

SAMLESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY: SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 2014 (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
- 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
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Roles and Responsibilities:

<u>Role</u>	<u>Person / Contact</u>	<u>Contact</u>
SENCo	Mrs Louise Quayle	01772 877 200 mrsquayle@samlesbury.lancs.sch.uk
SEN Governor	Mrs Kirsty Whiteside	01772 877 200 c/o bursar@samlesbury.lancs.sch.uk
Designated Lead for Safeguarding	Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk
Children Looked After (CLA) Lead	Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk
Children with Medical Needs	Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk

Introduction:

At Samlesbury CE Primary School, we believe in achievement for all and strive to create an inclusive culture, responding to the diversity of our children's backgrounds, interests, experiences, knowledge and skills. It is our desire to create an environment which enables all children to make the best possible progress socially, emotionally, physically and academically.

As a staff team we recognise that if we are to enable this to happen, then

"teaching [should] be of a high quality, differentiated and personalised, to meet the needs of the majority of children" (SEN Code of Practice 2014).

We promote high quality teaching for all learners and actively monitor teaching and learning throughout our school. We monitor the progress of all learners as adults continually assess, plan, do and review. Our whole school system for monitoring progress includes regular pupil progress meetings at which the Headteacher, SENCo and Class Teacher discuss the learning of each individual child in our school.

At different times in their school life, a young person may have a special educational need. The Code of Practice definition of SEN is:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age; or 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.”

If a child is identified as having SEN, we will work with them to provide support that is additional to or different from the differentiated curriculum already in place in order to overcome their barriers to learning.

Aims of SEN Provision:

- To identify children with SEN as early as possible and to put relevant and effective intervention in place.
- To raise the aspirations and expectations for all pupils with SEN.
- To support children to make the best progress of which they are capable.
- To provide all staff with the knowledge, understanding and confidence to enable children with SEN to achieve.

Objectives:

To meet our aims, we will:

- identify children who are underachieving and identify the reasons for this.
- provide support for SEN children to overcome their barriers to learning by putting in place effective and purposeful intervention.
- maintain appropriate records and to monitor pupil progress.
- work in partnership with children and parents.
- work effectively with parents / carers and with relevant outside agencies to fully meet the needs of children with SEN.
- work within the guidelines of the SEND Code of Practice 2014.
- provide a Special Educational Needs Co-ordinator (SENCo) who will be responsible for the operation of the SEN policy and co-ordination of specific provision made to support individual children with SEN.
- provide a part-time Learning Coach to provide specific SEN intervention.
- ensure staff have access to appropriate training and advice to support all pupils, including those with SEN.
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to SEN.

Identifying Special Educational Needs

At Samlesbury we closely monitor the progress of all children as we recognise the importance of early identification and intervention. We hold regular pupil progress meetings and analyse data produced through our tracking systems.

These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with physical development or social skills in order to make a successful transition to adult life. Special Educational Needs can be categorised into four broad areas:

- 1) Communication and interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and / or Physical*

(SEND Code of Practice 2014).

*See Appendix 1 for a more detailed explanation of these areas

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cross all these areas and their needs may change over time. The support provided to an individual will be based on a full understanding of their particular strengths and needs, using this knowledge to provide well-evidenced interventions targeted at their areas of difficulty and where necessary, providing specialist equipment or software.

Watch in Brief

If a child is identified as not making expected progress then they are discussed with the SENCo and a plan of action is agreed with the teacher **and shared with the parents**. This may include relevant intervention or individualised targets. We call this stage 'Watch in Brief'. Details of their provision will be entered onto the whole school provision plan held by the SENCo.

SEN Register

If a child continues to make less than expected progress despite the additional support, then they may be moved onto the school's SEN Register. The Code of Practice (2014) describes pupils as having SEN if they do not make adequate progress once they have had all the interventions and good quality personalised teaching. At this stage an **Individual Provision Plan** will be developed which will be discussed with both the child and the parent/carer on a regular basis. Appropriate additional interventions and / or support will be put in place. External services or specialist teachers may also be accessed at this stage.

EHCP (Education Health Care Plan)

If a child has complex needs it may be appropriate for them to undergo a statutory assessment process. The application for an Education and Health Care Plan (EHCP) will involve a multi-agency approach to assess the child's needs. Information will be gathered and the decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHCP. Further information about EHCPs can be found via the SEND Local Offer weblink on the school's website.

Exiting the SEN Register

A child will be exited from the SEN Register when they are accessing differentiation within the class which means they are no longer meeting the definition of SEN expressed within the 2014 Code of Practice, ie they no longer need provision above and beyond what is offered to the class as a whole. The child will be placed on the 'Watch in Brief' register for a short period to monitor their progress.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

An Alternative Graduated Approach To SEN

Quality First Teaching – Wave 1

All children receive quality first teaching (Wave 1) in our school and it is the role of the class teacher to provide this which should be differentiated for individual pupils as the first step in responding to pupils who have or may have SEN.

This means that:

- Teachers have the highest possible expectations for all pupils in their class.
- All teaching is built on what the children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (such as those suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will liaise with parents to keep them informed with regards to their child's learning and progress.

