



## **Salterlee Primary School SEND Policy 2017-2018**

### **Rationale**

This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. It recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive.

At Salterlee we take into account the pupils' varied life experiences and needs. We offer a broad and rich curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matters.

Our long term vision for SEND is to ensure that all children who are on the register become independent learners who can problem solve and have life skills in order to succeed in both school and wider life.

### **Definition of Special Educational Need**

*We adhere to the definition of Special Educational Needs from the 2014 Code of Practice 0-25 which states that; Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. 'Special educational provision' is additional to, or different from, the educational provision made generally for children of the same age.*

### **Roles and Responsibilities**

The Reception Class Teacher, Gemma Dodson, is the Special Needs Co-ordinator (SENCO). She has Qualified Teacher Status and will be undertaking the National Award for SEN Coordination in September 2018.

Provision for children with special educational needs is a matter for the school as a whole as all teachers are teachers of every child, including those with special educational needs. In addition to the governing body, the school's head teacher, the SENCO and all members of school staff who have important day-to-day responsibilities which includes both 1:1 supports and teaching assistants who are delivering interventions. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs, an EHC Plan or are at the SEND Support stage. A positive and sensitive attitude is shown towards those pupils.

It is the class teacher's responsibility to ensure Quality First Teaching for all pupils through the provision of an appropriate and differentiated curriculum using strategies and resources that take into account the range of learning styles and abilities within their class. Where extra support is needed, or if adequate progress is not being made, a pupil may be considered for an Intervention or extra support within class. Teaching Assistants play a major role in the support of pupils with SEND and, along with 1:1 support assistants, will be deployed by the Head Teacher, SENCO and Teaching staff according to pupil need.

### **Aims**

Salterlee Primary school aims to be inclusive for all children aged 4-11 and has high expectations and aspirations for all children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means all staff and stakeholders within school make it a priority to provide equal opportunities for all children at all times. This is made a reality through the attention we pay to the different individuals and groups of children within our school and by catering for their individual needs in a variety of ways including interventions.

Teaching staff are aware they are teachers of all children, including those with Special Educational Needs, and through quality first teaching they provide a differentiated curriculum that includes all children within the class. Where this approach is not as successful as required, or where we feel there are additional or further needs that need to be addressed, we will provide tailored further interventions to ensure we are meeting the needs of the child.

We meet our aims by:

- Identify needs early to ensure we are closing the gap quicker to help all children achieve their full potential.
- Giving each child entitlement to the full school curriculum, unless there is a specified modification or disapplication in the individual child's EHC plan.
- Making every effort to ensure that every pupil experiences success in their learning and achieves to their full potential.
- Setting challenging but achievable targets which are reviewed on a regular basis.
- Providing regular, measurable, structured and tailored interventions to meet the children's individual needs, allowing children to build strong foundations and confidence to access classroom learning independently.
- Developing the self-esteem and confidence of every individual.
- Valuing and encouraging the contribution of all pupils to the life of the school and in decision making.
- Ensuring that all staff have access to training and advice to support high quality teaching and learning for all pupils and outcomes.
- Working in partnership with parents and carers.

- Communicating with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Policy.
- Working closely with external support agencies, where appropriate, to support the needs of individual pupils, ensuring a collaborative approach.
- Working within the guidance in the SEND Code of Practice 2014.

### **Identifying Special Educational Needs**

Early identification, assessment and provision for any child who may have special educational needs is a high priority for our school. The earlier action is taken, the more responsive the child is likely to be. When considering if a child needs to be added to the SEND register we take into consideration the whole child and the range of needs that they may require this does not just focus on their educational needs but also their social, emotional and health needs.

The Code of Practice separates the areas of need into four broad aspects which are the main focus areas for planned intervention. These areas are communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and physical needs.

Whilst we look at data and track the progress of children we also look at other factors that may have an impact on progress and attainment these things include:

- Disability
- Health and Welfare
- Attendance and Punctuality
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of Serviceman/woman.

The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

### **We use a number of additional indicators of special educational needs.**

- The analysis of data including entry profiles, Foundation Stage Profile, SATs, termly assessment data
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Discussions from Staff and TA meetings
- Information from other services

Early identification is actively promoted in the EYFS. The EYFS teacher monitors progress of pupils within the Foundation Stage through the use of a comprehensive baseline assessment and through 'Early Essence' – an online individual tracking system.

