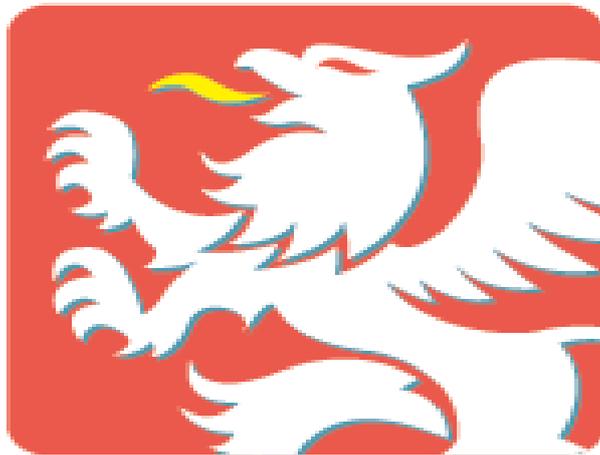


**SOUTH FAILSWORTH C.P. SCHOOL**  
**SEND POLICY**



**'Inspiring and Creating Lifelong Learners'**

**Date September 2017**

**Review date September 2018 and annually**



## South Failsworth C.P. School

### SEND Policy

#### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Inclusion Leader with the SEND Governor in liaison with SLT, staff and parents of pupils with SEND

South Failsworth Primary School's SENCo is Mrs Louise Sidaway. Mrs Sidaway is a qualified teacher, is a member of the Senior Leadership Team and has achieved the NASENCo award, (Clause 64, C & F Bill, 2014).

If you have any queries, please call school on 681-6351 or email at:

[l.sidaway@southfailsworth.oldham.sch.uk](mailto:l.sidaway@southfailsworth.oldham.sch.uk)

Every teacher is a teacher of every child or young person including those with SEN.

The policy was developed by the SENCo, in consultation with the Head Teacher, Deputy Head Teacher, SEND Governor, Quality Effective Specialist Teachers, parents and families. The policy reflects the SEN Code of Practice, 0-25 guidance.

#### Aims and Objectives of the School

- Our mission statement is, 'Inspiring and creating lifelong learners'
- At South Failsworth we aim to create an environment where children 'Learn Together' and to be educationally inclusive. By this we mean one in which the teaching and learning, achievements, attitudes and well-being of every young person matter
- In order to achieve this we will actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with Special Educational Needs (SEN) so that each child has the opportunity to develop their full potential
- We aim to provide entitlement of access to a full and balanced curriculum, including the National Curriculum and where necessary, a modified National Curriculum



- We actively encourage the involvement of staff, pupils and parents/carers in the education of children with SEN
- We recognise that parents hold 'key' information and have a critical role to play in their child's education. We therefore aim to include parents in the development of provision for children by liaising closely through structured consultation
- To work towards inclusion in partnerships with other agencies and schools.
- To achieve a high level of high expertise to meet pupil need
- To provide support and advice for all staff working with special educational needs pupils
- To provide an Inclusion Leader who will work to the SEN Policy
- To work within the guidance provided in the SEN Code of Practice, 2014, updated 2015
- This policy is reviewed annually and published on the school website

### **What are Special Education Needs (SEN)?**

Children 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:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- 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 area of the Local Authority (LA)
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

At some time in their school careers, all children may have SEN, for example, social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties. At South Failsworth, we believe early identification and action is the key to supporting the child.

There is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs and requirements, which may fall into at least one of the four areas, many children will have overlapping needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**



The above four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category. At South Failsworth we identify the needs of pupils by considering the needs of the whole child, which will include not only the special educational needs of the child or young person.

Other barriers, that are not SEND, may also may impact on a pupil's progress and need to be considered:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

## **Roles and Responsibilities**

### **Class Teachers**

All class teachers are responsible for the initial identification and assessment of SEN. The assessment process is a continuous cycle of planning, teaching and assessing and should be fourfold and focus on:

- The child's learning characteristics
- The learning environment
- The teaching style most appropriate to facilitate learning
- The task

### **Special Educational Needs Co-ordinator (SENCo)**

The SENCo is Mrs L Sidaway. The following responsibilities for SEN apply to the SENCo:

- Facilitating the learning and well-being of children with a diversity of SEN
- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for children with SEN
- Managing (SEN) Learning Support Assistants (LSAs)
- Contributing to the in-service training of all staff
- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Ensuring that appropriated individual provision plans are in place
- Commissioning and liaising with external agencies including the LA's support, educational psychology services, health and social services and voluntary bodies



