

Pennine Way Primary School

Special Educational Needs and Disability (SEND) Policy

1. Introduction

New legislation relating to SEND was introduced in September 2014 accompanied by a new Code of Practice. The key changes which have been introduced over the transition period include:

- Pupils and families to have more of a say
- Education, health and care plans to replace statements
- School action and school action plus have been replaced with SEND support
- Optional personal budgets for young people introduced
- Class teachers are the first level of provision and must ensure every child makes progress
- Schools produced a 'local offer' setting out in one place information about provision available for children and young people in their school who have SEND.

This policy is an evolving transition document. It describes the existing SEND systems and outlines the early changes towards the implementation of the new process. It will be reviewed on an ongoing basis as more information becomes available.

2. The definition of special needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

Code of Practice 2014

Children are NOT regarded as having a learning difficulty just because the language of their home is different to the language in which they are taught.

Also, in the widest sense, special needs includes children of ALL academic abilities including the most able who may need enhanced provision and those with emotional and physical needs which may affect their education entitlement.

3. Our aim

We believe that all children have an equal right to a broad, balanced and appropriate education to enable them to reach their full potential. To ensure that they achieve the outcomes of which they could be capable, for some children, this means ensuring provision that is 'additional to and

different from' that provided within the differentiated curriculum. This 'special needs' provision focuses on the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

4. Objectives

To achieve the above we will:

- Ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- Make clear the expectations of all partners in the process
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- Ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Ensure all children have equal access to a broad, balanced and differentiated curriculum.
- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

5. Roles and responsibilities

Within Pennine Way there are inextricable links between SEND and safeguarding. Consequently there are also overlapping but coordinated responsibilities:



Our SENCO has designated responsibility for organising and developing the SEND policy and good practice throughout the school. Her responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health, social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the School Action Register.

The Governing body has a responsibility to:

- Challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs.
- Ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- Annually evaluate the provision the school makes for pupils with SEND.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Our SEND Governor champions the issue of SEND on behalf of the governing body and has specific oversight of the school's arrangements and provision for meeting SEND.

6. The role of the teacher in a graduated approach to SEND support

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. In order to help children with special educational needs, Pennine Way has a graduated response on a spectrum from teacher action through to additional support and/or intervention by outside agencies.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Each teacher is responsible and accountable for the development and progress of the pupils in their class by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their own behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Senior staff work with teachers to ensure that they are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

7. Identification and assessment for additional SEND provision

Children Starting School

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- 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 assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Children whose first language is not English

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects

to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Children making inadequate progress

Adequate progress can be identified as that which:

- Attainment improves in line with progress expectations.
- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better than the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The school's system for observing and assessing the progress of individual children will provide information on the above allowing staff to identify where a child is not progressing satisfactorily in any of the four areas of need: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory and Physical Issue.

Specific indicators of inadequate progress are when a pupil:

- 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 mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved 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 despite teacher action, continues to make little or no progress.

8. The decision to intervene and nature of intervention

As outlined in Section 7 above, when any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

Where progress is unsatisfactory teachers will initially consult the SENCO to consider what else might be done. This review will consider all of the information available in school about the relevant pupil's progress compared to national expectations. This will include all relevant data (both hard and soft) and may lead to either:

1. The class teacher after discussion with the SENCO providing additional interventions that are extra to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These

targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

2. A decision that the pupil requires help over and above that which is normally available within the particular class or subject. This may include:
 - Different learning materials or specialist equipment.
 - Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other Wave 3 intervention such as Toe by Toe, Reading Intervention or Numbers Count.
 - Staff development and training to introduce more effective strategies.

After the discussions with the SENCO, the child's class teacher or TA will be responsible for working with the child either on a daily basis or through an appropriate Intervention programme. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

9. Individual Education Plans

The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) or intervention sheet and the SENCO will have responsibility for ensuring that records are kept and available when needed. Records for Interventions will be added to the provision map.

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

10. School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A referral for statutory assessment / an Education Health and Care Plan will be made by the school to the LA if the child has demonstrated significant cause for concern either due to a lack of progress despite school action or the identification of a serious immediate problem. The latter may be apparent when a new pupil joins school.

At this time the LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs, a record of the

school's work with the child to date (including all IEP information) and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed through the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

11. The Partnership with parents

Partnership plays a **key** role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

12. The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records (intervention sheet) in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in

the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if 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 regularly and substantially interfere with the child's own learning or that of the class group.
- 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.
- Despite having received intervention, the child continues to fall behind the level of his peers.

13. Inclusion and access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, in a one-to-one situation outside the classroom or in Dingley Dell where there are practical opportunities made available to support learning.

14. Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

15. Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides updates to both staff and governors. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

16. Complaints Procedure

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible these concerns would be addressed informally by the SLT within school. When concerns cannot be resolved within the existing framework, the parents may appeal via the formal complaints procedure to the governors of the school.

This policy will be reviewed annually

This policy should be read in conjunction with our Safeguarding overarching statement, all safeguarding policies and our equalities plan.

Signed: *R. Cecchini (Senco)*

Shared with GB Committee March 2018

Ratified at Full GB - March 2018

Date of review : March 2018

