



Special Educational Needs & Disability Policy

'Lees Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities, as we do for all children in school. We fully understand our commitment to ensuring the safety and well-being of all our children and have clear safeguarding procedures in place to protect all children'.

What are special educational needs (SEN)?

Lees Primary School adopts the definition of special educational needs as stated in the Special Educational Needs and Disability Code of Practice: 2014, updated 2015-0-25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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
- 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.

Special educational provisions means [SEND Code of Practice (DfE, July 2014)]:

- 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 of the same age;

Within school, pupils with SEN are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Lees Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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 includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Lees Primary we know precisely where children and young people with SEN are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum and the Foundation Stage Curriculum;

- decisions are informed by the insights of parents and those of children and young people themselves;
- children have high ambitions and set stretching targets for them;
- staff track their progress towards these goals;
- additional or different provision that is made for them is kept under review;
- all staff 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;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- all stakeholders are fully aware of the school's SEND policy.

Arrangements for co-ordinating special educational needs provision:

Lees Primary School is a Founder School of the Bronte Academy Trust, with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

1. **Communication and Interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.
2. **Cognition and Learning**
Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. **Social, mental and emotional health**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, showing signs of attachment disorder, displaying challenging, disruptive or disturbing behaviours, anxiety and/or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.
4. **Sensory and or Physical**
Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time.

All the teachers in our school are teachers of children with special educational needs. As such, Lees Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. New targets and strategies will be set and discussed with the Special Educational Needs Co-ordinator (SENCO), class teacher and parents. Pupils maybe flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies. At Lees Primary School we have created a group, 'Range 1' which identifies the children causing concern. These children are monitored and tracked closely and given the support needed to progress.

SEN Support (previously known as School Action and School Action Plus)

Where a child is identified as having SEN we work in partnership with the parents to establish the support the child needs.

Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher and contact with the SENDCo.

Plan

Where it is decided to provide a pupil with SEN support parents will already be fully involved in the process. Through meetings, the teacher and SENDCO will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher, the headteacher and the SENDCo and discussed with the pupil and their parents. This will contribute to the planning and setting of new targets for the following term. Such information is placed on a whole School SEN tracker so that we can fully monitor the progress of all our children.

Education, Health and Care Plans (EHC Plan) (previously known as a statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach we will consider requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies.

Following a **request** for an assessment the Local Authority where the child resides, must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority where the child resides, will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority (of residence) at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

The Inclusion Team

Due to the nature of the newly formed Academy Trust, we work in close partnership with our Academy partners to ensure the best possible outcomes for all children. We use staff, resources and expertise from across this dynamic partnership to help best achieve this.

The Special Educational Needs Co-ordinator (SENDCO)

All schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. They will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies. This position can be achieved by working through the Trust where resources are best deployed.

Educational Psychologist

We have an Educational Psychologist who works with the school. The school is allocated a specific amount of time in which the Educational Psychologists expertise and advice can be utilised for children whom staff, parents or the SENDCo have raised specific concerns about. They may also provide the School with Early Help support, targeting those families and children who require additional support before more formal SEN procedures are put in place.

Admissions

We welcome those parents seeking integration into our schooling for their child with special needs, in accordance with the Admission policy.

Parents or carers seeking the admission of a pupil in receipt of an EHC Plan/Statement of Special Educational Needs must do so through the Bradford Local Authority SEN Team or the LA where the child resides, who will arrange the appropriate consultation with the school's Governing Body regarding admission. The School must state the case as to whether the needs of a child can be met or otherwise and what support needs to be in place.

Access for the physically impaired

The school has a disability equality scheme and accessibility plan in place which is reviewed annually.

Evaluation of Policy

The Governing board/Trustees will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCo will ensure that the policy is monitored and regularly updated. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The SENDCo will report to governors on the success of the SEND pupils on a termly basis.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the SENDCo. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's adopted Complaints policy, which can be found on the school website.

SEN In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses

and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. We use the expertise from our Trust to also provide support and training as needed.

Partnership with Parents

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

The SENDCo or class teacher will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENDCo.

Links with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. At Lees we work closely with a range of different external agencies who can offer both advice and support for teachers and parents. These include: The Learning Difficulties Team, Speech and Language Therapy, Educational Psychologists, Social and Emotional Difficulties Team, Visual & Hearing Impaired Team and the Physical Difficulties Team.

The Inclusion Team will refer pupils with special educational needs and/or disabilities to Child & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers.

The School Nurse is also available to offer advice, information or support with any medical or health needs.

Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

When a family are in need of help they will be referred to a CAF (Common Assessment Form).

The Family CAF provides a method for:

- assessing the needs of parents, children and young people in the family
- implementing a coordinated approach to early interventions from adults' and children's services to meet identified needs
- improving joint working and communication between practitioners
- connecting families to early help services

The Family CAF includes the whole family, parents, carers and other adults in the household whose unmet needs may be having an impact on children or young people in the family

It invites the use of a common language across sectors for assessment purposes

The Family CAF is intended to draw together services for children and adults to provide an integrated support plan which address the key needs of the whole family.

If the CAF does not meet the needs of the whole family then the SENDCo will make an Early Help referral. This will go through to a panel who will decide whether the family is eligible for Early Help.

Early Help means helping families to solve small problems before they become big ones. It will involve providing important support to families before:

- they start to cause anti-social behaviour,
- Risk criminal records, or
- Develop poor school attendance or are excluded from school.

Activity will be delivered mainly through voluntary sector organisations and will be tailored to individual families at risk. The approach the support will take is to: prevent, intervene early, or provide early remedial treatment.

Updated Safeguarding Guidance for schools:

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn. Every school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area.

Information and assessment in Reception will help to identify children who need help early and these children are then targeted for extra support.

Links with other schools and Transition

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENDCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school. We work very closely with our Academy partners.

Success Criteria

We strive at Lees Primary school to meet the needs of all children including those with SEND so that they make the best possible academic and personal progress.

James Travers.

Appendix 1

Safeguarding guidance (in force from 5.9.16)

What school and college staff should do if they have concerns about a child:

- If staff members have any concerns about a child they will need to decide what action to take. There should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include: Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.
- If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children's social care contact number.
- If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- It is the responsibility of all staff to be aware of the Government's PREVENT strategy. This document aims to prevent acts of terrorism as well as preventing those from being influenced by terrorist or extreme groups.