

Shavington Primary School



Special Educational Needs Policy

Written by the SENCo for Shavington Primary School

Reviewed date: July 2023

Signed: *A Brock* (SENCo)

Signed: *Claire Standley* (Chair of LAB)

Signed: *R Nicholls* (Principal)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (May 2015)
- 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
- Working together to Safeguard Pupils (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice 2015.

The SEND Team at Shavington Primary School

Enquiries about a child's progress should be addressed to the class teacher in the first instance since they know the child best. Other enquiries can be addressed to the school's SENCo:

Amy Brock *BA (Hons) MA NASENCo*

If you wish to speak to the SENCo, please contact the school main office.

Defining SEN

In this policy, special educational needs and disabilities (SEND) is defined as:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 the same age,*
or,
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other's of the same age in mainstream schools.*

(2014 SEN Code of Practice: pg 15/16)

Many children and young people who have a Special Educational Need (SEN) may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition in this policy.

Our Beliefs

Our **aim** is to raise the aspirations and expectations for all pupils with SEN by focusing on outcomes that will improve their attainment in all areas.

SEN at Shavington Primary School

Our **Objectives** are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children, whatever their special educational need or disability, to receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that this opinion will be taken into account in matters affecting them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils.

Identifying children at SENS (SEN Support)

Four broad categories of SEN are identified in the Code of Practice. These categories are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The purpose of identification is to work out what action the school needs to take for the child to make progress. At Shavington Primary School we identify the needs of pupils by considering the needs of the whole child. This progress may include areas other than attainment – for example a pupil may need more support developing social and emotional skills than their peers.

Early Identification – Teacher Monitoring.

The school takes measures to ensure that any lack of progress is addressed at the earliest opportunity. A lack of progress could initially be identified through a variety of means:

- The progress of every child is monitored at termly pupil progress meetings. This is part of our overall approach to monitoring all pupils. If a child is identified as not making sufficient progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed. Triggers could be progress that:
 - Is significantly lower 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
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress they will seek to identify a cause.

The teacher and SENCo consider a wide range of information gathered from within the school about the pupil's progress. Additional assessments may be carried out to gather further information about the nature of the child's difficulties. With the parents permission, advice may be sought from other agencies such as the; Educational Psychologist, Cheshire East Autism Team, CAMHS or the Community Paediatrician.

At Shavington Primary School our first response when a pupil is not making expected progress is to target quality first teaching at their areas of weakness.

If a child is identified as having emerging difficulties then Graduated Response paperwork may be started. This paperwork records the child's needs and documents the strategies that will be put in place to support the child. This is then reviewed and consideration is given as to whether the child requires additional, more specialised support.

SEN Support

Pupils are only identified as having Special Educational Needs if they do not make adequate progress after good quality, personalised teaching.

If additional support is necessary to improve progress then the child's name is placed on the SEN register and the child is identified as being at SEN Support (SENS).

Where a pupil is identified as requiring SEN Support, action will be taken to remove barriers to learning and put effective special educational provision in place. The SEN Support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the Student's needs and of what supports the pupil making good progress and securing good outcomes.

Circumstances which are not classed as SEN

It is important to point out circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.
- Dyslexia

