



Special Educational Needs & Disability / Inclusion Policy 2017-18

Underlying Principles:

Ansdell Primary School believes that all children should achieve well at school, leading happy and fulfilled lives. They have an entitlement to inclusion in the whole of school life, including a broad and balanced curriculum. This policy aims to give children with SEND the appropriate level of support, having regard to the new guidelines in the 2014 Code of Practice

- Teacher/child relationships are based on encouragement, understanding and respect.
- We believe that the work provided for all children needs to encourage a sense of purpose, achievement and personal responsibility and assist all children to realise their full potential.
- We aim to ensure that every child has the utmost possible access to every aspect of the school - the building, extra-curricular activities and social events as well as the whole curriculum. To do this all staff needs to know where there may be potential barriers to a child's inclusion which may be related to physical, emotional, social, behavioural or learning needs.
- Our identification processes are intended to pick up concerns about the progress our children are making as early as possible.
- All children should be educated alongside their peers as much as possible.
- We believe in working in partnership with parents/carers in helping to educate and develop their children. Even though our children are young, we recognise that they too can be appropriately involved in their own education.

Definition:

A child has special educational needs if he/she requires special educational provision to be made for him. This may be because the child:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a physical impairment which hinders learning
- Has a social, mental or emotional difficulty which impedes the learning process

The SEND Code of Practice 2014 states that:

- 1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it.
- 1.25 Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:
- ensure decisions are informed by the insights of parents and those of children and young people themselves
 - have high ambitions and set stretching targets for them

- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Ansdell's Special Needs Team:

The team with responsibility for the oversight of the day to day operation of this policy consists of:

- Mrs M Colligan - Head Teacher
- Mrs M Thomas - SENCo.
- Mrs F Harrison - Governor Responsible for S.E.N.
- Mrs Bain - Learning Mentor
- All members of staff and the governing body.

Others involved in the provision of education for pupils with SEN may include:

- Parents/Guardians
- Pupils
- External agencies including:
 1. Inclusion and Disability Support Service
 2. Educational Psychology
 3. Medical Services
 4. Local secondary schools
 5. Children's Social Care

Co-ordination, Roles and Responsibilities:

The co-ordination of provision for pupils with SEND at Ansdell Primary School is undertaken as follows:

The Headteacher and SENCo work closely together, having responsibility for the management of all aspects of provision for children with SEND, which involves:

- Keeping the governors fully informed
- Working closely with all other members of staff.
- Deciding the overall allocation of resources.
- Overseeing the schools general policy and approach to meeting pupils' special educational needs for those with and without statements.
- Deciding appropriate staffing and funding arrangements following consultation with Governing body and senior leadership.
- Overseeing teaching staff in informing parents of their child's special education provision.
- Having overall responsibility for the Annual Review Process and chairing review meetings.
- Co-ordinating provision for children with SEND.
- Ensuring that the school policy is operated within the framework of the Code of Practice.
- Ensuring that the relevant background information about individual children with SEND is collected, recorded and updated.
- Liaising with and advising fellow teachers
- Managing teaching assistants (SEN), including monitoring record keeping
- Liaising with parents and carers of children with SEND

- Contributing to the In Service training of staff
- Ensuring that appropriate pupil passports and provision maps are in place and reviewed at least once per term
- Monitoring the impact of individual targets on progress
- Liaising with external agencies, including IDSS, Educational Psychologist, Health and Social Services and voluntary bodies
- Working with class teachers and co-ordinators to help with the early identification of children with special needs.
- Working with Senior Leadership Team, teachers and teaching assistants to provide appropriate interventions through provision mapping, in order to target groups of children who are behind year group expectations.

Teachers' roles include:

- Development of the school's SEND policy
- Identifying, as early as possible, any signs of SEND
- Liaising with parents/carers and SENCo regarding this SEND
- Maintenance of all the necessary records as appropriate of the provision, attainment and progress of the child.
- Writing and reviewing pupil passports and setting targets after assessing or observing.
- Writing annual review advice for children with an EHC Plan.
- Providing parents/carers with the appropriate Parent Partnership leaflet.

Teaching Assistants (SEN) are line managed by the Head and work under the direction of the class teacher.

Role of the Parent:

At Ansdell Primary School we encourage parents to take an active role in supporting their children. We give the parents opportunities to pass on their knowledge of the child in discussions with the class teacher and SENCo. We recognise the emotional investment of the parents and are aware of their feelings. Support is given to parents prior to a child with special needs being admitted to the school, and to parents of children identified with special needs at school. Our parents are aware of the procedures relating to reviews and are invited to contribute to the meetings. At Annual Reviews the parents are invited to report on their views in a written format and are given, where possible, all the contributors' advices well in advance of the meeting. They are invited to attend the meeting and freely contribute their views on the child's strengths and weaknesses.

