



Peterchurch Primary School

We seek, we learn, we grow

Special Educational Needs and Disability Policy 2016

Our Ethos/ Vision

At Peterchurch Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition

This policy was written in line with the Equality Act 2010 and the SEN Code of Practice 2014 and the DfES Disability Code of Practice for Schools

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they are considered to present the following:

- *Have a significantly greater difficulty in learning than the majority of children the same age; or*
- *Have a disability which 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 local area (local offer) of the local education authority. (Special Education Needs Code of Practice 2014)*

Definition of disability

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability carry out normal day to day activities. Most disabled children will also have Special Educational Needs although a minority will not”. (Disability Discrimination Act 1995).

Changes from the SEN Code of Practice (2001) The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014.

These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels

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- There is a stronger focus on high aspirations and on improving outcomes for children and young people this includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN to replace School Action and School Action Plus
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDA)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2007 Mental Capacity Act Code of Practice: Protecting the Vulnerable 2007: <http://tinyurl.com/MCA-CodeOfPractice2007>

Link to SEND Code of Practice 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction-these children have a 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. For example, children with Autistic Spectrum Disorders (ASD) 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.

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Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties-children 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, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

If a pupil is identified as having a Special Educational Need or Disability, with parental consent, they will be placed on the Special Educational Needs and Disability (SEND) Register under a single school-based category. The graduated approach to SEND provision is represented under the following categories:

SEN Support (K): At this level a pupil may require in school intervention (for example specific group work run by a teaching assistant or class teacher). If the pupil continues to cause concern the SENDCo, in consultation with the parents and class teacher, may refer the pupil to outside agencies for additional advice and individual interventions.

At each stage records are kept of meetings, parents and class teachers are involved and kept informed about decisions made, targets set and strategies for the next review period.

Request for an EHCP Assessment If pupil is still not making appropriate progress despite intervention; the SENDCo will take advice from the Educational Psychology Service and other professionals and contact the LA with a request for an EHCP assessment. The EHCP application process is supported by professionals' reports from services already working with the child or young person as well as school based evidence relating to attendance, behaviour, attainment and other relevant information, such as a medical assessment and reports from other professionals involved with the child. The parents or carers are invited to contribute to this assessment.

EHCP (formerly Statement of SEN) (E): This records the pupils special educational needs and the statutory special educational provision (which includes outcomes, provision and school placement), Non-Educational Needs and Provision to which he / she is entitled. The LA considers all the reports submitted for an EHCP Assessment and decides whether to issue an EHCP.

An EHCP will give details of the pupil's strengths and weaknesses, targets for future development and the funding the Local Authority will provide to help meet the pupil's needs. The school will use the additional funding to provide teaching assistant support and to ensure the pupil has appropriate resources.

The majority of children do not pass through all stages of assessment and provision as the action taken at one stage will usually mean that a pupil will not have to move on to the next stage. Only for those children whose progress continues to cause concern at any one stage will the school need to move to the next stage.

Class teachers, support staff, parents/carers and the pupil themselves will be the first to notice a difficulty with learning. Pupils are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement.

A graduated Approach

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

In line with the new SEND Code of Practice (2015) Peterchurch follows the Assess, Plan, Do, review cycle as follows:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social care.

Plan: Where SEN Support is required the teacher and SENDCo will put together an Individual Provision Map (IPM) outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher. This

would usually be for a period of around 6-8 weeks in order to establish an impact (although this would depend on the individual child and their needs).

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

There may be occasions when the child's needs dictate that urgent action is required and specialist support is arranged as appropriate.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Tri annual reviews and target setting meetings are planned. Targets are shared with pupils and successes are celebrated. KS2 pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEN Provision

SEN support can take many forms at Peterchurch. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- working with a child in a small group/1-1
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed tri-annually with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND on IPMs

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

The SENDCo is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions through pupil IPMs
- attending network meetings and updating staff where relevant
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews for those pupils on EHC plans
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Supporting parents/carers and children

We provide support in the following ways:

- the Headteacher and SENDCo operate an open door policy for parents/carers seeking support and advice.
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENDCo of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g.: an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

The head teacher and the leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Admissions

We welcome pupils with SEND with an EHC plan in our mainstream school. We fully support the inclusivity principles underpinning the code of practice. Applications from parents of pupils with SEND but no EHC plan will be considered on the basis of the LAs published admissions criteria. At Peterchurch primary school the Headteacher has direct responsibility for determining admissions.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, down syndrome and dyslexia.

The SENDCo attends county network meetings to share good practice with colleagues in the Herefordshire and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. **Pupil SEN files are kept in a locked filing cabinet.** Individual SEND files are transferred to receiving schools when pupils leave Peterchurch.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body. Date of review: October 2016.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Peterchurch to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents may wish to use the Herefordshire SEND Information, Advice and Support Service (SENDIAS) (formerly Parent Partnership) or engage with the School complaints procedures.

Review Date

September 2017

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

Hereford Local Offer website <https://www.herefordshire.gov.uk/education-and-learning/local-offer/education-local-offer>

Further details of the Herefordshire EHC plans <https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/educational-health-and-care-plans>