



**HIGHER
WALTON
C. OF E. PRIMARY
SCHOOL**

**S.E.N.D
POLICY
2019-20**

CONTENTS

Introduction

Definition

Aim

Objectives

Roles and responsibilities

Training and resources

Admissions

Access for the Disabled

Resources

Identification and Assessment - a gradual approach to SEN support

- On entry
- Assessment procedures
- Teacher referral
- How a child is placed on the SEN Support register
- Movement between stages

Reviews

- Individual Education Plan reviews
- EHC Plan reviews

Managing pupils needs on the SEN register

Exiting the SEN support register

Curriculum

- Classroom environment
- Classroom management
- Access to Literacy, Numeracy and ICT
- Resources
- Disapplication
- Withdrawal
- Assessment

Supporting pupils at school with medical needs

Access to the full life of the school

Success criteria

Pupil involvement

Parental involvement

Complaints and advice

Training

Links with other schools

Outside agencies including Health Services

Appendix

This policy has been produced in consultation with the staff and reflects current practice. It should be read alongside other school policies, such as attendance, child protection, care and control, behaviour, staff development and induction of new staff. It is published on the school website and is available as a paper copy if requested by parents.

It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 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 2014 (0-25)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions*
- *The National Curriculum in England Key Stage 1 and 2 framework document September 2013*
- *Safeguarding Policy*
- *Accessibility Plan*

Our SENCO /Inclusion Manager is Mrs Jackie Noblet who is also a member of the Senior Leadership Team. She can be contacted at school by telephoning 01772 335945 or by email deputy@walton.lancs.sch.uk

This policy was written by Jackie Noblet and is reviewed annually.

This policy was reviewed and agreed by Governors' Ethos and Welfare Committee on 29th January 2020.

INTRODUCTION

At Higher Walton CE Primary School we endeavour to develop the full potential of all our pupils. In line with our vision “Life in all its fullness”, and our mission we aim to raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos. We are committed to valuing each individual child, meeting the special educational needs of pupils and ensuring that they make progress.

DEFINITION

Children with special educational needs and/or disabilities are children who need significantly more provision than the majority of their peers in order to develop their full potential. These needs may be:

- long term or short term
- global or specific
- academic, physical, social or emotional

Examples of special educational needs and disabilities include pupils with:

- hearing loss
- visual impairment
- behaviour problems
- speech / communication difficulties
- manipulative difficulties
- delayed social skills
- physical difficulties
- emotional needs

AIM

We aim to raise the aspirations and expectations for all children with SEN, with a focus upon outcomes for their future education and lives.

OBJECTIVES

In order to achieve our aims and to ensure that children with special educational needs and/or disabilities achieve their full potential and make progress we will:

1. Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
2. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
3. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
4. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
5. Ensure good working relationships with parents, carers and the community.
6. Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils
7. Ensure that we are working within the guidance provided by the SEND Code of Practice 2014(0-25)
8. Ensure there is a SENCO who will work with the SEN Inclusion Policy.

The OFSTED inspection in February 2017 stated that ‘Positive views are shared by parents, who said that you hold the well-being of each pupil in high regard and have created a learning environment where pupils can flourish.’

During the school year 2019-20, our targets for development are:

- To raise awareness of attachment and anxiety issues within school
- To ensure children with SEN receive the support they need by securing EHC plans where appropriate and organizing timetables / support

ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Higher Walton CE Primary School, this role is undertaken by Mrs Lisa Lewis, who will meet regularly with the Inclusion Manager Mrs Jackie Noblet. The appointment of SEN Governor is reviewed annually in the Autumn term. The Designated Teacher with specific Safeguarding responsibility is also Mrs Noblet.

The Inclusion Manager is the school’s “responsible person” and manages the school’s special educational needs work. The SEN Governor will keep the governing body informed about the special educational needs provision made by the school.

The Inclusion Manager will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school’s special educational needs policy. The Inclusion Manager will identify areas for development in special educational needs and contribute to the school’s development plan. She will co-ordinate provision at for children on the SEN Support register including those with EHC Plans. She also has responsibility for meeting the needs of medical needs of pupils.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the Inclusion Manager.