Working with Parents and Children

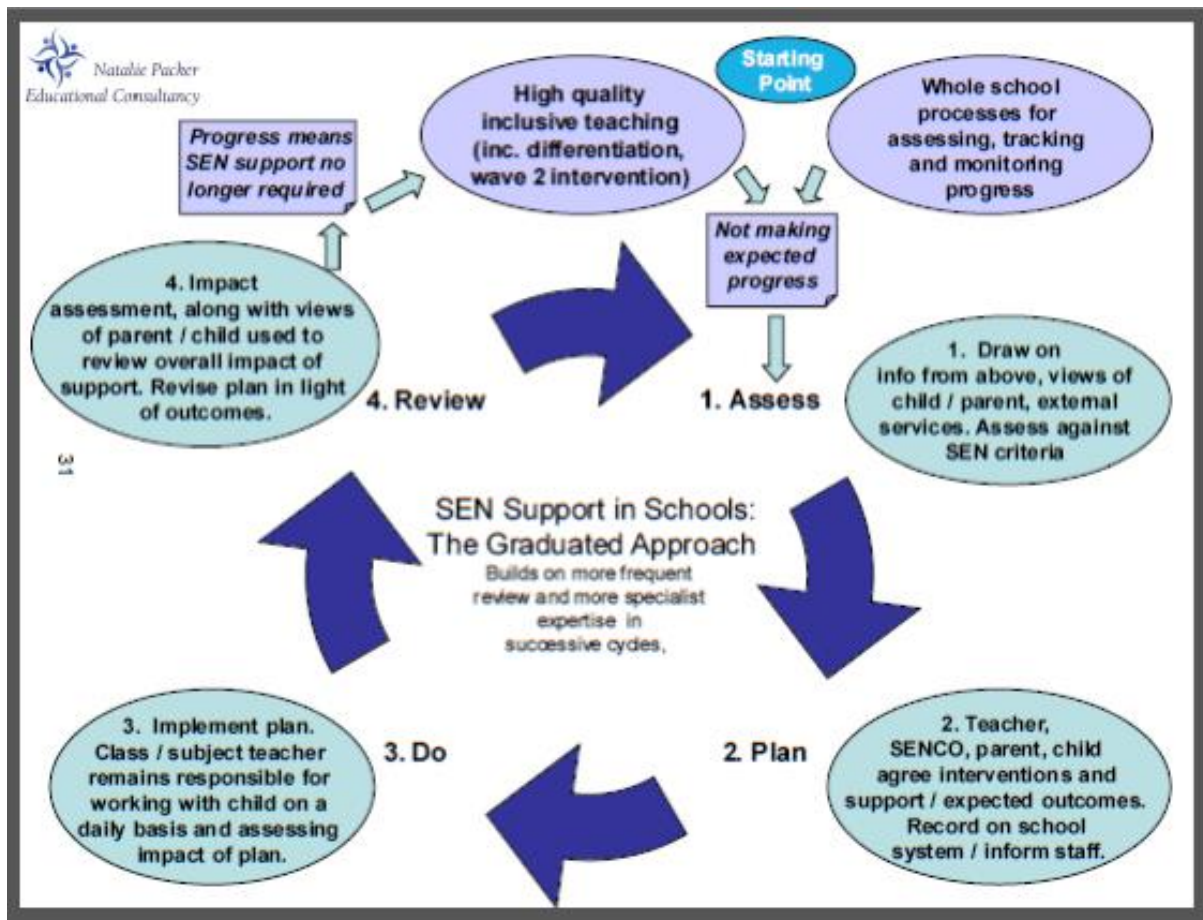
Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

If a child is experiencing difficulties parents will be informed either at parents meetings or during informal meetings to discuss the child's progress.

If the child's progress continues to cause concern the parents will be invited to a more formal meeting. The purpose of this meeting is to let parents know that their child now requires SEN Support and has been placed on the SEN Record. Any assessments that have been completed will be discussed so that parents have a clear understanding of the nature of their child's difficulties. A plan will be then be agreed which identifies clear outcomes (areas that the child needs to improve in order to secure better progress). The plan will also indicate what support will be put in place to achieve these outcomes. Records (called School Support Plans) will be kept of these meetings and a copy will be made available to parents.

A meeting will be held at least every term to review the progress made towards the outcomes identified in the first meeting. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents and pupil.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the code of Practice.



Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making expected progress, despite the provision being put in place by the school. The school will provide:

- Evidence of the student's academic attainment and rate of progress
- Information about the nature, extent and context of the student's SEND
- Evidence of the action already being taken to meet the student's SEND
- Evidence that, where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided.
- Evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.
- A costed provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

Managing Pupil's needs on the SEN Record

Pupil's needs differ from year to year and the provision to support these pupils at Shavington Primary School will vary according to need.

