

Lower Kersal Primary School



Policy for Special Educational Needs and/or Disability (SEND)

The New Code of Practice for SEND (2014)

Head teacher: S Steward

Special Educational Needs Co-ordinator (SENCO): F Jamieson

Designated Safeguarding Person for Child Protection (DSPCP): Mrs. Maureen Rogers

Introduction

Information about the school

This is a smaller than average sized school serving an urban area, close to Salford city centre. The proportion of pupils known to be eligible for free school meals is three times the national average. The percentage of pupils with special educational needs and/or disabilities is currently above the national average. Most pupils are of White British heritage and around 45% are from minority ethnic backgrounds. A total of 12 languages are spoken in school and 35% of pupils are learning English as an additional language. The incidence of pupils entering or leaving school part way through their education is higher than is seen nationally.

LKPS is committed to providing an appropriate and high quality education to all children living on our local area. We believe that all children, including those identified as having special Educational Needs and/or Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to ensure that children with SEND are not treated less favourably and to develop an environment where all children can flourish and feel safe, healthy and happy. We want children to achieve their best, engage fully in the activities of the school and make successful transitions into adulthood.

LKPS is an inclusive school. We aim to engender a sense of community and belonging, and to offer new opportunities to learners which take account of their valued life experiences and needs.

We believe in equality of opportunity for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners, particularly those that are vulnerable in some way which may include.

- Girls and boys, men and women
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Learners who needs support to learn English as an additional language (EAL)
- Learners with special educational or additional needs including dyslexia, ASD, ADHD
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority

- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

This policy describes the way we at LKPS meet the needs of children who experience barriers to their learning, which may relate to:

- Sensory or physical impairment
- Learning difficulties
- Social, emotional and mental health development
- Factors of their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At LKPS we aim to identify these needs as early as possible and provide a teaching and learning context which enables every child to achieve his or her full potential and use our best endeavours to ensure that any child with SEN gets the support that he or she needs.

In the writing of this policy we have taken advice and guidance from the following documents:

- Working Together to Safeguard Children (2013)
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Equality Act 2010: Advice for School Leaders
- Reasonable Adjustments for Disabled Pupils 2012
- Supporting Pupils at School with Medical Conditions

What is Special Educational Needs and Disability (SEND)?

A definition of SEN

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.*

- b) *Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.*

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught” (SEN Code of Practice 2014)

Key Members of Staff with SEND Responsibilities

The class teacher is responsible for all children at all times.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching.

The SENCO is F Jamieson and she is responsible for the co-ordination of provision.

The SENCO’s responsibilities are:

- Overseeing the day-to-day operation of the school’s SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Co-ordinating the work of the learning support assistants
- Overseeing the records of all children with SEN
- Contributing to the in-service training of staff
- Liaising with parents of children with SEN
- Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies.

The governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEN, both with or without a statement of educational need or EHCP, is adequate and secure.

The governor responsible for SEN is Nikki Johns

We believe in the importance of early intervention, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be, and the more readily interventions can be made without undue

disruption to the organisation of the school. We do not regard assessment as a single event but rather as a continuing process.

We believe that provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day to day responsibilities. All teachers are teachers of children with special education needs. Teaching such children is therefore a whole school responsibility where Quality First Teaching underpins all provision. All staff are proactive in implementing and promoting inclusive, Dyslexia Friendly teaching and practice.

We also recognise the need for pastoral support for pupils with Dyslexia.

Policy Objectives and Monitoring

Policy Objective	Monitoring
1. Early identification, assessment and provision to meet individual needs of pupils experiencing difficulties in their learning.	Provide mapping for the whole school; analysis of SEN records: numbers, patterns, range of needs, range of support
2. Monitoring, recording and reporting on progress of pupils with learning difficulties	SEN register: movement of pupils, % age of targets met; comparison with NC data and other baseline information, attendance and exclusion data.
3. Co-ordination of the efficient use of resources and support for staff to meet more effectively the needs of pupils with learning difficulties.	Diary of jobs for year; minutes of meetings, record of INSET and staff development events; analysis of staff needs and views.
4. Promoting access to a balanced and broadly based curriculum, including the Foundation Stage and the National Curriculum.	Records of use of withdrawal sessions and in-class support; record of disapplications from NC; School Development Plan; range of intervention programmes.
5. Development of genuine opportunities for partnership with parents and external agencies.	Record of complaints and letters of support; record of initiatives to involve parents in planning.
6. Development of genuine opportunities for partnership with external agencies.	Record of meetings with external agencies; monitoring of agreed service level agreements; purchase of external expertise.
7. Monitor and evaluate the effectiveness of this policy on pupils' learning.	Any positive change in behaviour or attainment, reading ages and SATs results; reputation in the community, movement of children within the graduated response model.

