



# SEND Policy

DOCUMENT HISTORY	
<b>CREATED / REVISED:</b>	March 2017
<b>BY:</b>	Terri Ayres SENCo
<b>REVIEW DETAILS:</b>	To be conducted bi-annually in consultation with pupils, staff and Governing Body
<b>REVIEW DATE:</b>	March 2018
<b>APPROVED BY GOVERNING BODY:</b>	

## *'Hand in hand, fulfilling our potential'*

Our fundamental aim at Crooksbar Primary School is to provide a stimulating, safe and secure environment in which **all** children can reach their potential to the fullest possible extent – based upon a mutual trust and respect between adults and children in all their interactions. Ultimately this will enable the children to become well balanced adults and responsible contributors to their community.

Crooksbar Primary School is an inclusive school. We take safeguarding very seriously, all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014)

### **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.

All staff have received training on 'Teaching and Learning styles' which they consider carefully when compiling a child's IEP which employ a small-steps approach in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs support register have an Individual education plan with individual targets.

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, or in a one-to-one situation outside the classroom.

### **Headlines from the 2014 Code of Practice. September 2014**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the school SENCo.

### **The four broad categories of SEN are:**

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We have children in all of these categories of SEN.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

Our school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how, at Crooks barn, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers 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.

### **Identifying children at SENS (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching. They are discussed with the SENCo and senior leadership team and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  1. Is significantly slower than that of their peers starting from the same baseline
  2. Fails to match or better the child's previous rate of progress
  3. Fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN on our SEN support register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

### **Our Aims and objectives**

The aims of this policy are:

- to 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 SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals where applicable
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

In order to help children with special educational needs, Crooksbar Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps and follow procedure to address the issue. Prior to placing a child on the SEN register, the procedure is to complete an IEP for the child and to meet with parents to voice any concern; this is called the 'Monitoring' stage. Parents will be asked to sign a Monitoring / cause for concern document. All conversations between school and parents must be honest but sensitive. Monitoring should only take place for between 6 and 8 weeks - before next steps are decided, which could still be to continue to monitor but targets will be reviewed. Next steps should be discussed and agreed with parents. If little or no progress is noted after this time the child may be added to the school SEND support register with parental permission.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional 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 if appropriate, young person.

### **Individual Education Plans**

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.

All IEP's are stored on the school system, and in the pupil's SEN folder. A copy is also given to parents. IEP's are updated termly and reviewed regularly by teachers and teaching assistants

- If appropriate, 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.
- **IEP's must be completed in detail**

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. 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 more closely with the teacher or with TA support or other interventions.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the class teacher on a termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Reasons for a child being added to the SEN register may include the fact that**

**He/she:**

- 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 continues to make little or no progress.

### **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.

### **School Request for Statutory Assessment or Education Health and Care Plans (From September 2014)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA 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 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.

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 each term in addition to 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.

### **Partnership with parents**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Partnership plays a key role in enabling children and young people with SEN 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; whose support is vital if progress is to be achieved and maintained, 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. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our SEND school offer along with the Local authority offer and details of our schools policies. 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.

Parents always have access to the SENCO through a school email address and parents and children have access to the school website which has a section dedicated to Special Educational Needs. Additional support and advice is available through our school based PSA (Parent Support Advisor) Nicola Wilkes.

### **Resources**

A range of resources and equipment are kept at central points; The SEN shelving unit in the EYFS working area and the SEN filing cabinet housed in the SENCO's classroom area, having easy access

for all staff members. Resources are well maintained and regularly updated and new resources/equipment is shared with staff.

## **Roles and Responsibilities in School**

### **Role of the Governors**

The governing body will do its best to ensure that the necessary provision is made for any pupil who has SEND. All Governors are aware of their responsibilities for SEND and matters are regularly brought to their attention. The governor with responsibility for SEND (Mrs J O'Hara) monitors the school's work closely on behalf of the children with SEND. The governing body reports to parents annually on the school's policy on SEND.

### **Role of the Head Teacher**

The Head Teacher, will act as the 'Responsible Person' as described in the Code of Practice. The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher keeps the Governing Body fully informed on SEND issues.

The Head Teacher works closely with the SENCo, they meet annually to agree on how to use funds directly related to statements.

### **Role of the SENCO**

The SENCO (Mrs Terri Ayres) has a key role in determining the strategic development of the SEND policy and provision in Crooksbar Primary School in order to raise the achievement of children with SEN. The SEN Coordinator's (SENCO) responsibilities will include:

- overseeing the day-to-day operation of the school's SEND policy
- liaise with the SMT in co-ordinating provision for children with special educational needs
- liaising with and advising class teachers
- overseeing the records of all children with special educational needs
- the administration of annual reviews, Health care plans and applications for funding and specialist support
- updating the SEN register; monitoring, tracking and evaluating SEND pupil progress
- when required, liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services.
- Liaising with parents and external agencies over any admissions issues.

The SENCO works alongside class teachers with regard to SEN children in their classes. The SENCO advises the class teacher on strategies which can be used to help to fulfil the relevant needs of the children. The SENCO offers support and advice when class teachers are preparing targets and writing reports, reviewing the needs and monitoring the success of the children.

At Crooksbar Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs. The SENCO is released regularly for administration and monitoring.

## **All Teaching and Non-Teaching Staff**

All staff are involved in the development of Crooksbar Primary School's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are fully involved in providing for the needs of the children in their care in writing IEPs, formulation of provision maps and collecting additional information for the SENCO and other agencies. Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.

Learning Support Assistants employed to support a child with special needs have appropriate responsibility for the child's specific needs during their time with that child. The LSA will liaise with the class teacher and SENCO on planning, on pupil response and on progress.

## **Staff Training**

All staff have access to SEN training. Whole school and individual training is generally delivered by the LA and other known professional organisations; for example; the hearing Impaired service. Whole school training needs are generally identified at the beginning of each academic year and reviewed regularly; the focus depends on the current needs of the school and pupils. Individual training needs are reviewed regularly, depending on the needs of the individual and their specific children.

***Signed:***

***Date: March 2017***