

Westmoor Primary School



Special Educational Needs and Disability (SEND) Policy

Autumn 2017

Agreed by Staff: Autumn 2017
Agreed by Governors: Autumn 2017
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Introduction

The school will endeavour to ensure that all its teachers are able to identify and provide for those pupils who have special educational needs and disabilities. It will enable these pupils to join in the activities of the school together with all their peers, so far as is reasonably practical and compatible with health and safety and the efficient education of the pupils with whom they are educated.

The Code of Practice (2014) assumes that every classroom should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to the teacher and the curriculum planning which the teacher undertakes for all pupils.

Our fundamental principles are that

- A child with special educational needs should have their needs met in mainstream school settings if that is the wish of the parent.
- The views of the parents and where appropriate the child, should be sought and taken into account.
- Parents have a vital role to actively play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.

Definition

- Children have special educational needs if they have a long or short term learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

NB. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:-

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

Aims

Our school is an inclusive school in which we aim:

- To provide a whole school response to special educational needs within the overall ethos of the school.
- To identify any difficulty as early and as thoroughly as possible, thereby maintaining pupils' self esteem.
- To encourage parental involvement and to keep parents informed at every stage.
- To seek the views of the child where possible regarding plans and targets.
- To provide a positive, integrated and active approach from all school staff to ensure that the children feel valued.
- To provide equal opportunity to the curriculum and educational enhancement activities at the appropriate level of learning.

Objectives

- To set achievable targets thereby promoting self esteem and a positive attitude to learning.
- To employ a variety of resources and teaching strategies to enable differentiation in the approach to the National Curriculum and to cater for individual learning styles.
- To work in partnership with parents and pupils.
- To make all staff aware of the range of external agencies available to support children.
- To make all staff aware of the need for a whole school response to Special Educational Needs.
- To make all staff aware of current legislation and initiatives in SEN education.
- To provide In-set opportunities for staff.

Admission Arrangements

We aim to admit all children to the school and to integrate them fully into the life of the school ensuring they have access to a broad and balanced curriculum. Where children attend a specialist unit (eg a Language unit) at pre-school level, we will liaise with that unit and if necessary a split placement or phased entry to School would be arranged.

Role of the Class Teacher

- To identify children who are experiencing difficulties,
- To differentiate within the classroom, apply strategies, and to provide appropriate opportunities and resources,
- To monitor and record the progress of the child as an ongoing process,
- To discuss with parents any areas of concern and to seek support from parents,
- At this early stage of identification, to liaise with the SENCO,
- To prepare reports for Reviews,
- To work with other professionals,

Role of the SENCO

The SEN co-ordinator, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils achievements, and by setting targets for improvement. The SENCO should collaborate with curriculum co-ordinators so that the learning of all children is given equal priority, and available resources are used to maximum effect.

Her responsibilities will include;

- Monitor and update the schools SEN register on a termly basis,
- Overseeing the day-to-day operation of the school's SEN policy,
- Co-ordinating provision for children with special educational needs,
- Organising multidisciplinary and/or Annual Statement Reviews each term,
- Ensuring there are IEPs for those children who are receiving support,
- Assisting class teachers with IEPs for class based targets,
- Assisting SSAs when writing IEPs for Statement Support targets,
- Liaising with and advising fellow teachers,
- Informing newly appointed members of staff of the SEN policy and practice,
- Managing, liaising with and supporting learning support assistants,
- Overseeing records of all children with special educational needs,
- Liaising with parents of children with special educational needs,
- Contributing to the in-service training of staff,
- Liaising with the external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies,
- Co-ordinating the transfer of information at the end of the school year before pupils move into new classes
- Ensuring transfer of information when children move to another setting.
- Informing Office and LEA when SEN children have moved to another setting.

Role of the Additional Support provider

- To plan and implement individual and small group support,
- To carry out appropriate assessments before and after additional support to measure progress and identify next steps.
- To liaise with the class teacher regarding the child/ren's progress,
- To liaise with parents regarding the child/ren's progress,
- To keep appropriate records regarding all children receiving additional support.

Role of the Headteacher

- To liaise with SENCO as to the focus of Reviews,
- To monitor teaching arrangements made for SEN children and the work of Statement Support Assistants (SSAs) supporting SEN children,
- To organise Performance Management for SSAs,
- To advise LEA when a formal assessment may be necessary,
- To liaise with professionals,
- To report to governors,
- To work with SENCO to organise the timetable of SSA support.

Role of the Governors

- To ensure that the necessary provision is made for any pupil who has special educational needs,
- To ensure that where the 'responsible person'- the Headteacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them,
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs,
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special education provision in the area as a whole,
- Ensure that a pupil with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources,
- Report to parents on the implementation of the school's policy for pupils with special educational needs

- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

Governors play a major part in school review and should establish mechanisms to ensure they are fully informed about the school, including the system for and the outcomes of in-school monitoring and evaluation. In relation to SEN the governing body should make sure that;

- They are fully involved in developing and monitoring the school's SEN policy,
- All governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed,
- SEN provision is an integral part of the school development plan,
- The quality of SEN provision is continually monitored.