Identification, Assessment and Provision for Children with SEND

Graduated response to Learning Difficulties

We believe that in order to help children who have special educational needs, we should adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school, other than in exceptional cases, makes full use of all available classroom and school resources before seeking advice from outside agencies.

We have a model of action and intervention that is designed to help children towards independent learning. It is our duty to use our best endeavours on behalf of children with special educational needs. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern will additional provision be made.

This approach starts with the class teacher using differentiated strategies to meet individual needs. This is Quality First Teaching which underpins provision for children with SEN and is compromised by anything less. (see appendix 1 QFT / provision map)

The indicators of the need for action is evidenced through current rates of progress. We do not assume that all children will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of the pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- *Prevents the attainment gap growing wider*
- *Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.*
- *Matches or betters the child's previous rate of progress*
- *Ensures access to a full curriculum*
- *Demonstrates an improvement in self-help, social or personal skills*
- *Demonstrates improvements in the child's behaviour.*

Inadequate progress can also be defined in a number of ways:

- *Is significantly slower 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*

We follow Salford LA recommendations to classify children into Support Intervention Bands (SIBs) as part of the Graduated Response Model.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within the whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the new Code of Practice 2014, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress **or** where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Intervention Band A or B** may need to be made.

School Intervention A or B provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

Children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO.**

Progress of all children will be reviewed three times a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Teachers, Teaching Assistants, Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Intervention Band C**

Provision at this stage *usually* includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Support Intervention Band C is indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

All support and intervention will be outcome-based. Parents and children will be involved in the process from the start.

Referral for Education, Health, Care Plan (EHCP)

For a child who is not making adequate progress, despite a period of support and in agreement with parents/carers, the school may refer the child to the Local Authority (LA) for consideration for an Education, Health, Care Plan.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health, Care Plan (EHCP)

Following the awarding of a plan, we will follow the SEND Code of Practice 2014 and Local Authority guidance.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How we Identify and Assess for SEND at LKPS

The school system for regularly observing, assessing and recording the progress of *all* children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National curriculum descriptors for the end of key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP
- Assessments by specialist services such as educational psychology, speech and language and inclusive learning services etc.
- Parental information

Arrangements for co-ordinating SEN provision

1. The SENCO will meet with each class teacher three times a year to discuss additional needs and concerns
2. At other times, the SENCO will be alerted to newly arising concerns through informal discussion.
3. Where necessary, reviews will be held more frequently than three times a year for some children.
4. Targets arising from Headline meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCO, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
6. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TA's) throughout the school. The support timetable is reviewed annually,

by the senior management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the SEN budget allocation. Additional support is funded through individual allocations from the LA.

7. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Continuing Professional Development: SEND

The SENCO is required to monitor the CPD requirements of staff in respect of SEND.

- SEND training needs are identified each year through the School Development Plan and the SEND action plan. In-service training and individual professional development is provided in this way.
- In house SEND training is provided through staff meetings by the SENCO and other members of staff.
- All staff have access to professional development opportunities and are able to apply for SEND training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor made training where appropriate.

Staff CPD in the last 2 years

- Whole School Safeguarding
- Becoming an Emotionally Friendly School
- Attachment training
- Speech and Language CPD (5 units)
- Positive Handling
- Attention and Listening
- Curriculum intent
- Emotion coaching
- SEND adaptations
- SEMH training
- Dyslexia
- Attention Autism

External Agency Support

The school makes full use of external agency support provided through the LA, voluntary agencies and independent services such as:

- Health (school nurse, health visitor, paediatrician, CAMHS, children's hospital)

- Social Care (Family Action Team)
- Early Help
- Educational psychologist
- Speech Therapy
- Occupational Therapy
- Counselling services
- Education welfare
- Learning Support Service
- EMTAS
- Hearing and Visual Impairment Services
- Parent Partnership Services (SIASS)
- PIT (Primary Inclusion Team)

Pupil Voice

We always endeavour to involve our children in decisions made about his / her support, targets and aspirations.

