



Special Educational Needs and Disability Policy

April 2017

Written by: Jane Fazackerley SENCo 22-04-2017

Ratified by governors _____

To be reviewed: April 2018

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This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice April 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy, Teaching and Learning Policy, Child Protection Policy, Homework Policy, Anti-Bullying Policy, Complaints Policy, Pupil Premium Policy and Accessibility Policy.

This policy was developed in partnership with members of the school community and will be reviewed annually.

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

*SEN Code of Practice
(2015, p 15-16)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (SEN Code of Practice 2015, p16)

Special Educational Need Provision at Beech Street Community Primary School

At Beech Street Community Primary School we can make provision for every kind of frequently occurring Special Educational Need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and social, emotional and mental health difficulties. There are other kinds of Special Educational Need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of Special Educational Need: Speech and Language Disorders, Social, Emotional and Mental Health and Specific Learning Difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

Identification and assessment of pupils with SEN

At Beech Street Community Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments, with all the pupils at various points including: termly assessments using PIRA, PUMA, Year 1 phonics screening, Year 2 and Year 6 SATs.

Where progress is not sufficient, even if Special Educational Need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: small group vocabulary teaching, pre-teaching, precision teaching of words/numbers, extra reading, writing mats, individual timetable, individual workstation, social stories, fine/gross motor skills, writing board, fiddle toys and nurture principles.

We will record, in an Individual Education Plan (IEP) or handling plan, the strategies used to support the child. The IEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place in Autumn, Spring and Summer term.

If the IEP review identifies that support is needed from outside services, we will consult parents/carers prior to any support being put in place. In most cases, children will be seen in school by external support services which may lead to additional or different strategies to what may have already been tried. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

At Beech Street Primary school we are experienced in using the following assessment tools: dyslexia screening, neurodiversity screening for specific learning difficulties, spelling age and reading age. We also have access to external advisors including: Paediatricians, Speech and Language Therapists, Occupational Therapy, an Educational Psychologist and Learning Support Service, all of whom are able to use specialist assessments.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put onto a provision map and Individual Educational Plan (IEP) and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a Special Educational Need because the school is making special educational provision for the pupil which is additional and different from what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with Special

Educational Needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Special Educational Needs Provision and evaluation

Each review of the SEN Provision Map and Individual Educational Plan will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17 pg 95) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Arrangements for assessing and reviewing the progress of pupils with Special Educational Needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with Special Educational Needs may have more frequent assessments of their progress to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN Individual Educational Plan (IEP) and Provision Map will be reviewed and adjusted.

Beech Street Primary School's Approach to teaching pupils with Special Educational Needs

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. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2015, 6.37 pg 99)

Beech Street Primary school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

How Beech Street Primary School adapts the curriculum and learning environment for pupils with Special Educational Needs

At Beech Street Primary we follow the advice from Salford LEA on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Additional support for learning that is available to pupils with Special Educational Needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support

required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. The amount of top up has been developed by Salford LEA using a banding system. The amount of top up given to school, for a child with a statement of Special Educational Needs or Education Health and Care Plan, differs depending upon the level of need and support.

How Beech Street Primary School enables pupils with Special Educational Needs to engage in activities of the school (including physical activities) together with children who do not have Special Educational Needs

All clubs, trips and activities offered to pupils at Beech Street Primary School are available to pupils with Special Educational Needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with Special Educational Needs

At Beech Street Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance SEAL, PSHE and Circle Time and indirectly with every conversation adults have with pupils throughout the day. We use a whole school PSHCE scheme, called Jigsaw, to deliver a mindful approach to teaching emotional and social wellbeing.

For some pupils with the most need for help in this area we can also provide the following: mentor time with the children and families officer (Jo Hayward), time-out space for pupil to use when upset or agitated, referrals to CANW (play therapy) and external referral to CAHMS.

Pupils in the early stages of emotional and social development because of their Special Educational Needs, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

The name and contact details of the SEN Co-ordinator

The SENCO at Beech Street Primary School is Jane Fazackerley, who is a qualified teacher and has completed the National Award for SEN Co-ordination.

Jane Fazackerley is available on 0161 7891553 or email jane.fazackerley@salford.gov.uk

Training and expertise of staff for children with Special Educational Needs and how specialist expertise will be secured

All teachers and teaching assistants have had training on supporting children with Attachment difficulties, ADHD, Dyslexia, Autism, and Speech and Language difficulties. The SENCo holds the National Qualification for Special Educational Needs. 4 teaching assistants are ELKLAN trained. All teachers and teaching assistants are team teach trained. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are; the Salford learning support service, Educational Psychologist, Speech and language therapist, Occupational therapists, dyslexia specialists and Behaviour specialists. The cost of training is covered by the notional SEN funding.

Equipment and facilities to support children and young people with Special Educational Needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For

highly specialist communication equipment the school will seek the advice of the Salford SEN team.

Arrangements for consulting parents of children with Special Educational Needs about, and involving them in, their education

All parents of pupils at Beech Street Primary are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All such provision will be recorded, tracked and evaluated on a Provision Map which parents will have access to.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Arrangements for consulting young people with Special Educational Needs about, and involving them in, their education

When a pupil has been identified to have Special Educational Needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Beech Street Primary School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the class teacher, the SENCO, the Deputy Head teacher or the Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care plan (EHCP), where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service,

- Salford Learning Support Service.
- Link to Disabled Children's Service for support to families for some pupils with high needs

Contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The Salford Information Advice and Support Services (SIASS) provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with Special Educational Needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. More information can be found at: <http://www.salford.gov.uk/siass.htm> Or contact **Maureen Fowler** on **0161 778 0349** or **07720 544560** or email maureen.fowler@salford.gov.uk, or **Rachel Binns** on **0161 778 0343** or **07990 515296** or email rachel.binns@salford.gov.uk.

Arrangements for supporting pupils with Special Educational Needs in transferring between phases of education

At Beech Street Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

Information on where the local authority's local offer is published

The local authority's local offer is published on <http://www.salford.gov.uk/localoffer.htm>

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.