies.

- The level of provision is always considered while reviewing the child's progress. It may also be considered in response to a parent's or child's concern. [Please refer to the school's contribution to the Local Offer.]
- If we are not able to fully meet the needs of a pupil through our own provision arrangements, assessment and advice is sought from the relevant outside agency/agencies once this has been fully discussed with parents and agreed. Pupils are involved in a way that is meaningful to their age and understanding.
- The child's needs may be such that the SENDCo, parents and external specialists agree that additional funding and support is needed from the LA's High Needs Block. Evidence for this must meet the LA's criteria [in Cumbria's SEN Handbook on the school portal].
- Pupils and parents have their contributions valued and are always encouraged to be active participants in the graduated response.

Roles and Responsibilities

SENDCo

The SENDCo is Barbara Anderson.

Her main duties are;

- Supporting staff to identify SEND.
- Co-ordinating provision for children with SEND; liaising with and advising other teachers in school.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.

Helen Hepworth is the Designated Teacher with responsibility for Safeguarding.

Barbara Anderson is responsible for meeting the medical needs of pupils.

Helen Hepworth has responsibility for Pupil Premium Spending and LAC.

Teachers:

- Plan, teach and assess all children they have responsibility for, including SEND children.

- Adapt teaching approaches to reflect the range of needs within the class.
- Are aware of the school's SEND Policy.
- Monitor and review progress, setting new targets in consultation with SENDCo and contributing to the production of individual learning plans (IEPs).
- Regularly review targets with child, and parents.
- Plan the deployment of additional support and/or resources

Teaching Assistants will:

- Be aware of the school's SEND Policy.
- Liaise with class teacher and SENDCo about individual children including the child's individual targets and strategies.
- Be mindful of the child's individual learning plan in relation to support.
- Record progress of the children as required by the class teacher, SENDCo or other professionals.

Parents will:

- Supporting their child as necessary.
- Participate in the decision-making process.
- Liaise with school as necessary.
- Attend and contribute to reviews/meetings on a regular basis.

Pupils will:

- Participate in the decision-making process.
- Contribute to review of their progress including targets in a manner appropriate to their age and understanding. This includes attending review meetings if appropriate.

Governors

The Governing Body aims to secure the necessary provision for any pupil identified as having SEND. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEND. They consult the LA and other schools where appropriate.

The Governing Body has a nominated governor for Special Educational Needs, Mr Neil Ruddick, who meets regularly with the SENDCO. The SENDCO reports confidentially on progress of children with SEND and any SEND issues at each governing body meeting. The Governing Body then agree priorities for spending accordingly. The Governing Body has agreed admissions criteria which do not discriminate against pupils with SEND. The admissions policy has due regard for the guidance in the SEND Code of Practice 2014 and Equality Act 2010.

Criteria for Exiting the SEND Register

- The pupil has achieved their long term outcomes.
- The pupil is making appropriate and sustained progress and will continue to do so without additional support.
- The pupil has closed or has substantially narrowed the gap between their attainment and that of their peers.
- The pupil's confidence will be maintained.
- Parents and pupil understand and agree that additional support is no longer required.

Supporting Pupils and Families

- Class teachers and teaching assistants have access to relevant information and reports about the SEND children they teach/support [with an understanding of its confidentiality].
- Parents are guided to the LA local offer when appropriate.
- Parents will have access to the SEND Information Report.
- Information about agencies to support the family and pupil is available from SENDCo e.g. Parent Partnership.
- The SENDCo ensures that appropriate access arrangements are made for SEND children during KS2 SATs.

Appropriate transition arrangements are made on transfer to or from this school for SEND pupils, as well as between classes. SEND records are sent to the next school as soon as requested to ease transfer.

- All staff are mindful of additional needs of SEND pupils e.g. social, mental health well-being, health care etc.

Safeguarding Pupils with SEN/Disabilities

We recognise that children with special educational needs (SEN) and disabilities (whether or not they have a statutory education, health and care plan) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- children with SEN and disabilities potentially being disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. The potential need for early help and extra pastoral support in this group of children is considered as a priority.

Monitoring and Evaluation of SEND

- Provision for all pupils is regularly monitored and evaluated for effectiveness.
- Progress of SEND pupils is monitored and evaluated with reference to the support/intervention arrangements.
- Parents', pupils and staff views are always sought and carefully considered, both informally and in regular review meetings.
- The SEND governor has an overview of the school's SEND and has regular meetings with the SENDCo.

Training and Resources

- Members of staff are trained in Maths Recovery, Numicon Intervention Programme (NIP) Reading Intervention, Early Literacy Support, dyslexia awareness, ADHD and Autism Awareness, Paediatric First Aid, Safeguarding, Smart Moves, Nurture ~ Drawing and Talking, Talk Boost, narrative therapy, parental engagement (PEEP).
- Staff share expertise through collaborative training opportunities as well as accessing local and national training.
- Individual CPD needs are identified and met as part of the formal staff professional development process.

Storing and Managing Information

All SEND documents are stored confidentially and securely in the main office. Documents of pupils who have left the school or who have been removed from the SEND register are

passed on to the relevant secondary school or new school setting. Electronic documents are stored on the school's MIS for DOB + 25 years. In line with our Data Protection Policy, we typically retain pupil data and data about their family and other involved professionals until they leave us. Otherwise, we retain it for a few days or weeks e.g. trip consent forms, or for 3-50 years depending on whether it is education related or incident related. All data is stored in line with the Data Protection Policy.

Accessibility

Physical Access

Please refer to the school's Accessibility Plan. Armathwaite School is single-storey and has ramps and handrails to the main and rear entrances, including fire exits, to facilitate wheelchair access. Whilst there are some steps in school, alternative routes are available, ensuring all areas of the school are accessible (including outdoor learning areas). School has accessible toilet facilities; including emergency buzzer in the disabled toilet and a height adjustable changing table. An allocated disabled parking bay is located within the school car park.

Curriculum Access; identifying and removing barriers to learning

At Armathwaite School we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences.
- May need physical aids to access the school curriculum as well as participate in extra-curricular activities

Teachers respond to pupils by:

- Providing support in all curriculum areas
- Planning to develop pupils understanding
- Planning to develop pupils understanding through the use of all senses and experiences
- Planning for pupils full participation in learning, and in physical and practical activities including extra-curricular ones
- Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning.

Dealing with Complaints

The school has an open door policy so that any issues can be dealt with swiftly. There is a complaints procedure for issues that have not been resolved this way.

Bullying

We believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Building every child's self-esteem and confidence is a priority in school. We take all necessary steps to mitigate the risk of bullying of vulnerable learners in our school. Please refer to our Behaviour and Anti-bullying policy.

Reviewing the Policy

This policy will be reviewed annually.

Approved: Full Governing Body

Date:

Signed: (SEND governor)

Signed: (Chair of Governors)