

Pye Bank CE Primary School

Special Educational Needs and Disability Policy



September 2018



SENDCO: Stephanie Lee (Assistant Headteacher)

Rationale

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aims

- To ensure that all our pupils reach their potential.
- To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning.

Policy formation

The policy has been put together following an ongoing review of practice and procedures in line with the code of practice.

This policy was presented to Governors on:

The policy will be reviewed in September 2019 by a focus group of stakeholders.

Parents can find a full copy of this policy on the school website

Signed by: _____ (Headteacher)

_____ (Member of the Governors Policy group)

Chair of governors: Steve Chew

WHAT IS SEND?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that 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
- has a disability that 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.

There are four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEND who:

- have English as an additional language
- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance.

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of pupils with SEND lies with the class or subject teacher.

IDENTIFICATION OF PUPIL NEEDS

Pupils' needs should be met as early as possible. Pupil on Track meetings are held termly with the Deputy Head Teacher, SENDCO and class teachers using whole school tracking data as an early indicator of pupils needing additional support. Other indicators of SEND may include:

- Analysis of data including entry profiles, Foundation Stage profile, reading levels, pupil assessments, Raise;
- Concerns expressed by the class teacher;
- Concerns expressed by a parent;
- Tracking individual progress over time;
- Information from previous schools;
- Information from other services, this may include assessments undertaken through MAST or Ryegate Children's Centre.

QUALITY FIRST TEACHING AND PROVISION

In order to meet the learning needs of all pupils, teachers carefully consider and plan provision to support pupils' learning within the curriculum. Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways. The provision is related specifically to their needs. Such provision may include:

- In class support for small groups with the class teacher or teaching assistant;
- Keep Up/Catch Up, Rapid Intervention and pre-teaching;
- Small group work with the class teacher or teaching assistant;
- Individual class support or more focused 1:1 work;
- Further differentiation of resources;
- Wave 2 interventions. These are specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- Wave 3 interventions. These are targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.
- Provision of alternative learning materials/specialist equipment;
- Provision of adult time for planning and preparation, e.g. devising interventions and monitoring their effectiveness, creating resources to support learning outcomes;
- Staff development/training to learn more effective strategies to enhance teaching and learning;
- Access to specialist teaching and support services, such as the Speech and Language Service, for more detailed assessments of individual needs and advice/training.
- For pupils with EHC Plans, provision will meet the recommendations outlined within the plan outcomes.
- For our more complex learners with EHCPs, as part of our Crystal Zone provision, identified pupils are offered a more personalised curriculum planned and delivered by trained staff.

We currently use the P scales to appropriately plan and monitor the progress of pupils working below National Curriculum levels.

At the heart of every class is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes, abilities and interests of the children, through Quality First Teaching.

Further intervention will be triggered when despite receiving targeted support and provision in addition to Quality First Teaching, a pupil:

- Still makes little or no progress in specific areas of the curriculum over a long period;
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- Continues to experience difficulty in developing English and Numeracy skills;
- Has emotional/behavioural or social problems which regularly and significantly interfere with the child's or others' learning;
- Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service;
- Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEND will be through a graduated approach of SEND Support.

To ensure a high maintenance of support for SEN pupils, the following procedures are followed:

- The pupil will have an SEN file where all records of meetings, assessment and professional advice are kept.
- Interventions are reviewed termly by the SENCO and Targeted Support Team as part of the school's provision map.
- Phase Leaders are responsible for maintaining a phase provision map which outlines the provision for identified groups or individuals to support their learning. These are evaluated and updated termly.
- On completion of the intervention, a short summary report will be shared with class teachers and the Senior Leadership Team.
- Learner Profiles will be written for identified pupils to support a personalised approach to learning support and to aid transition information between staff. These are updated as new information is known (at least once a year).

My Plan - any child with an Area of Need Level of 3 or above on the **Sheffield Support Grid** may be placed on a 'My Plan'. If progress is not achieved over time, consideration will be given to applying for an EHC Plan in full discussion with parents.

GRADUATED APPROACH

SEND support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess • Plan • Do • Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

All children identified as SEND Support will go through the assess, plan, do, review cycle.

Assess

- Class teacher will share with parents any concerns they have regarding educational progress of a pupil (and vice versa).
- SENDCO will meet with the class teacher and parent to discuss concern and decide on any further assessments.

- Class teachers will complete an *Initial Concerns Checklist* which will form the baseline of any assessments.
- In agreement with parents, any further assessments will be planned for.