Partnership with Parents and Parental Engagement

We strive to engage with parents at every opportunity throughout a child's time at school and will ensure regular communication between home and school at all times. We recognise the wealth of knowledge that parents hold about their children and encourage parents to share it with us. School will ask parents to collaborate with them in respect of work being completed at home.

Parents are welcome to contact school at any time with their concerns.

We will keep parents informed of SEND and progress through the review cycle, parent's evenings, SEN open evenings, annual statutory review meetings, interim review meetings, end of year reports and parent workshops.

Admissions

Children with SEND are considered for admission to LKPS on exactly the same basis as for children without SEN, according to the Salford LA Admission Criteria (see appendix 2).

Transition Arrangements

Early years staff and the SENCO will liaise with partner nursery schools prior to children at LKPS.

The year 5 and year 6 teachers along with the SENCO will ensure an effective transition from LKPS to the transferring high school. This may require additional provision for some children.

Single Equality and Community Cohesion Policy and Accessibility Plan

We have duties under the Single Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination, to promote equality of opportunity and foster good relations. We will be proactive in ensuring that children are not treated less favourably for a reason which relates to his or her disability. We will also publish an accessibility plan.

Please refer to appendix 3 for the LKPS Single Equality and Community Cohesion Plan

Please refer to appendix 4 for the LKPS Accessibility plan

Evaluating the success of this policy

We evaluate the success of the policy and update it annually. We do this by:

- Analysing SEN data, including movement on and off the SEN register, progress of pupils with SEN, whole school targets, behaviour, exclusions etc.
- Reporting to governors and parents
- SENCO liaison with SEN Governor.

Complaints Procedure

In the first instance please contact the class teacher, who will liaise with the SENCO as appropriate.

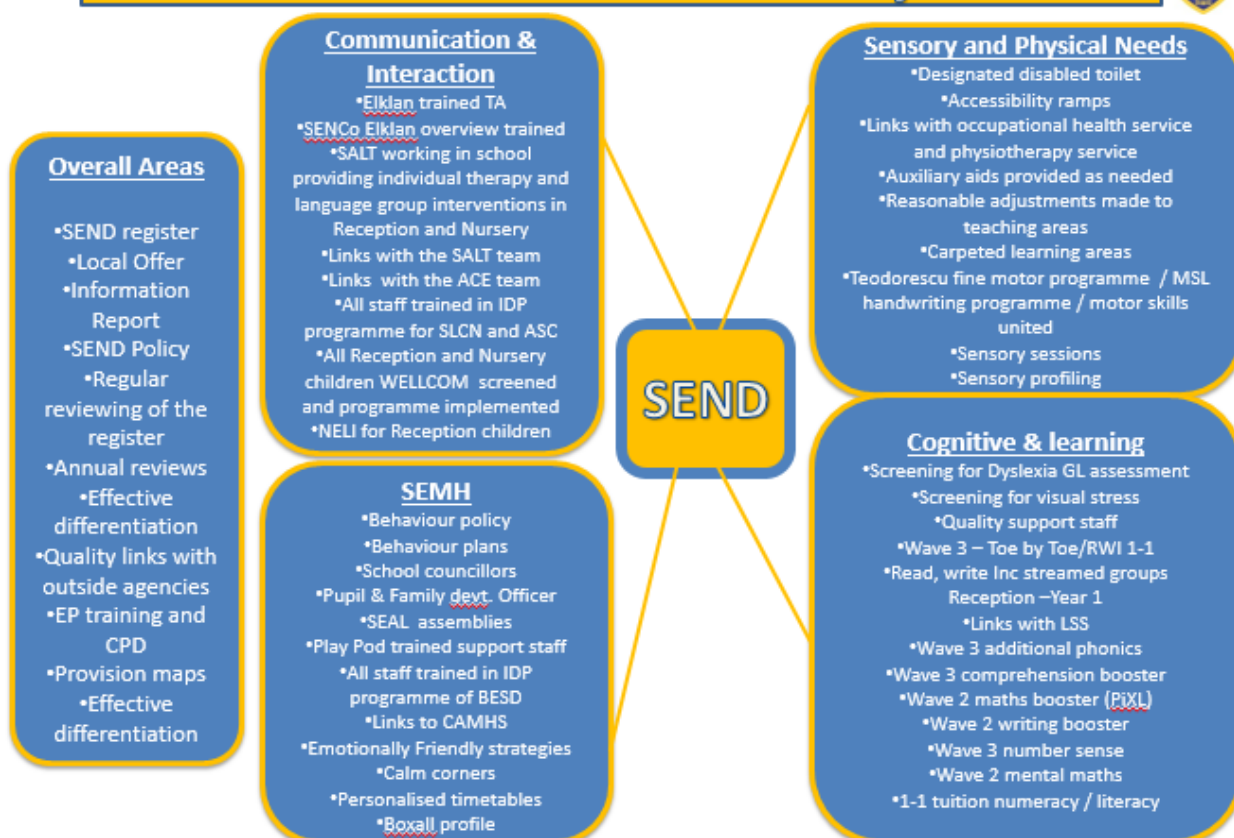
If there are any unresolved issues parents are advised to make an appointment to meet with the Head teacher.

