

### How we identify individual special educational learning needs:

When your child starts at Lowerplace, a home or nursery visit will be arranged to share information. During this initial meeting, questions are asked about additional needs, strengths and concerns. If a child has an additional need, it is discussed with parents/carers and any external agencies to help tailor the support package they will receive when they start at Lowerplace.

Once your child has started at Lowerplace and you feel there may be an additional need, contact with the class teacher will need to be made initially and then the SENDCO, if needed. A possible observation will be carried out and findings will be discussed further with you to plan next steps.

If a member of our staff body feels that your child may fall under a SEND category, the class teacher will discuss this with you first and then put a referral in to the SENDCO to plan next steps, ensuring you are informed throughout the process. If the child is able to take part in this discussion, they will be invited to do so and decisions around this process

### How we monitor and track progress:

In the new SEND Code of Practice the categories of School Action and School plus have been replaced by a single category called SEN Support. We use our Quality First Teaching strategies for different forms of SEND and then evaluate the effectiveness.

We then use the following categories:

- **‘Cause for Concern Referral’ (C)** – We can class children as a ‘Cause for Concern’ if we feel that we are concerned about any area of learning and we then put in place various interventions and monitor their effectiveness. Referrals can be made to outside agencies. These concerns are referred into the Inclusion Team through a referral form which is shared with parents and carers.
- **‘SEN Support’ (K)** – If a child has received targeted support and we still feel that issues remain the SENCo will meet with parents and discuss the possibility of additional provision and interventions. These will then be put into place and reviewed depending on the timescale agreed on with parents, teaching staff and SENDCO.
- **‘Educational Health Care Plan (EHC)’ (E)** – For those children with severe and complex needs a decision can be made to place a formal request in to the Local Authority to be assessed for and EHC Plan (‘My Plan’ in Rochdale). If the plan is created then we set up an EHC Support Plan which sets out the current outcomes and provision that is being worked on.

Each class teacher is responsible for the progress of any child with SEN in their class, but they have support from the SENDCO, SLT, their Phase Leader and Key Stage colleagues. Opportunities to discuss support is further provided through Pupil Progress Meetings, Phase meetings and through the SENDCO. If progress is not being made, further conversations around why this may be are had with all involved and including the child. Further interventions or alternative provision is then provided.

## What does SEN support look like at

SEN Support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



At Lowerplace, we also have an Inclusion and Welfare Team who help support the needs of children by providing additional support through a range of interventions and additional provisions.

The graduated approach starts at a whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children to ensure each child achieves their potential. However, where a possible special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning;
- Continual reflection on approaches to meeting the pupil's needs, leads to a growing understanding of the barriers to and the gaps in the pupil's learning. This may lead to a child receiving additional support through group or individual interventions;
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this supportive process, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

*'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. (Code of Practice, 2014: 1.24)*

This happens from the start of the Foundation Stage through until the end of Key Stage Two. Parents are informed about their child's attainment throughout the year via two Parents' Evenings and an annual report. In line with the SEN Code of Practice, parents of pupils with SEN are kept informed and involved with their child's specific needs and progress. Meetings with parents are held regularly and they are kept informed about changes and asked for advice and input.

**The class teacher will:**

- Ensure that the child's needs are met through appropriate differentiation, use of resources and teaching strategies in the classroom setting
- Monitor, evaluate and review the child's progress and discuss this with parents and the SENCo
- Liaise with any multi-agencies involved with the child, supported by the SENCo as requested
- Inform the SENCo of any resources, additional support or CPD required to continue meeting the child's needs
- Work directly with vulnerable children as much as any other child during the week
- Provide positive support for any intervention programme
- Organise TA support in the classroom to maximum effect
- Liaise with any SEN Champions

**The SENCo will:**

- Give advice on differentiation, resources and teaching strategies
- Address staff training needs
- Support the class teacher in liaison with parents
- Be accountable for reporting to the Headteacher, governing body and Local Authority on matters linked to SEN

**Referral for Statutory Assessment**

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- Personal Learning Plans.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals

## **Education, Health and Care Plans**

Rochdale Authority now provide EHC plans (Education, Health and Care plans) and these are known, in Rochdale as a 'My Plan'.

The Local Authority will decide whether to issue an EHC plan based on the information supplied by parents, school and multi-agencies. The plan then forms the basis of the child's SEND provision in school with stipulated additional support time and aims of the provision. The school has the responsibility for arranging the support. . A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

Reviews of a 'My Plan' are held annually and involve a meeting to discuss progress towards targets and any specialist input. For a child in Y6, an Interim or Transition Review may be held during the autumn term, prior to transfer, in order to discuss an appropriate secondary placement for the pupil. They can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision.

## **Partnership with Parents**

As part of our overall school vision and ethos, we advocate and encourage close relationships with parents. We value their input with regard to their child's welfare and education at Lowerplace and welcome an active, open partnership with honest dialogue. Children with SEN will require additional communication to take place, informing parents of specific progress being made in learning and any on-going difficulties experienced. We encourage their attendance at meetings with agencies and advocate their role in any decision making relating to their child's education.

The child's class teacher will be the first point of reference for parents to discuss any concerns.

The Local Authority and our school have drawn up a Local Offer. This sets out what the LA and our school do to support parents with a child with SEN.

The LA Local Offer ('Our Rochdale') can be found here:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page>

The School's Local Offer and SEN Information Report can be found on our website:

[https://www.Lowerplace.rochdale.sch.uk/rochdale/primary/Lowerplace/site/pages/schoolinformation/s\\_end](https://www.Lowerplace.rochdale.sch.uk/rochdale/primary/Lowerplace/site/pages/schoolinformation/s_end)

Families can be supported under the EHA (Early Help Assessment) details of which can be accessed here: [https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj\\_O2F1XD8](https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj_O2F1XD8)

The SENCo liaises with the class teachers and bursar to order any specialist exam papers. Discussions are held about special arrangements needed.

During transition information is passed up to the next class teacher. If a child is moving school the SENCo or class teacher rings and speaks to the new school's SENCo or class teacher. If a child is moving to high school the SENCo speaks to the SENCo of the receiving school and may set up a meeting. They are invited to Annual/Interim reviews.

### **Supporting Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the school's Medical Conditions Policy for more information.

### **Monitoring and Evaluation**

The SENCo ensures that the school reviews policy and practice regularly. This can also be led by the admission of a child with a specific form of SEND. Pupil Progress meetings and analysis of data ensures the focus is auctioning areas of development. The Inspirational Professional Learning Community Network (IPLCN) hosts an Inclusion Cluster, which the SENCo attends. Good practice is shared and areas of need for individual schools addressed.

### **Training and Resources**

Training is developed via the SENCo and by bringing in outside agencies. At the beginning of the year the SENCo facilitates a SEN training session which updates and informs new and existing staff. The school's SENCo attends LA SENCo Cluster meetings as well as the IPLCN Inclusion Clusters.

### **Policy Review**

This policy and the SEND information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