TRAINING AND RESOURCES

SEND is funded through the school budget. Children with EHC plans receive additional funding according to their level of need. Training needs are identified and planned for by the Inclusion Manager, subject leaders and class teachers. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision within school. All staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain systems and structures in place.

ADMISSIONS

Pupils with special educational needs and/or disabilities will be admitted to Higher Walton CE Primary School in line with the school’s admissions’ policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act’s requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having

special educational needs at early years action or early years action plus. If the school is alerted to the fact that a child may have a difficulty in learning we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

ACCESS FOR THE DISABLED

The school has facilities to accommodate disabled pupils. The building is fully accessible to wheelchair users, and there is an accessible toilet. Use of contrasting materials mark floors and doors clearly for visually impaired pupils. Disabled pupils are provided with appropriate support in terms of staffing and resources.

The Accessibility Plan for access for the disabled is audited and reviewed annually as part of the School Improvement Cycle, with consideration given to overcoming issues which may be barriers to participation for children. Areas reviewed include:

- Access to the building, including toilets, shower, ramps, changing facilities, auditory loop, blinds, acoustics, computer glare
- Access to the curriculum, including homework, differentiated planning
- Access to information, including certificates, newsletters and website

RESOURCES

The governors will ensure that the needs of pupils are met by employing an Inclusion Manager. The Head and Inclusion Manager will use the child's EHC Plan and LA banding document to identify the areas of pupil need and make appropriate provision. This provision will include administration and organizing, facilitating and/or chairing review meetings, and may include working with children. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

We deliberately keep the teacher: pupil ratio as low as possible to enable pupils to have maximum attention. The governors will ensure that support staff are employed to support staff and pupils. We recognise the value of adults other than teachers to work in the classroom, and maximize their participation. Having dual year group classes enables flexible grouping and effective differentiation for children with SEND.

The governors will ensure that money is set aside to develop resources in curriculum areas. Resources for SEND in specific curriculum areas are under continuous review. They include the use of maths equipment appropriate to the needs of individual children. SEN reading schemes are used in school to ensure that older children reading at a lower level are reading books at their interest level. IDL and Dyslexia Gold (interventions to support dyslexia) and teachers' own resources may also be used to support literacy and English. Specialist ICT may also be used to enhance the learning of pupils with special educational needs. Resources may be purchased by school or on loan to them.

IDENTIFICATION AND ASSESSMENT- A GRADUAL APPROACH TO SEN SUPPORT

We aim to have a gradual approach to SEN Support which follows the structure of Assess, Plan , Do and Review.

Reviews of provision will be carried out regularly and the SEND Register updated at least termly to take into account results of reviews. Provision for children admitted during the term may be provided after liaison with the child's previous school and having carried out diagnostic testing.

- **On Entry**

When children are first admitted to Nursery / Reception, they are assessed using the Development Matters framework to highlight potential special needs. When children transfer from other primary schools, teachers use transfer information and diagnostic assessment to inform classroom management including groupings. This also highlights any specific needs.

- **Assessment procedures**

Through quality first, differentiated teaching we will endeavour to provide a curriculum that is relevant to all pupils. Appropriate testing will be used to reinforce and acknowledge pupils' needs. This testing may include testing skills and concepts as well as observation of behaviour. Continuous monitoring and observation will determine pupil progress towards targets set. Target setting will be appropriate to the child and may be broken down into achievable steps.

- **Teacher Referral**

Following assessment and/or observation, if a teacher has a concern about a child they will discuss this with the Inclusion Manager and parents in order to maximize support for the child in overcoming the difficulty. This initial contact will be informal. Pupils are only identified with SEN if they do not make adequate progress once they have had all the intervention/adjustments provided within the classroom setting. (Code of Practice Section 6.37 onwards)

The subject leaders and assessment co-ordinator will monitor the attainment and progress of pupils, including those with special educational needs. They will ensure that the Inclusion Manager is kept fully informed of any concerns arising from monitoring, including any children who would benefit from intervention programs where funding for Teaching Assistant support allows. Children following these intervention programmes are not routinely included on the SEN register. An IEP will be written for specific learning difficulties.