The following outlines the procedures in place to monitor students on the SENS Record:

- All pupils identified as having SEN have a School Support Plan. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and desired outcomes. It is the class teacher's responsibility to maintain and update this Plan with the guidance of the SENCo.
- Parents of students with SEN are invited in 3 times a year to discuss their child's progress towards the agreed outcomes and to review the School Focused Plan.
- Pupils who are on the SEN Record or Teacher Monitoring list have their progress and attainment monitored 3 times a year by the SENCo in line with the school's Progress Meetings.
- The school Provision Map documents provision which is additional to and different from that which is offered through the core offer and provides a basis for monitoring the impact of support.
- The School's Offer documents the provision offered to students.
- Parental permission will always be sought before any other professional advice or opinions are sought.
- The school publishes an Information Report annually on the school website. This documents the provision in place within the school for the previous academic year.

Criteria for Exiting the SEN Record

If following a review of the School Focused Plan with the pupils and parents it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEN Record.

Pupils who exit the SEN Record will initially remain on the Teacher Monitoring List on the provision map to ensure that progress is sustained in all areas.

Supporting Pupils at School with Medical Conditions

At Shavington Primary School we recognise that students 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 students with medical conditions may have SEN and may have a Statement, or Education, Health and Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision.

Supporting Pupils whose specific circumstances require additional consideration

At Shavington Primary School we recognise the need to communicate with agencies that provide support for vulnerable children. This group includes: looked after children, care leavers, children in alternative provision, children who are in hospital, children of service personnel and children in youth custody. Our aim is that vulnerable children receive effective joined-up provision that can help them achieve good outcomes. We support integrated working and record sharing in line with the specific guidelines given in chapter 10 of the updated Code of Practice (January 2015).

Monitoring and Evaluation of SEND

At Shavington Primary School provision for pupils with SEND, in the classroom, is the responsibility of class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet a student's needs.

Training and Resources

The training needs of staff are identified through Performance Management and planned for through Continuing Professional Development (CPD) and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.

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 students.

The school SENCo keeps up to date with local and national updates in SEND.

Roles and Responsibilities

The LAB will ensure that:

- SEND provision is an integral part of the School Development Plan
- Necessary provision is made for any student with SEND
- Staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- They have regard to the requirements of the SEND Code of Practice 2015

- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process.
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- The quality of SEND provision is regularly monitored.
- A governor is identified to be the person responsible for SEND and for this person to link with the SENCo

The Principal has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo
- Ensuring that the implementation of this policy and the impact on the school is reported to governors.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Overseeing of the day to day operation of the SEND policy
- Overseeing the provision for students with SEND
- Organising and mapping the work of the Learning Support Assistants and Teaching Assistants
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify students with SEND
- Carrying out detailed assessments and observations of students with specific learning problems
- Supporting teachers in devising strategies, drawing up School Support Plans, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom.
- Liaising closely with parents of students with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND Record and associated files.
- Assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information.
- Contributing to in-service training of staff.
- Liaising with SENCos with other schools to help provide a smooth transition from one school to another.
- Developing good practice within a network of schools
- Producing reports for the governors and an annual report for the 'Governors Report to Parents'.
- Ensuring the schools Local Offer is maintained and up-to-date

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer is available from the website <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Storing and Managing Information

Confidential documents are stored in a lockable cabinet in the SENCo's office.

Admission Arrangements

The admission policy for Shavington Primary School is that of the Local Authority. Allocation of places into Reception is administered by the LA. Neither a student's abilities or their learning difficulties feature in the admission of a student, unless they have a Statement or an Education, Health and Care Plan (EHCP) which names this school as the one they should attend. For further information see the school's admission policy.

Accessibility

The school's accessibility plan can be found on the website.

Dealing with Complaints

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Bullying

The school has a zero tolerance approach to bullying and ensures that children with SEND and disability and not subject to bullying. For further details please see the school's Bullying Policy.

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Reviewed March 2020

Reviewed February 2018