It must also be noted that behaviour is no longer recognised within the Code of Practice as an area of need. However we recognise that behaviour can be a response to an underlying need and therefore as a school we will clarify and identify this need and support the child accordingly.

### **A Graduated Response to SEND Support and managing pupils needs.**

At all levels of the Graduated Approach, children will be reviewed and depending on discussions with teaching staff, outside agencies if involved, the SENCO, parents and the child it will then be decided if children need to continue on this level or move up or down, again evidence collected and progress data will be used in the judgement.

At all stages of the graduated response teachers are responsible for the progress and development of all children in their class. This includes children on the SEND register who access interventions from support and specialised staff.

When deciding on which level children need to be on, all members of staff involved with the child as well as the SENCO, parents and the child will all be involved in the discussion and decision. Some children may go straight into level two (SEN support) and others may move quicker through the levels at the SENCO's discretion. All interventions and support that is offered is available to look at in the school information report which is available on the school website. This details all the ways school supports children with SEND and medical needs.

### **Level 1 (Wave 1)**

After identifying children that may have a special educational need from the data and other areas discussed above, the children are then monitored over a period of two terms, this is level one monitoring. The Code of Practice suggests that pupils are only

identified as SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching. So at this point pupils are entered onto the register but will be monitored and will receive all their interventions and support through quality first teaching within the classroom environment. During these two terms, the class teacher will collect a range of evidence that shows how quality first teaching and adaptations have been made to their teaching so that the child can access the curriculum. If the desired progress hasn't been made then the child will then be moved up the SEND register and on to level two. (Desired progress is where children are making expected progress within the school year or from the end of the last year assessment.)

### **Our definition of satisfactory progress**

Unsatisfactory progress is the crucial factor in determining the need for additional support. Satisfactory progress is that which:

- Demonstrates expected progress within a school year from term to term or from the last end of Key Stage assessment
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

### **Level 2 (SEN Support)**

At this level, the children will be accessing support and interventions both in and outside the classroom that are tailored to their needs. This too, will be monitored over 2 terms. There will be an individual learning plan (ILP - completed on a regular basis by teaching and support staff). As well as this, children will have a provision map which will show which interventions they are taking part in, how often and how many. There will also be half termly meetings for parents to attend which will discuss progress and look at whether outcomes have been met.

### **Individual learning plans (ILP's)**

All pupils on the SEND Support stage of the register will have an individual learning plan setting out desired outcomes via any intervention undertaken. For pupils with EHC plans, intervention outcomes will link directly to the long term outcomes set at the Annual Review.

Individual learning plans will include up to date information about the children's most recent attainment in reading, writing and maths as well as the details of interventions and what area of learning the intervention is being used to support. These outcomes will be short term, specific and measurable progress towards these targets will be regularly monitored by the class teacher. Outcomes will be reviewed and either adapted or new ones set every half term and shared and reviewed with parents.

### **Level 3**

If there is still very little progress being made and interventions are not achieving the desired outcomes then children will move to level three. This is where school will seek the expertise of an outside agency and specialist support to help us remove the barrier to learning which again will be reviewed after two terms. The appropriate information will be passed on by the SENCO who will liaise with the agency on a regular basis (usually half termly.) All the evidence gathered up to this point will be submitted and all costings will be provided by the SENCO and based on the interventions on the provision maps.

### **Level 4 and 5**

If needs are found to be more complex, or there are multiple learning difficulties that are providing a barrier, then children will move up to level four and a multi-agency approach will be adapted. Again staff will collect evidence of intervention outcome progress and review meetings. Children may also at this point have some adaptations to the curriculum, which will be reviewed termly. During both these levels school will provide an intensive support programme (possibly in the shape of a personalised time table) and children may have team around the child meetings depending on the area of need. At this stage a decision will be made on whether an Education Health Care Plan will need to be put in place and an application will be made pending discussions with parents, outside agencies and school staff. When an EHC application has been made all the evidence and data collected throughout all the levels of the graduated approach will be used as to support the application.

