



Catforth Primary School

Special Educational Needs

and Disabilities Policy

This policy complies with the statutory requirement laid out in the SEND code of Practice 0 – 25 July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of practice 0 – 25 July 2014
- Schools SEN information report regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 and EYFS statutory guidance Sept 2012
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012

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

A child or young person has SEND 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The following person is responsible for managing the school's response to the provision we make for children with SEND

- Julie Bainbridge – Head teacher, SENCo, DSL

Introduction

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximizing of resources to reduce these barriers.

At Catforth Primary School, we have defined inclusion as “a process which recognizes and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.”

We endeavour to achieve maximum inclusion of all children while meeting their individual needs. Every teacher is a teacher of every child, including those with SEND.

Aims

- To provide an inclusive environment that meets the individual needs of children with special educational needs and disabilities.
- To ensure that the special educational needs of children are identified, clearly assessed, monitored and provided for
- To emphasise the parents voice. Having an excellent dialogue with parents of children with SEND is the centre of provision for all pupils.
- To actively involve pupils in a sensitive way in the development of targeted learning plans and how they are implemented.
- To ensure all staff have a working knowledge of the code of practice.
- To identify the roles and responsibilities of staff in providing for children with SEND.
- To enable all children to have full access to all elements of the school curriculum and school life.
- To provide appropriate teaching which makes learning challenging, enjoyable and successful.
- To ensure outside agencies are involved whenever necessary
- To ensure accurate assessment, target setting, pupil tracking and data analysis are used effectively to support children’s learning and progress.

Objectives

- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our provision map and ensure that targets set in Targeted learning plans are specific, measurable, achievable, realistic and time related.
- To involve children and parents as co-producers in a person centred approach, in the identification and review of targets, delivery and support made for children in their targeted learning plan.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them: and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs and disabilities.

Identifying Special Educational Needs

When looking at the needs of pupils when deciding whether to place them on the SEND register, the 2014 code of practice identifies 4 broad areas of special educational needs.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and or physical

The following may impact on children's learning and attainment but are NOT SEND (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
- Being a child of serviceman / woman
- Behaviour

Identification and management of SEND pupils

At Catforth Primary School all teachers are responsible for delivering well-differentiated Quality First teaching, including, where appropriate the use of Wave 1 or Wave 2 interventions. High quality teaching differentiated for individual pupils is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for lack of good quality teaching. All vulnerable learners are included on a whole school provision map. At Catforth Primary School we have a graduated approach to provision for children with SEND

Graduated approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take 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.
- d) The SENCO and all class teachers have regular meetings where concerns are expressed. The SENCo can be consulted at anytime for support and advice.
- e) Pupil progress meetings are carried out every half term and used to monitor and assess the progress being made by children
- f) The school has access to regular SEN advice from a specialist teacher and from Acorn psychology and support services. They can be consulted at any time to observe, assess and give advice.

- g) Through (b), (c), (d) ,(e) and (f) it can be determined which level of provision the child will require.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) An Initial Concern form will be completed to identify barriers to learning, assess needs and record actions taken before a child is identified as having SEN.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. 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:

- Assess
- Plan
- Do
- Review

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

This involves clearly analysing our pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views are always sought and we believe in a person centred approach. Where relevant, advice from external support services such as the Speech and language service, Child development centre or specialist professionals will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

A child will be supported through the provision of appropriate interventions which may be individual or in small groups. They will also be supported through an Individual Education Plan, which will;

- Identify what the child is good at and what they can do
- Identify what they need to learn to do next
- Resources and support they need in order to achieve this
- Any support that can be provided at home.

Planning will involve consultation between the teacher, SENCO 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. Pupils are also consulted about what they want to learn, how they like to be supported and how they feel they are progressing.

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 and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to-one teaching away from the main class teacher. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. This could include the decision to remove a child from the SEND register. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment 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 child 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 (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources, as appropriate, including:

- Parents
- Pupils
- Teachers
- Specialist Teachers
- Educational Psychologists
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The application is

submitted to the Local Authority and a decision made by a group of people from education, health and social care about whether or the child 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.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

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. 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 six months if the child is under 5) by staff, parents and the pupil. Advice may also be sought from specialists working with the child in education or health. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Supporting Pupils and Families

- The School's SEN information report can be found on the school's website and provides a link to the Local Authority's Local Offer
- Year 6 SATs – where children are entitled to modifications or adjustments to their daily class routine, this will also be applied during year 6 SATs. An application must be made for this, evidence of the provision in class must be available.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the equalities act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see admission policy for the school as agreed with the local authority)

Transition Arrangements

- Children entering nursery are invited into school with their parents for a 1:1 visit where information about their needs can be discussed. School will liaise with outside agencies and other early years settings as necessary.
- Children starting full time school are invited to induction visits in the term before they start school. Those who have not been in our nursery are also offered a 1:1 visit with their parents and information about their needs can be discussed at this stage. School will liaise with outside agencies and other Early Years settings as necessary. Additional induction sessions will be arranged if required.
- On transition to a new class, teachers of both classes will meet to share information in order to facilitate a smooth transition. Any SEND issues are discussed at these meetings. There may be some circumstances, including children with a EHC Plan, where children and parents need to be invited in to school to be part of the transition process and planning.
- Transition to high school will involve children visiting their assigned school. A handover meeting between the SENCOs will take place to discuss any needs and

records are passed on. Where appropriate, additional transition visits will be carried out.