- Manage personalised learning approaches
- Plan strategically and manage in Removing Barriers to Achievement

### **Learning Support Assistants (LSAs)**

LSAs play an important role in supporting the class teacher in the delivery of a differentiated curriculum that allows accessibility for all. They should be involved in the development of the school's policy and be fully aware of the school's procedures for making SEN provision and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

### **Governing Body**

The Governing Body should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body are involved in developing and monitoring the policy. They are kept up to date and are knowledgeable about the provision, deployment of funding, equipment and personnel resources. The designated governor for Special Needs is Ann Hannigan.

### **The Head Teacher**

The Head Teacher has the day-to-day responsibility for the management of all aspects of the school's work, including provision for children with SEN. The Head Teacher should keep the governing body fully informed and also work closely with the school's SENCo.

### **Parental Roles**

Parents/carers will be consulted as soon as identification is made so that the curriculum can be planned for their child and parents will be informed of details of the LA Parent Partnership Service. Where necessary this should take place in consultation with other teachers, external support agencies and governors. Parents will be invited to contribute to person centred reviews.

### **Arrangements for Co-ordinating SEN Provision**

SEN takes a high priority within the School Improvement Plan (SIP). The Leadership team work alongside the SENCo to write an action plan for Special Educational Needs that feeds directly into the SIP. This action plan is based on an audit on need for SEN provision within South Failsworth and also national initiatives that need to be acted upon.

The SEN Policy will be written and reviewed by the SENCo in consultation with all staff, governing body and any other relevant external agencies. It will reflect the Code of Practice 2014 and will be reviewed annually. The implementation of the policy will be the responsibility of all staff, and monitored by the SENCo, Head Teacher, Senior Leadership Team and Governors.

The SEN team of LSAs are lined managed by the SENCo. Each Learning Support Assistant has a support timetable that provides provision for the identified children. This support



timetable is based on priority of need. The SENCo reviews this regularly alongside the review process for the person centred reviews and provision plan, pupil progress meetings etc. This facilitates the monitoring of movement in line with the graduated response.

### **A graduated response to SEN support**

The school adopts the levels of integration as described in the SEN Code of Practice. The Code advocates a graduated response to meeting pupils' needs.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from LSAs or specialist staff. Teachers deliver high quality teaching incorporating the needs of all learners. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had accessed high quality teaching, have had all the interventions/adjustments and good quality personalised teaching. 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. SLT regularly and carefully monitor the quality of teaching for all pupils through observation, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

When taking the decision whether to make special educational provision, the teacher and the SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, alongside national data and expectations of progress.

The SENCo works as a member of the SLT, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATS, Phonics testing, reading tests, and termly pupil assessments and progress meetings
- Local authority SEN criteria
- Following up parental concerns
- Following up teachers concerns
- Tracking pupil progress over time
- Observations of pupils
- Information from previous schools on transfer
- Information from outside agencies and services

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupils and have an input in planning the future support and obtain parental consent and add the pupil to the SEND Support list. The teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of actions and results.



After full consultation with parents and teachers, an individual Provision Plan will be set up outlining areas of concern, interventions, strategies, personnel and frequency of interventions.

Provision Plan intervention will usually be triggered when despite receiving differentiated teaching and sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period of time
- Continues to work at National Curriculum levels, or considerably lower (one year lower) than age related expectations
- Continues to experience difficulty in developing literacy and numeracy skills
- Has emotional problems that substantially impede learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction difficulties that impede the development of social relationships

Parental consent is sought before any external agencies are involved.

Following the consultation process outlined above, any decision to maintain or remove a child from the SEN list would be taken and agreed by the family, school and external agencies.

### **Provision Plans**

All pupils in the SEND Support list will have Individual Provision Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Information on the plan will include:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- Outcomes recorded at review

The Provision Plan will record only that which is different from or additional to the normal differentiated curriculum and will match pupil needs. Person Centred Meetings will take place at least twice a year.