### **Application for an Education Health Care Plan (EHC Plan)**

If a child has been on level four for a period of time and recommendations from outside agencies have not resulted in sufficient progress, the pupil may be considered for an Education Health Care Plan. A request for an EHC Plan may also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at all stages prior to and including level four. (This includes all evidence from the monitoring stage.)
- Current and past ILPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment levels
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

- Team around the child meeting minutes

### **Pupils with an EHC Plan**

Pupils with an EHC have been recognised by the local authority as having significant and complex needs. An EHC plan will include details of learning outcomes for the child. These are used to develop interventions that are:

- Tailored to meet the long-term outcomes set in the EHC plan
- Established through parental/pupil consultation
- Set out in an Outcome intervention sheet.
- Implemented both inside and outside of the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Delivered by specialist outside agencies where specified.

### **Reviews of EHC plans**

EHC plans must be reviewed annually. The Local Authority will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist or any other outside agency that is involved
- Any other person the SENCO/Class Teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes set on the Statement
- Review the provision made to meet the pupil's need as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes. These will normally be set for the end of the Key Stage and be longer term objectives.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

Throughout all stages of the Graduated Approach we encourage the involvement of both the pupils and parents in the following ways;

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to state their views about their education and learning and self-review their progress.

In addition pupils who are identified as having SEND are invited to participate in ILP and EHC reviews.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- providing a copy of this policy for all SEND parents and carers
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child through meetings etc.
- agreeing outcomes for the child
- half termly ILP meetings for parents of pupils with SEND.
- providing access detailing who to contact in school regarding SEND.
- Ensuring all parents are aware of the Local Offer and SEND information report and how to access it.

### **Criteria for exiting the SEND Register**

If a child has closed the gap and working at age related expectations or can access the curriculum through quality first teaching then they will be removed from the register. This will be done through discussions with the SENCO, class teacher and parents. They will go back to level one for two terms so we can continue to monitor their progress during this time. They may be placed back on the register and interventions may resume however if after two terms they are continuing to access the curriculum they will then also be removed from the monitoring stage too, again after consultation between the SENCO, teaching and support staff and parents.

It is the SENCO's responsibility to update the SEND register at least termly based on updates from class teachers. The SEND register is supposed to be fluid and effective in narrowing the gap by identifying barriers to learning and acting upon them. In cases where there is not a significant and complex need we expect to remove the barriers to ensure that pupils on level two do not remain on the SEND register throughout their time in school.

### **Supporting Pupils and Families**

As part of the new 2014 Code of Practice the local authority has to provide a local offer which specifies all the available support for children and families with SEND. This can be found at <http://www.calderdale.gov.uk/localoffer> . Alongside this school has to provide an SEND information report that shows how we feed into the local offer and what we as a school offer in terms of SEN and medical support. This can be found on the school website and has been circulated to all parents of children on the SEND register.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. We follow the Local Authority's guidelines with respect to providing priority places for pupils with SEND. Care is taken to ensure vulnerable pupils, including LAC and SEND pupils have a smooth transition into school

At Salterlee Primary School we have high expectations of all the children in our school including those with SEND. We do however make adaptations to ensure that children can access assessments both for internal and external purposes. We take into consideration extra time and whether the child may need a reader or a scribe. This will be discussed with parents prior to exams and assessments taking place.

When children are ready to leave Salterlee Primary School we ensure through strong links with local secondary schools that this is smooth and that everything possible is in place to support the child with this change. The Year 6 teacher organises transition meetings with the other setting and this may be a one off meeting or a series of meetings depending on the complexity of the needs. As well as this extra transition meetings will be arranged if there is the need.

For transition between key stages we provide children with the opportunity to spend time with their new teacher and build a relationship with them prior to starting in September through a transition day. If the child has a more complex need then we provide children with chances to visit their new teacher on a regular basis prior to the end of the year either to share work or to go and speak to them about something they would like them to know. All new teachers will be given the relevant information and prior intervention outcome information within their SEND file and given any other information via transition meetings.

### **Supporting Children at School with Medical Conditions.**

Every child with a particular medical need has a care plan written in conjunction with parents and medical staff where necessary. A copy these can be found in all SEND files and on the medical needs board in the staff room. Throughout school if required support is provided for children with medical needs and the curriculum is made accessible through differentiated quality first teaching and if needed intervention from skilled staff and outside agencies is introduced. When children are accessing outdoor education or on an educational visit extra support is provided if required. Children with medical conditions who are also on the SEN Register can receive support from outside agencies or medical teams. In this instance school implement the strategies to help remove the barriers to learning and report back to medical staff. Not all children with medical conditions will need this support and in these instances their progress and access to the curriculum is monitored by class teachers and the SENCO.