- For In-Year admissions, children with SEND are supported through their induction to the school by the class teacher and SENCo to ensure they have a smooth transition. Contact will be made by the SENCo to the previous school regarding any outside agencies and additional support, in order that appropriate provision can be put in place and continued.

Supporting Pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have access to the full primary curriculum, 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.
- Some may also have special educational needs and may have an EHCP which brings together health and social care needs as well as their special educational provision and the SEND code of practice (2014) is followed.

Monitoring and evaluation of SEND

At Catforth Primary School we have many different ways of gathering information to evaluate the success of our SEND provision. We have a provision management approach involving the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve

- SEND action plans
- Regular report to governing body
- Meet with SEND governor
- Invitation for discussion with parents
- Parents evenings
- Parental questionnaire
- Parents being involved with individual target setting by discussing, reviewing and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded on their IEP and One Page profile.
- IEPs monitored.
- Reviewing provision map
- Monitoring systems for interventions
- Regular liaison with specialist teacher from Acorn Psychology
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded.
- Any external evaluation, monitoring visits or inspections.
- PIVATs monitoring
- At least termly meetings with all teaching staff and TAs.
- Regular monitoring including walk throughs, book scrutinies, planning scrutinies, monitoring of interventions
- Assessment tracking and evaluation through pupil progress meetings.

The information gained from provision management is used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

Resources

The governors will ensure that the needs of pupils are met by employing a SENCo and ensuring they receive appropriate training to carry out the role effectively. The head teacher and SENCo will use the child's EHCP to identify areas of need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Resources will be allocated to meet the needs of pupils via our provision map. This may include, time specific interventions, Acorn psychology support, specialist teachers or support from outside agencies.

Money may also be spent on further additional resources which are kept centrally, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

Training

Through the monitoring and evaluation of our provision, the SENCo, Inclusion manager and head teacher will identify any particular development needs of the staff. This will, where appropriate, be linked closely to the schools improvement plan and / or performance management objectives. Staff who attend outside courses will feedback through staff meetings or department meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo and inclusion manager.

In house training will be provided as required, drawing on the expertise of specialists and outside agencies.

Role and responsibilities

Provision for children with SEND is a matter for the school as a whole. In addition to the Governing body, the Headteacher, the SENCo and all other staff members have important day to day responsibilities. All teachers are teachers of children with SEND and for this reason provision is a whole school responsibility.

SEN Governor; Mr Ben Hebblethwaite

Governors' role

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has Special Educational Needs;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs;
- Have a written SEN policy containing the information as set out in the Education(Special Educational Needs) (Information) (England)Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs.

The governors also play an important role in ensuring that

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and how personnel and resources are deployed;
- SEN provision is an integral part of the School Improvement Plan.
- The quality of SEN provision is continually monitored.

Head teacher: Mrs Julie Bainbridge

The role of the Head teacher

- To be the school's responsible person for the overall management of SEN work in school
- To keep the governing body informed of the schools work regarding SEN
- To work closely with the school's SENCo
- To be responsible for managing PPG/LAC/SEND funding

SENCo: Mrs Julie Bainbridge (Miss Hannah Woodward (*training*))

The role of the SENCo

The SENCo is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEN policy;
- Providing advice to staff by supporting, liaising with them and where necessary the completion of Individual Education Plans
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
- To take responsibility for managing the school's responsibility for meeting the medical needs of pupils.

Confidentiality and Data Protection

Catforth Primary School has a duty of care and responsibility towards pupils, parents/carers and staff. It also needs to work with a range of outside agencies and share information on a professional basis. The care and safety of the individual is a high priority

- All information about individual children is private and should only be shared with those staff that have a need to know.
- All special educational needs information about a child is held in a safe and secure place which cannot be accessed by individuals other than school staff.

- The school prides itself on good communication with parents and carers, and staff are always available to talk to both children and parents/carers about issues surrounding their child's SEN or disability that are causing concern. The school encourages children to talk to parents/carers about issues causing them concern and may in some cases support the children to talk to their parents.
- All children have a right to the same level of confidentiality irrespective of medical concern, disabilities and special educational needs. A lot of data is generated in school by these categories but individual children should not be able to be identified.
- Permission will be sought from parents before speaking to other professionals about their child for example the Educational Psychologist or Specialist Teacher.
- Health professionals have their own code of practice for dealing with confidentiality. Staff should be aware of children with medical needs and the class information sheet should be accessible to staff who need that information but not on general view to other parents/carers and children.
- Information about children will be shared with parents but only about their child. However parents should be aware that information about their child will be shared with the receiving school when they change school.
- Information held by school on individual children is archived in a secure place. All personal information about children should be regarded as confidential. It should be clearly understood by those who have access to it, and whether those concerned have access to all, or only some of the information. Information regarding health reports such as speech therapy, medical reports, SEN reports, SEN minutes of meetings will be circulated in envelopes and once read should be returned for secure filing or filed in class SEN files which are kept secure.
- Any information kept digitally can only be accessed by secure password held by the SENCo.
- Information about individual children will not be kept digitally on personal computers only on school computers or laptops.
- Emails regarding children with SEN or disabilities are sent through a password secure email facility and children cannot be identified.

Complaints procedure

If parents/carers have a complaint concerning SEND provision for their child they should discuss this with the class teacher.

If this proves unsuccessful the matter should be referred to the SENCo.

Should the matter still be unresolved it should be brought to the attention of the Head teacher.

If the Head teacher is unable to resolve the difficulty the parents/carers should contact the 'responsible person' on the governing body.

If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

The school must also make provision to inform parents about Parent Partnership and how to make representations to the LEA.

Reviewing the policy

This policy will reviewed annually