### **Request for Statutory Assessment**

The school may request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil

remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following



information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum 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

### **Education, Health and Care Plans (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA 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 SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the Inclusion Leader or parent/carer considers appropriate

### **The aim of the review will be to:**

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it



- If appropriate to set new objectives for the coming year
- At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school
- Within the time limits set out in the Code, the Inclusion Leader will complete the annual review form and send it, with any supporting documentation to the LA
- The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN

### **Supporting pupils and families**

Oldham LA provide a range of services under the local offer to support parents and pupils. For more information visit [http://oldham.gov.uk/info/200368/children\\_with\\_disabilities](http://oldham.gov.uk/info/200368/children_with_disabilities)

There is a statutory requirement for school to provide a SEN Information Report, which can be found on our school website. School work and liaise with a range of services to support our children and families. Currently, these include; Educational Psychologists, QEST, Speech and Language, Visual, Hearing and Physical impairment teams, Occupational Therapists, Child and adolescent mental health service, School health advisor, Jigsaw, Paediatrician and Parental support advisors and the Early Help team.

Arrangements that ensure pupils with SEN are able to access exams and assessments. If necessary, adapted arrangements are made by SLT for children with identified SEN, to enable them to access national tests.

### **Transition**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible.

When a child is either joining, or moving to another school, we will contact the SENCo and ensure we get all the relevant information for a child starting with us. We will pass on all records and information of children with SEND moving onto a new school, so that any additional support can be put into place as quickly as possible.

For transition within school, additional visits when children are moving year group may be arranged for children with SEND, along with schedule time to meet the new staff. If appropriate, supporting teaching assistants may move classes with the child.

In Year 6, we make sure all relevant information is discussed and sent to the SENCo of the secondary school in the summer term. We invite Heads of Year 7 to a review meeting to meet parents and discuss needs. We organise additional visits to the local secondary school for children with SEND, so they can become familiar with the layout and routines. They go with a member of our staff, have lunch, meet key members of staff and make friends.

For information on the schools policy on managing the medical conditions of pupils, please refer to the relevant policy.



## Special provision

The school is fully wheelchair accessible. A caterpillar device would be made available, if the need should arise in Year 3 and Year 4 to enable access and exit from the classrooms.

Key stage 1 and 2 have a fully equipped disabled toilet facilities, including an adjustable height bed, hoist, adjustable height sink, disabled toilet, sluice facilities, clothes washing and drying facilities.

Foundation Unit, Years 1 to 4 have complete sets of blinds to control light for children with photosensitivity and visual difficulties.

School seek advice from the Additional Complex Needs Service on disabled accessibility and act upon recommendations.

School endeavor to purchase specialized equipment, technology, etc. in order to facilitate equal opportunities for all children to access the curriculum. Where necessary, resources are shared with home. This is funded from the school's budget for Special Educational Needs.

## Training and resources

The school budget, received from Oldham LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. At the end of the school year, the Headteacher, Deputy Head and SENCo discuss all the information they have about SEND in the school, including existing support, the children needing extra support and decide what resources/training and support is needed for the coming year. We identify the needs of our pupils on a provision map which for SEND pupils identifies all resources/training and support are reviewed termly and changes are made as required to meet the needs of each cohort.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCo also takes part in the SEND Hub working party group.

## Admissions

Children with SEN are admitted into school in accordance with the whole school admissions policy. This is in line with the LA guidelines. The admissions policy operates a fair system where no child regardless of Special Educational Need, race, gender, ethnicity and background can be refused a place.

## Complaints Procedure



Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy available from Mr Jones, the Head Teacher or on the school website. South Failsworth adopted the Oldham LA guidelines for this. Parents/carers are made aware of the Parent Pupil Service run by Oldham LA.

### **Bullying**

For information please see our Anti-Bullying policy, which is available on our website.

### **In-service Training**

In-service training in Special Educational Needs is identified and linked to the School Improvement Plan.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This Policy has been equality impacted.

### **Links with Other Schools and Agencies**

We welcome collaboration between our school and other schools and external agencies. We work in partnership with a range of external agencies eg. LEA, Health, Social Services, QEST, Speech and Language Therapists and Educational Psychologists etc.

### **Monitoring and Evaluation**

The SENCo and SLT monitor the implementation of provision maps through checking planning, sampling work, talking to staff and pupils, observing lessons and liaising with parents/carers. The LEA support team for SEN also monitor and report on practice within the school. The use of the SEN budget is monitored and reviewed by the SLT, Business Manager and SENCo annually.

The policy is the subject of an annual review by the SENCo, SLT, the teachers and LSAs. SEN is reported as a termly agenda item on the full governing body meeting through the Head Teacher's report.