Joanne Sharp is the designated SEN governor and meets with the SENCO termly.

Role of the Parents

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents and carers plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active role in their children's education. Developing good relationships with parents is seen as crucial to success

- Parents can contact the SENCO directly when necessary and are fully encouraged to do so.
- Parents are encouraged to give their support at home whenever possible with the emphasis on raising self esteem and building a positive attitude.

Role of the child

Children are encouraged to be part of the decision making regarding the setting of their learning or behavioural targets. The emphasis is on success. This is supported within the school's overall ethos.

Identification and Assessment

- School has good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEN
- The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during pre-school years.
- The Early Years Outcomes are used to make baseline assessments during the first half term in school and can be an indicator of future areas of concern.
- Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through planning to show a differentiated curriculum.

If the child already has an identified special need this information will be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum to set specific short term targets
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. When there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of language, or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If a child is referred for a statutory assessment, the school provides the LEA with a record of work carried out with the child.

Recording

When a teacher or the SENCO identifies a child with special educational needs, interventions will be provided that are additional to those provided as part of the school's usual differentiated curriculum. The child will be recorded on the SEN Register in the 'SEN Support' category.

concern, underpinned by evidence, about a child who despite receiving usual differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematic skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health and social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for overseeing any additional support. Parents will always be consulted and kept informed of the action taken to help the child, and the outcome of this action. The SENCO and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment

SEN Support

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with the parents, at a school based review of the child's progress. At SEN Support external support services will usually see the child so that they can advise teachers with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for SEN Support will be that, despite receiving individualised support through intervention and quality first teaching the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for Statutory Assessment

Where a request for a statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide this evidence through SEN Support. This information may include:

- Records of regular reviews and their outcomes
- The pupil's health including medical history where relevant

- Levels of attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parent and child
- Involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulties and the nature of the provision necessary to meet the child's special educational needs is such to require the LEA to determine the child's special educational needs through a statement.

A statement of special educational needs will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- The special educational provision necessary to meet the pupil's special educational needs
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with statements of special educational need will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs/Education Health Care Plan

All statements are reviewed annually with the parents, the pupil, the LEA, the school and professionals involved, to consider whether any amendments

need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Curriculum entitlement and integration

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation and quality first teaching.

Children who receive support for Numeracy or Literacy are either taught within the class situation or are withdrawn for intensive support from the Additional Support teacher or SSAs individually or in small groups.

If children are receiving support from a SSA she will liaise very closely with the class teacher and SENCO.

At all times children are taught and integrated into the main body of the school.

Resources and accommodation

There are allocated areas where children can work individually or in small groups. Resources have been gathered to help target general areas of learning – literacy and numeracy, visual and auditory discrimination etc. there is also information available on dyslexia, dyspraxia, speaking and listening, ADHD, autism, social skills etc., as well as books, concrete and multi-sensory apparatus, games and cassettes. Some items are kept as a specialist resource to provide a fresh start, or a new approach, but resources are generally available for all staff to use if necessary.

Support services and links to other agencies

We have established links with the following agencies:

- Educational psychologist
- Language and communication team
- Public Health Advisor (school nurse)
- Occupational therapist
- Speech and language therapist including pre-school team
- Educational Welfare Officer

We have access to advice from:

- Educational welfare officer
- SENDIASS
- Benton Dene School - MLD
- Woodlawn Special School – Physical difficulties.
- Early Help Assessment Team
- SARS Team

Links with other schools/High School

The SENCO has developed links with SENCOs of the local primary and high schools.

All children visit High School with their peers and all information and copies of reviews are passed to the next school so that staff are very aware of SEN issues. Children with particular special needs will have a programme of visits to the HS and visits from a Learning Mentor. In Y6 a Statement Review will take place during the Autumn term to which an SEN representative from the HS will be invited.

Training and inset

SEN issues are discussed at staff meetings. One Inset day each year is devoted to SEN issues and the passing on of records to the receiving teacher.

Budget/allocation of resources

The school is committed to supporting children with SEN and the SENCO has 0.1 time equivalent to deal with the responsibilities associated with the role.

Complaints

In the event of a complaint in respect of provision for a child with SEN, the parents should first approach the class teacher to discuss the issue of concern. If they are not satisfied with the outcome of these discussions they should speak to the Headteacher who will investigate and meet again with the parent within one week. If necessary a written complaint should be referred on to the Chair of the Governing Body who will respond to it within one week of receiving the complaint.

Criteria for success

The success of the system can be managed in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children,
- Accurate records of identified pupils on the register,
- IEPs which are realistic and well defined,
- The children do not perceive themselves to be 'different' or 'failing'.
- Work based on small, achievable targets with built-in success which will raise self esteem,
- Every child achieving success,
- Every child feeling valued by adults and other children,
- Parents and the school working together in partnership.

Reviewing the policy

The SEN policy will be reviewed and revised through day to day delivery, and minor amendments will be made annually where necessary.