- **How a child is placed on the SEN Support register**

If a child's performance in any area including pastoral, continues to give cause for concern and/or they fail to make adequate progress the class teacher, Inclusion Manager and parents will plan further strategies involving assessment and this may involve accessing support from outside agencies

- **Movement between stages**

If a pupil fails to make adequate progress despite the additional support which the school gives over the period of 2 IEPs then outside advice will be sought on how to support the child's special needs, following procedures from the Code of Practice 2014.

REVIEWS

- **Individual Education Plan (IEP) reviews**

IEPs will be reviewed regularly by the class teacher, the Inclusion Manager, Teaching Assistant where appropriate, and parents. Pupil input will be sought and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed. IEPs are used to inform class teachers' short term planning and target setting. Progress will be reviewed during pupil progress meetings and IEPs adapted where necessary. New IEP targets are set termly. IEPs are shared with all staff working regularly with the child.

- **EHC Plan reviews**

In addition to IEP reviews, if a pupil has a EHC plan of special educational needs the school will follow the Code of Practice 2014 regarding annual reviews and transition reviews, inviting all relevant professionals to contribute advice and attend the review meetings, as well as parents and the pupil.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

The SENCo is responsible for reviewing and recording provision for children with SEN. They will ensure IEPs, provision maps, intervention groups are up to date/reviewed and monitor the impact and outcome of provision provided. The SENCO will also meet with parents to ensure they are aware of needs and provision being provided by school and outside agencies.

The class teacher has a responsibility to plan differentiated lessons to meet the needs of all children within the class. They will ensure intervention is in place for children with SEN and review/write IEPs. They will also keep the parents informed of provision and progress made by individual children.

Teaching Assistants will be involved in the planning of meeting the needs of the children. They will feedback to the class teachers/ SENCO and use the IEPs as working documents. They should also be involved in the reviewing and writing of IEPs.

Additional support from specialist services

The SENCo will liaise with outside agencies such as speech therapists and specialist teachers to ensure that additional support is available for children with SEND. A request for an Integrated Assessment will be completed for a child with a high level of need. Advice would be sought from the school SENDO. The majority of needs will be met by our school Local Offer.

EXITING THE SEN SUPPORT REGISTER

If a child makes considerable progress and their needs can be met through in class intervention/support they will be taken off the SEN Support register. This will happen after consultation with the SENCO, class teacher and parents. The child will also discuss their further needs with the SENCO and parents.

CURRICULUM

The school will ensure that pupils have access to and make progress across the curriculum.

• Classroom environment

Teachers will provide a stimulating, positive supportive environment for the children where they will be encouraged to ask questions and discuss ideas. Work is displayed in order to share ideas, value children's work and encourage pupils to develop.

Teachers should set achievable goals, targets and expectations. Teachers and other adults will make sure that instructions given are clear and understood. Clear guidelines will be given to pupils of what will be "good work". Realistic time limits will also be set.

It is understood that school is a learning situation and that in learning we are not expected to be able to do something immediately and that mistakes will be made along the way. Children will be encouraged to reflect on their learning and evaluate their own progress towards targets.

• Classroom management

Teachers will organise their class using a variety of appropriate groupings and teaching assistants may work with groups or individual children, under the direction of the class teacher, to reinforce concepts and to offer support where needed. Parent helpers may also work in this way under the direction of the class teacher.

Work will be differentiated to ensure appropriately challenging but achievable tasks for all pupils; differentiation may be by time allowed, task provided, equipment available or support given.

• Access to Literacy, Numeracy and ICT

Appropriate differentiation, together with use of objectives from higher /lower year groups allows all children for accessibility to the curriculum. Pupils with physical difficulties or visual impairment are enabled to access the curriculum, including ICT, by using specialist equipment and support from their Teaching Assistants.

- **Resources**

Classroom resources are made available to all pupils; specialist resources are purchased where this would be beneficial for pupils with identified special needs, e.g. Braille modified ruler, tracking devices for dyslexic pupils.

