

SAMLESBURY Church of England Primary School

Growing, Learning & Inspiring through God's Love and
Grace



07051 SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date written: October 2019

Date agree and ratified by the Governing Body: October 2019

Date of next review: October 2020

Signed:

Date:

**Samlesbury Church of England Primary School
Special Educational Needs and Disability (SEND) Policy**

Samlesbury CE Primary School Ethos and Values Statement

LEARNING

GROWING

INSPIRING

'Let your light shine so that together in God's Love and Grace we learn, inspire others and grow.' Based on Matthew 5:14-16

Live as a light to others

Live to do good

Live to love God

Our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do. Through example and teaching, our children are encouraged to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment; to grow spiritually through daily collective worship and prayer, to develop an awareness of God and to make a personal response of their own. We also teach and encourage our children to care for all of God's creation as an expression of practical Christian faith, showing a concern and responsibility for their homes, communities and the wider world. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

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

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 Teaching Assistant 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.

At Samlesbury we identify the needs of our children by considering the needs of the whole child and not just the special educational need, recognising there are occasions when progress and attainment are affected by factors other than special educational needs, such as:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision. The

Code Of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENCo in consultation with class teachers.

A 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 Samlesbury we regularly review the quality of teaching for all pupils. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. This 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 teaching assistant.
- Parents will be informed when their children are receiving targeted intervention that takes place outside of the whole class learning sessions.
- Class teachers are responsible for the provision of these sessions, with support from the SENCo.

Specific Individual Support – Wave 3

Wave 3 intervention is when pupils may need 1:1 work, typically when a child has 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.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

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.

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, which may include implementation of relevant intervention or individualised targets. The class teacher has the responsibility of sharing this information with parents. We call this stage 'Watch in Brief'. Details of their provision should be entered by the class teacher onto the pupil's individual records. The SENCo will monitor these records.

For children whom are continuing to make less than expected progress, completion of an APDR form (Assess, Plan, Do, Review) will take place. Once two cycles of these have been completed, a child will be moved to the SEN Register, in consultation with parents, if they continue to make less than expected progress.

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 (APDR form – Assess, Plan, Do, Review) 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 or the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEN support, then the school may request a statutory assessment from the Local Authority which may lead to an Education and Health Care Plan (EHC Plan). This 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.

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

Admissions

Our admission policy is published on our website. The school welcomes pupils irrespective of their ability. Pupils with an 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 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 an 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.

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

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a class timetable of SEN support is produced by the class teacher each half-term, which are monitored by the SENCo.

Staff appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENCo regularly attends training to keep up to date with local and national updates in SEND.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2014)

The use of teaching assistants 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.

Roles and Responsibilities

All teachers in school teach pupils with special educational needs, however, in addition:

The **Head Teacher** and **SENCo** ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The Head Teacher is Designated Safeguarding Lead.

The **SENCo** is responsible for:

- co-ordinating SEN provision for children
- liaising with and advising teachers

- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with external agencies, such as medical services and support agencies
- consultation with the class teacher to ensure that APDR forms are written and evaluated half-termly for children at Wave 2 support and above
- meeting with the SEND Governor on a regular basis to discuss programmes of support and individual needs.

The **SEND Governor** monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. Class teachers should:

- monitor and evaluate all children's progress and set future targets for them.
- provide opportunities for pupils to work on their individual targets relating to SEN
- ensure all pupils are included and are able to contribute in all activities
- keep accurate records of pupils in relation to opportunities and outcomes of interventions and ensure all staff working within their class are made aware of any barriers to learning and strategies to prevent them
- report to the SENCo any child that may be causing concern and meet with the SENCo to review and update children's APDRs on a regular basis.

Teaching assistants deliver programmes of work for pupils who require additional support; keep accurate and up to date recordings of those sessions and pupil progress to enable school to monitor progress and develop their understanding of SEND through staff training and continued professional development.

Welfare assistants and other **ancillary staff** are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

| <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 |

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

In accordance with the SEN and Disability Act 2001 we have an accessibility plan in place which can be found on our school website.

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. Staff and governors endeavour to generate a culture of support and care among all pupils.

All children take part in anti-bullying programmes of work through their PSHE studies. 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.

SMCS (Social, Moral, Cultural and Spiritual)

At Samlesbury CE Primary School we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. This is done as part of our daily living of Christian Values; British values are covered as part of this work and teaching. Our Christian Values are the heart of our Ethos and values in school.

Our pupils' Christian values and spiritual, moral, social and cultural development, gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment.

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.

PREVENT

This policy is to be read in conjunction with the school's PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. The Counter Terrorism and Security Act 2015, section 26th February 2015. In line with legislation to prevent possible radicalization of individuals the

school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

Complaints

In the first instance parents should contact their child's class teacher to discuss any matter. If the matter is not 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.

Parents are also able to access advice and support from Information Advice and Support Services (formerly Parent Partnership).

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. The next date for renewal is November 2019.

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.