Children with medical conditions may also have SEN and an EHC plan which will have been written alongside medical professionals. These children will have adaptations made to both the environment and curriculum to allow full access to the indoor and outdoor curriculum and these adaptations, if needed will be based on the recommendations of the professionals if

there is an EHC Plan. If there isn't an EHC Plan then adaptations to ensure full access to the curriculum will be made by school staff through discussions with parents and the child.

### **Monitoring and Evaluation of SEND**

To ensure our high expectations of children with SEND are met the SENCO regularly monitors and evaluates the provision we provide. The SENCO collects and monitors SEND files on a termly basis and monitors the impact interventions have on the progress of children with SEND. They do this through monitoring of files, data and through support assistant observations. Staff and parent views are welcomed and during regular professional conversations with staff the SENCO discusses the appropriateness of the provision we provide. SEND provision is also discussed at staff and TA meetings. As well as this during ILP and EHC review meetings parents views are also sort and recorded

The SEND information report is also developed using the views of parents, staff, children and governors and is reviewed on an annual basis.

### **Training and Resources**

SEND provision is funded and costed via the notional budget supplied to school. From this allocation school funds support assistants, intervention and provision for children with SEND. For children with EHC plans school funds the first 15hours of support, any hours on top of this are funded through the local authority.

School has a range of resources available to support provision for SEND pupils.

We have a learning mentor in school available to support pupils with Social and Emotional Difficulties in school.

The SENCO attends regular network meetings so as to keep up to date on local or national updates. This information is then passed on to staff through staff meetings. As well as the local authority network meetings the SENCO also attends SEND cluster meetings in order to share and develop provision and build links with other provisions.

Also we have effective working links with a variety of outside agencies including:

- Speech and Language Therapy Service
- Educational Psychology Service (EPS)
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- School Nurse
- CAMHS

### **Storing and Managing Information**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them.

Records for pupils within that academic year are stored in the class SEND file, with copies of reports from outside agencies kept in a central SEND record file. This central store is kept in a locked cupboard which only the SENCO and SEND Administration Assistant have access to. When a child leaves our setting, all records are passed on with a copy kept in school for the legislated period of time.

### **Reviewing the Policy**

This policy document will be reviewed annually in order to take account of any changes to government policy or new guidance received during the change over from the 2001 policy to the 2014. The success of this policy will be measured by its implementation, usage and effectiveness as a whole school policy document.

### **Accessibility**

Teachers are familiar with the equal opportunities legislation covering race, gender and disability. We are committed to meeting the needs of all children within our school. The requirements of the *Disability Discrimination Act* are fully met. All reasonable steps are taken to ensure that no child is placed at a disadvantage.

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities or they may modify teaching materials including smart boards and handouts. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

For any child who wishes to attend an after school club, adaptations will be made to ensure accessibility and support from additional members of staff will be implemented to help at these times too. These adaptations will be made on the basis of each individual child's need.

There are a range of adaptations that are made to ensure all children can access both the indoor and outdoor curriculum and environment these are:

- in class support
- differentiated resources
- provision of alternative learning materials/ special equipment
- staff development/training to undertake more effective strategies

Teachers ensure that the work undertaken by children with disabilities:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- uses assessment techniques that reflect their individual needs and abilities
- builds on strengths, rather than over concentration on difficulties

### **Bullying**

We inform and educate our children on the right of everyone being equal and treated in the same respectful way. This is done through a whole school approach in assemblies, through anti bullying week and through PSHCE lessons. Children are provided with information and strategies they may need to use to help and support a child with SEND. This caring and supportive attitude is embedded within the school environment. For those children whose needs are not met in this way or feel vulnerable or excluded due to bullying we have the learning mentor support who will work alongside all children involved to help them understand and respect each other.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by contacting the SENCO and following this the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

### **Policy Review**

Gemma Dodson (SENCO)

September 2017

Signature of Governor \_\_\_\_\_

Signature of Headteacher \_\_\_\_\_

Date \_\_\_\_\_