- **Disapplication**

Pupils are very rarely disappplied from any curriculum area; every effort is made to include all children fully in all subjects. However, some children have special needs, e.g. complex physical needs, which require disapplication from an area. Pupils are not disappplied without seeking advice and guidance from outside professionals and specialist teachers. Where a pupil is disappplied from part of the National Curriculum, the school will endeavour to provide alternative experiences in a similar curriculum area.

- **Withdrawal**

Pupils are sometimes withdrawn from class for specific activities on their IEPs, e.g. specific speech therapy or physiotherapy activities. The class teacher and Teaching assistant will identify the most suitable times for such withdrawal to take place, in order that pupils do not miss key concepts being taught in class. Withdrawal for individual work is usually for short periods of time rather than whole lessons; class teachers liaise with Teaching Assistants to ensure that pupils are well supported when coming back into a lesson that is already underway.

- **Assessment**

The assessment co-ordinator and subject leaders monitor the curriculum, using school assessment spreadsheets and PIVATS

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL NEEDS

- We recognize that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits 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 (SEN) and may have an Education, Health and Care(EHC)plan which brings together health and social care, as well as their special educational provision and the SEND Code of Practice(2014)is followed.
- If a child has medical needs then the school will work with the School nurse/outside agencies to devise a care plan. Medicines will be kept in the school office. Equipment will be acquired where necessary. Please refer to www.sendgateway.org.uk for guidance.

ACCESS TO THE FULL LIFE OF THE SCHOOL

All pupils whether they have a special educational need or not are involved in the full life of the school. This is the school's responsibility under the SEN and Disability Act 2001.

Specifically:

- Homework – homework is differentiated appropriately for all pupils, with modifications made to enable pupils to access homework in the same way as class work. Modifications to the frequency or amount of homework set for specific pupils may be made at the request of their parents, after discussion with the class teacher
- Educational Visits – preliminary visits for risk assessment are undertaken by Teaching Assistants /teachers to ensure that pupils with physical difficulties and visual impairment have suitable access. Pupils with physical needs are supported 1:1 on visits.
- Extra-curricular activities – these are open to all children from specified year groups. Activities will be differentiated where necessary to enable access for all pupils wishing to take part. Outside organizers also operate an equal access policy.

- Sport - where necessary, a modified PE curriculum is planned for pupils with physical needs, following advice from specialist teachers and health professionals
- Swimming – in classes where swimming provision is part of the curriculum, all pupils are offered this. Where complex physical needs render swimming at the Leisure Centre impossible, alternative swimming provision is arranged via the Coppice special school or SPACE centre.
- Plays and productions – all pupils are involved in school performances. Appropriate provision is made for pupils with special needs to access the stage and to take part fully.
- A nurture group that offers social and emotional support for children with needs in this area.

SUCCESS CRITERIA

Provision for SEND is reviewed annually by the Inclusion Manager as part of the School Improvement cycle, and new targets for improvement are set. Progress towards achieving targets is reported to the Governing Body termly. The class teachers/Inclusion Manager monitor progress of pupils towards IEP targets using PIVATS to support this where appropriate. Subject coordinators / assessment coordinator review achievement of all pupils, including those with SEND, based on teacher assessment. This includes tracking progress over time. Pupil and parent views are also considered in reviewing the success of the policy and provision.

PUPIL INVOLVEMENT

We are committed to pupil participation through target setting with pupils and involving the pupils in monitoring their progress.

Children’s views are sought in reviewing progress towards IEP/IBP objectives, as is appropriate bearing in mind their age, maturity and capability. The youngest children are encouraged to express simple opinions about their learning, whereas by Year 5/6 children are encouraged to play a meaningful part in decisions made for their futures at Transition Reviews. If the child is not directly involved in the decision then they will be informed of decisions affecting them in a way that they can comprehend.

PARENTAL INVOLVEMENT

All parents of children with SEN are advised to read the LA and school local offer (see appendices)

The school’s SEN Information Report is also available on the school’s website.