Role of the Pupil:

At Ansdell Primary School we encourage and support the participation of children in their own learning. We recognise in particular:

- the importance of the child's commitment to their learning
- the role of the child in setting, monitoring progress and reviewing targets for his/her pupil passport

Collaboration with other agencies:

IDSS and other specialist teacher agencies.

At Ansdell Primary school we commission services from various agencies including Inclusion and Disability Support Service. These agencies support the SENCo and class teacher with individual children who have a wide variety of needs.

- Administration of assessment to identify individual SEND where a child has demonstrated difficulties
- Monitoring, assessing and reporting in preparation for Annual Review of children with EHC Plans.

- Working with individuals and groups of children on specific programmes
- Advising SENCo, class teachers and TA in delivering programmes of study
- Providing and recommending resources
- Providing specialist knowledge and advice which contributes to the writing of targets for specific children

Educational Psychologist:

The role of the Educational Psychologist (EP) is to assist in enhancing educational opportunities and the psychological well being of children and young people. This is achieved both by direct work with children and young people and through joint working with other key people. The EP aims to offer a distinctly psychological perspective through consultation. The EP team works a 'Must, Should and Could model' of service delivery which focuses on the most vulnerable children and young people in Lancashire. This involves early identification of those children with significant additional needs. 'Must' is the statutory duties of the Local Authority. Educational psychologists have a legal duty to provide written psychological advice to the local authority on children and young people who are undergoing **Statutory Assessment** of their Special Educational Needs. 'Should' is working with children and young people who are at risk of poor outcomes such as those excluded from school and Children Looked After (CLA). These are some of the children and young people that will be discussed with Ansdell Primary School's link EP. 'Could' includes working with private EPs to offer advice answering any concerns on:

- why some children are not learning at expected levels
- why some children behave the way they do
- support in identifying SEND
- advice on appropriate strategies of intervention to address identified need
- staff development and training.
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EPs are not able to give advice about named children without parental consent.

Links with other schools and pre-school settings:

At Ansdell Primary School we make use of information arising from the child's previous educational experience to help us provide appropriate support for a child with SEN entering school. On completion of Key Stage 2, full documentation is transferred to secondary school. Discussions are held with representatives of the receiver school to ensure that individual needs receive continuing and developmental provision. A representative from the receiver school is invited to attend the last Annual Review of a pupil with an EHC Plan.

Admissions Policy:

A full copy of the school's admissions policy is available in school.

Admission to school can be gained by applying to the District Education Office for a place, using the appropriate forms. The standard admission number at present is at 35. In the event of there not being an available place, details of an appeal procedure will be provided at the District Education Office.

Inclusion:

All children, regardless of SEN or disability, are subject to the same criteria for admission, as set down in the admission policy. All children are given the same opportunities to take part in all aspects of school life, including Educational Visits and social events.

Children who are Looked After:

- Mrs Masson is the named staff member responsible for Children who are Looked After (CLA).
- Representative(s) from the school will attend any statutory reviews.
- CLA will be included in all aspects of school life, as with any other child and their progress monitored to identify any SEND.
- The same processes, triggers for intervention and procedures will take place to ensure each child receives the support they need.

Special Facilities:

All children can gain access to classrooms, hall and playgrounds.

There are ramps leading into the main entrance, and to aid access to both playgrounds.

There is a wheelchair lift to aid access from the hall to KS2 classrooms.

There is a disabled toilet and shower room in the junior building and a disabled toilet in the infant block.

Identification, assessment and provision for pupils with Special Educational Needs:

All children at Ansdell are entitled to receive the highest possible standard of education. The quality of our planning and the standard of our teaching should be sufficient to enable the majority of our children to make at least adequate progress. Sometimes, however, a child's rate of progress may be slower. If the teacher needs to plan opportunities and learning experiences for the child on a regular basis that are significantly different from or additional to those provided through the usual teaching plans, the school needs to take action to ensure the child's needs are met. This can be achieved in a variety of ways including group interventions on specific targets, individual interventions or with a pupil passport and specific targets.

Class teachers and / or parents can initially identify children's needs by reference to:

- Information arising from the child's previous educational experience,
- The outcomes of Baseline Assessment.
- Child's performance as monitored by the class teacher as part of ongoing observation and assessment.
- Termly tracker and progress meetings by year group with reference to age related expectations.
- Statutory and Non-statutory Tests,
- Individual Reading Tests
- Standardised test scores and any other relevant assessment tools.
- IDSS support staff, Health Services or Educational Psychology Service might additionally assess a child's needs.
- Parental concerns about perceived lack of progress, or atypical behaviour

Triggers indicating the need for a pupil passport include:

- Making little or no progress, even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- Showing signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presenting persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Having sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Having communication and/or interaction difficulties and continuing to make little or no progress despite the provision of a differentiated curriculum.

Teachers will refer to:

- Classroom observations and work
- Other observations e.g on the playground

- Previous records
- Discussion with colleagues
- Parental comments and concerns
- Information from other agencies (medical/social)
- PIVOTs
- Foundation Stage assessments
- Tracker
- Ongoing teacher assessments

Pupil passports are used to record additional and different targets, strategies and approaches to be used which involves the appropriate staff, the parents and the child.