In the rare event that the issues remain unresolved the matter will be referred to the governors.

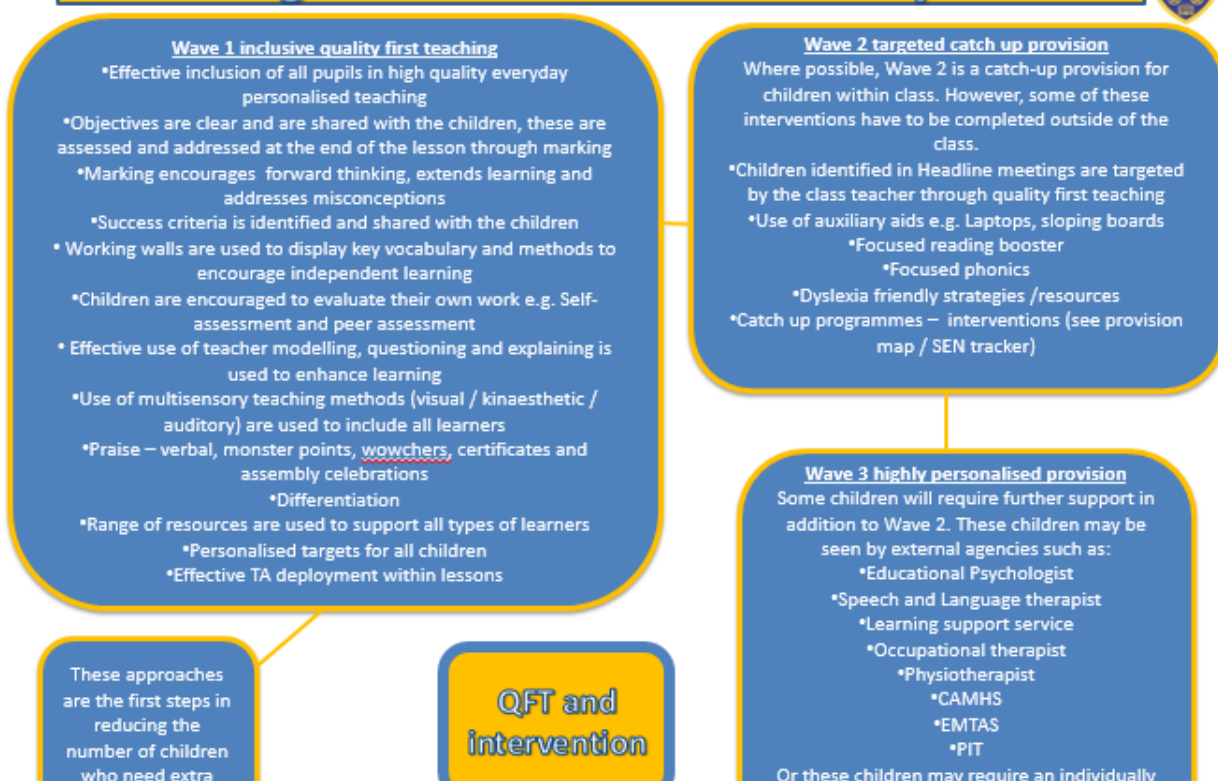
Please refer to the schools Complaints Procedure (appendix 5).

(Appendix 1)

SEND in Lower Kersal Primary School



Teaching at Lower Kersal Primary School



Appendix 2: Admissions policy



Admissions Policy.doc

Appendix 3: Equality Scheme



Equality Scheme.doc

Appendix 4 Accessibility Plan



Accessibility
Plan.docx

Appendix 5: Complaints



Complaints Policy.odt