We recognise the importance and value of parental involvement and support and would seek to involve parents in working with their child and in any decision making with regard to provision provided for him/her. We encourage parental involvement through the home/school agreement, parental support in class and with homework. Induction meetings are held for new Reception parents, and parents of pupils transferring from other primary schools are shown around school and given a welcome pack.

Parents are kept informed of their child’s progress formally through parents’ evenings and open days and IEP review meetings; the school has an “open door” policy and welcomes parents at any mutually convenient time. Parent views are elicited through formal questionnaires and at parents evening; informal comments are also noted. Families requiring support are provided with information about other agencies where appropriate.

The Governors report annually to parents on the work of the school, including SEN provision and accessibility through the newsletter.

COMPLAINTS AND ADVICE

The school makes every effort to work in partnership with parents to maintain open and positive relationships. However, there may be occasions when a parent expresses concern or complains about an issue related to the special provision made for their child.

Parents should in the first instance discuss this with the class teacher, who will discuss it with the Inclusion Manager. If the concern is not satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor, Mrs Lewis, who will become involved after other avenues to resolve the situation have been exhausted. If the disagreement continues, parents may appeal to the SEN and Disability tribunal. See link to Lancashire SEND Local Offer in the appendix

The Child and Family Support Development Team deliver the SEND participation and communication strategy for Lancashire County Council. They offer an independent, impartial and confidential service. They can explain both the school and LEA assessments to parents / carers and put them in touch with someone locally who can give further individual support.

Lancashire Parent Partnership can be contacted at: FINN@lancashire.gov.uk

General Office: 01772 532509

TRAINING

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from Inclusion Manager. The Inclusion Manager will keep fully up to date about special educational needs issues through attendance at training, cluster meetings and discussions with outside specialists. The English and Maths leaders and the Assessment leader will update the Inclusion Manager on developments in those areas with implications for SEND.

The Inclusion Manager will update other teaching staff informally and formally at staff meetings and training, regarding developments in SEND. The School Nurse will update staff with regard to specific conditions experienced by pupils. All staff, teaching and non-teaching are strongly encouraged to attend staff development activities in this field. All staff are encouraged to identify their professional development needs as part of the Appraisal process. These needs are met where resources allow, in accordance with criteria laid out in the staff development policy.

LINKS WITH OTHER SCHOOLS

Where appropriate, the school will develop partnerships and inclusive links with special schools and feeder nurseries and high schools in order to benefit staff and pupils, and ease transition. For example:

- Differentiated curriculum provision – expertise sought from special school colleagues; our expertise is shared with receiving high schools.

Transfer arrangements and reviews – high school staff are invited to transition reviews. If a Reception child is starting school with an EHC Plan the SENCO will attend the nursery transition meeting in the summer term. If the child is transferring from a different school with an EHC Plan the SENCO will contact the school to find out about the needs of the child.

- Resources – special school adapted facilities are accessed for swimming provision where appropriate; Braille resources are borrowed from another school in the LEA where appropriate.

- Shared expertise – advice sought from special school colleagues on planning for residential visits; work shadowing of colleagues in special school/ specialist units

OUTSIDE AGENCIES INCLUDING HEALTH SERVICES

The school will liaise with outside agencies where appropriate to pupil needs, e.g.:

- IDSS
- Educational Psychology Service;
- School nurse / doctor
- Occupational Therapist; Speech and Language Therapist ; Physiotherapist
- CAMHS
- PAST team
- Children's Social Care
- Virtual School
- The Butterfly Project
- Children and Family Wellbeing Service/Key Family Support

A list of outside agencies currently working with staff and/or pupils is appended.

APPENDIX

Personnel 2019-20

SEN Co-ordinator	Mrs J Noblet	appointed Jan 2014
SEN Governor	Mrs L Lewis	
Headteacher	Mrs J Headley	

Outside agencies currently working with staff and/or pupils in school or worked with during the previous academic school year

School nurse
CAMHS
Short stay school
Children and Family Wellbeing Service/Key
EP Cluster group
Occupational Therapist

Links to the Lancashire Local Offer

www.lancashire.gov.uk/SEND

Our Local Offer may be viewed on the school website.