At Samesbury we regularly review the quality of teaching for all pupils. Children's progress is regularly monitored, as described above, which may lead to wave 2 intervention.

Targeted Intervention – Wave 2

Targeted intervention is usually delivered as a group session with specific targets to help children make progress. They may take place in the classroom or in sessions outside of whole class learning and may be delivered by a teacher or learning coach. Interventions will be discussed by the Class Teacher and SENCo and placed on the Provision Map. Parents will be informed when their children are receiving targeted intervention that takes place outside of the whole class learning sessions.

Specific Individual Support – Wave 3

Wave 3 intervention is when pupils may need 1:1 work, typically when a child has a Statement of SEN or an EHCP. Alternatively they may have been assessed by an outside agency, such as a Speech and Language Therapist, and be required to follow a

programme of targeted support during school hours. This would normally take place outside of a whole class lesson and parents would be informed.

Assess, Plan, Do, Review

All children will be monitored under the ongoing cycle of assess, plan, do and review to ensure they are receiving the most effective intervention in order to meet their needs and reduce their barriers to learning.

Monitoring and evaluation of SEND

All aspect of school life are carefully monitored and evaluated, which includes all aspects of Special Educational Needs.

All children's assessments are formally monitored at the end of each term as well as informally monitored throughout the term. Interventions are formally monitored at the end of each term with regular discussions between teachers and teaching assistants throughout this period.

Pupils' views are sought through formal pupils' questionnaires as well as informal discussions and the use of school council.

Parents' views are sought through annual questionnaires as well as detailed discussions at parents' evenings and SEN review meetings. We also have an open door policy where we discuss a wide range of aspects with our parents.

We have a governor (Kirsty Whiteside) who has responsibilities for helping to monitor SEN within our school and the Standards and Effectiveness Committee meet termly to review all aspects of school life including SEN.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Admissions

Our admission policy is published on our website and is available **within the prospectus**.

The school welcomes pupils irrespective of their ability. Pupils with a Statement of SEN or EHCP will not be discriminated against, in line with the legislation outlined in the SEN and Disability Act 2001.

Supporting pupils at school with medical conditions

We recognise 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 special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (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.

We have in place a policy which details the full support we will provide for children with medical conditions.

Training and resources

SEN is funded through the school budget. The use of learning coaches is linked to budgets and their role within school matches the needs of the children. The Buildings and Finance

committee aim to meet children's needs through the careful management of high quality staff and appropriate facilities in the school.

All staff have either annual Appraisal Meetings or Professional Development meetings with the Headteacher and as part of this process training needs are identified and planned. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake high quality training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO attends training in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Information regarding a child's SEN is confidential and is stored securely in school. Hard copies of documents are kept in secure rooms which can be locked. Electronic copies of documents are password protected. Electronic transfer of information is done securely. Links are also made within the SIMs system. If a child moves school we will ensure all SEN information is passed on abiding by our confidential regulations. Please see our Confidential Policy and Fair Processing Notices for further information.

Accessibility

According to the SEN and Disability Act 2001 we have an accessibility plan in place and this is located at school. If parents wish to look at it please do not hesitate to contact the Headteacher.

All our teachers are visible on the playground from 8:50 and then at 3:15pm so parents can approach staff if they have any queries or concerns. They are also accessible by telephone (outside of teaching hours) or via email if parents wish to contact school in this way.

On our new intake forms we ask if parents wish to receive information via email or paper versions in book bags. We also ask if parents would like to receive their information in a range of other ways, for example, large print etc.

We currently have a range of resources to aid pupils accessing the curriculum. If we needed something further to support a child we would improve the resources we have on offer.

All our children are included within the full curriculum and out of hours provision, such as a range of sports and other activity clubs.

Bullying

We have an anti-bullying policy in place which clearly states that any form of bullying is not tolerated and will be dealt with seriously. The whole school participated in the writing of this policy and all share equal ownership.

Annually as part of their PSHE work and assemblies all children take part in anti-bullying programmes of work. Our children know and understand that we are all different and may have different needs. We work hard to ensure our children truly respect and understand this.

Equal Opportunities

Samlesbury is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and foster a caring and non-judgemental attitude throughout school. **For more information see the school's Equal Opportunities Policy.**

Complaints

In the first instance parents should contact their child's class teacher to discuss any matter. If this isn't resolved then parents should discuss the matter further with the SENCo or Headteacher in line with the school's Complaints Procedure. Please see our Full Complaints Policy which explains the full procedure for any complaints whether these be for SEN or any other aspect.

SEN Information Report & Lancashire Local Offer

Our school provides a statutory SEN Information Report which can be located on our website: www.samlesbury.net.

All Local Authorities have published their own Local Offer to provide parents and young people (0-25years) information about what services are available in their area and how to access them. Lancashire's Local Offer can be located here:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

Reviewing the Policy

This policy will be reviewed annually.

Appendix 1

Broad areas of need – taken directly from SEND Code of Practice 2014

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other needs

We acknowledge that other aspects are not SEN but may impact on progress and attainment. Examples of these are: 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.