Triggers indicating the need for intervention using external agencies:

Following the gradual response model, if the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at a National Curriculum level substantially below the level expected for their age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The school in consultation with the parents may feel that it is necessary to seek further advice about the nature of the child's difficulties or to receive suggestions about more appropriate targets or strategies to help the child. At this point a referral to an external agency will be made. When the advice received from the external agent is received it is incorporated into the pupil passport.

Some children may need to receive interventions for a number of terms. At each review the professionals and the parents will need to decide whether further action is required. It is sometimes necessary to involve several external agencies and to act upon their advice.

Parents are actively encouraged to contribute their views through formal and informal conversations with the Headteacher, class teachers and the SENCo and in written responses to requests for comment. Children are also actively encouraged to give their views in both written and oral forms for meetings, where appropriate.

Education and Health Care Plans:

In a very small number of cases the child's needs may be such that their teachers cannot enable them to make adequate progress despite all their efforts. A review meeting involving the parents/carers, the child and the relevant professionals will be called. If the parents and the professionals agree that, despite everyone's best efforts, the child's needs are still not being fully met, a request will be made to consider carrying out a statutory assessment.

In making our graduated response to children's needs, our aim is to enable all children to become independent learners who make progress in all aspects of their development, achieve their full potential and are happy members of our school community.

Special Needs Budget:

At Ansdell, we ensure that the part of the school's budget allocation identified as being provided for SEND is spent on meeting the needs of all children with additional needs. The spending on SEND resources is reviewed annually in terms of its impact on pupil progress and is included in the annual SEN information report to parents.

Money to support children with SEND comes into the school's budget in a number of ways. Some is delegated to the school, and the decision about how it can best be used is made by the governing body, in liaison with the Head Teacher and the SENCo. Some is earmarked, and has to be spent on providing resources to support individually named children. The governing body is required by law to report to parents annually on the effectiveness of their spending of the SEND budget. A variety of resources are purchased, some being materials and equipment and some being human resources. Resources are monitored to ensure they are used to the best benefit of the children.

Staff Development:

When a staff training need is identified, there are a number of means of addressing the need:

- A training course may be attended by the appropriate member(s) of staff. Information is then disseminated, through a staff meeting, In Service Training or individually cascaded.
- A training provider may be brought in to train staff either at a staff meeting or on an INSET day.
- Staff may visit other schools to see good practice.
- Training packs/materials may be purchased.
- Relevant books/documents/ICT resources may be purchased.

All staff have equal rights to professional development opportunities. Individual needs are discussed at performance management meetings and annual appraisals. Information relevant to additional helpers in classrooms is cascaded to them when it relates to meeting the special needs of individuals with whom they may spend time working.

Curriculum and Equal Opportunities:

We aim to bring out the best in each individual child to ensure that every child in school reaches his/her potential. Every child, regardless of disability or SEN has an entitlement to access the whole National Curriculum. All teachers differentiate their teaching plans to meet the full range of needs within the classes they teach.

It is usual practice for any group of children to receive some teaching in a location other than the classroom. This could happen because:

- The group need to carry out an activity that could disrupt the learning environment for other children
- The alternative location might be more conducive to successful learning
- Activities going on in the classroom may interfere with the group's activities
- Equipment needed may be located elsewhere (e.g ICT equipment; P.E equipment)

When a group is withdrawn this is always well planned for. There are formal recording and reporting back structures ensuring that no child is disadvantaged through this arrangement. No child's curricular entitlement is allowed to be affected adversely by such arrangements and this is closely monitored.

Monitoring, evaluation and review of the policy:

SENCo and SEN governor meet at least once a term to:

- Share information on the number of pupils identified as having SEND
- Monitor progress against curricular targets
- Monitor pupil and parental involvement
- Monitor the impact of advice from external agencies

- Discuss staff training
- Discuss resources
- Discuss additional issues, such as new initiatives and/or changes to SEND legislation

Staffing and Curriculum Governors' Meetings.

- Minutes from SEN committee are provided

Termly governors' meetings

- Head teacher's report
- Minutes from governor's report

Staff meetings

- Policy for SEND is discussed and reviewed bi-annually
- Action Plan is shared

SLT

- feedback from classroom observation carried out by SLT comments on how well pupils with SEN were able to participate in the lesson

SENCo

- Work of children
- Assessments

Complaints:

Should a complaint or query arise in respect of the school curriculum or related matters this should initially be referred to the class teacher and/or SENCo. If attempts to settle the concern informally prove unsuccessful, a meeting may be held with the Headteacher. Should this meeting prove unsuccessful, the Headteacher will supply the complainant with the name of the clerk of the governing body, and with documents explaining the arrangements for considering complaints.

This policy will be reviewed bi-annually.

Accepted by the governing body February 2018.