Plan

- Following a period of closer assessment (by class teacher, SENDCO, external agencies) a meeting will be held to formulate a plan of action to support a pupil, based on the new knowledge.
- In agreement with parents, pupil is placed on the SEND register for SEND Support.
- Provision and strategies to support the child's SEND are discussed.
- An action plan will be formulated which may include access to specific interventions or resources, a Learner Profile or an Individual Behaviour Plan (*link with the Pastoral Team*) to outline key strategies, provision, action points and outcomes.
- Class teacher is responsible for ensuring provision discussed is in place and progress shared with Phase Leader.

Do

- Additional provision outlined in the action plan will be carried out for an agreed time.
- Class teacher remains responsible for the progress of a child on a daily basis and will liaise with any staff or outside agencies to support to closely monitor the progress of the pupil.
- SENDCO supports staff in any further assessments, problem solving and advising on the effective implementation of support and provision.

Review

- Timings and consultations of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings a year (one per term). In some cases, this may replace a Parents Evening meeting.
- During the summer term, transition information will be shared with staff in preparation for the new academic year.
- SENDCO will be involved in identified review meetings, where necessary.
- For children with an Educational Health Care Plan, one review will be an Annual review with paperwork submitted to the Local Authority.

MONITORING

Where pupils have a confirmed diagnosis (such as Autism or ADHD) but no identified learning needs, they will be placed on the SEN register and monitored. This ensures close monitoring of progress and sharing of key information between staff. Such pupils will not require an SEN review. Updates on progress will be shared with parents through twice yearly parents' evenings and termly reports.

The timings and consultation of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings, one per term.

Transition information will be shared with staff in preparation for the new academic year. The SENCo will be involved in any identified review meetings, where necessary.

Review meetings will focus on the following areas:

- the effectiveness of support/provision and its impact on pupil progress;
- future provision and support;
- contributions of parents;
- contribution of pupils, where appropriate;
- updated information and advice;
- future action and outcomes.

Within the graduated approach, where there is evidence through review meetings that a pupil is making good progress and no longer requires provision which is different from or additional to other pupils the same age, the child will be taken off the SEND register in agreement with parents and the class teacher. This action will be documented in the

review meeting notes. The SENCO will then amend the register with the date of the agreed exit. Pupils will continue to be closely monitored through class pupil on track meetings.

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful termly tracking
- discussion during achievement meetings of individual pupil performance with SLT members
- involvement of the SENDCO in targeted support meetings and phase meetings when provision mapping takes place.

Pupil progress is monitored rigorously, and for some SEND pupils through the use of P levels, Locke and Beech or Foundation Stage Profiles and we aim for acceleration of progress which begins to narrow the gap, in line with pupils needs. Expectations are kept high of all SEND pupils.

It is important that all children identified as having SEND feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected
- are making progress which is effective in narrowing the gap, as a result of appropriate support being put in place
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENDCO:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEND support categories
- tracks the progress of individual pupils over the year.
- tracks the progress of the SEND cohort across school, to support evaluation of SEND provision. This is reported to Governors through termly tracking reports

PUPILS WITH AN EHCP

Each year an Annual Review of the child's EHC is held. This is to determine the following:

- Is the EHC Plan still appropriate?
- Are the child's needs being adequately met?
- What progress has the child made towards the outcomes?
- Have the circumstances changed?
- Is any additional or alternative provision required?
- Are any further assessments necessary?

Parents, class teacher, SENDCO and other relevant professionals will attend the Annual Review meeting. Copies of the report, minutes of the Annual Review meeting and any supporting documentation are sent to the Local Authority within 10 days of the meeting, in line with the Code of Practice, and circulated to all relevant parties. The Annual Review of a Y5 pupil should also aim to give clear recommendations as to the type of educational provision the child will require at the secondary stage. It is therefore recommended that parents visit any secondary schools they may be considering for their child on secondary transfer, to offer an informed choice of provision.

SUPPORTING PUPILS AND FAMILIES

The SEND Code of Practice emphasises the importance of parent/carer involvement and pupil involvement throughout the SEND process.

The local authority Local Offer provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEND.

Parental involvement at all steps:

The school supports its families through:

- early involvement through the teacher as concerns emerge
- support with ideas for parents supporting at home, particularly prior to registration to see if intervention leads to greater progress
- involvement in the assess, plan, do and review cycle
- consultation about SEND practice on an annual basis and through the parent forum and coffee mornings
- parent consultation meetings
- brief but regular (daily if required) feedback linked to positives and ongoing concerns
- discussion with parents about targets and 'next steps' on a termly basis, through the action plan.

Where groups of parents seem less well represented we try to set up activities and events that will encourage them to participate. Our pastoral managers are actively involved in building bridges between class teachers, the SENDCO and 'hard-to-reach' parents.

A summary of this policy is included in the prospectus and the office will make arrangements for accessing the full policy. A translation service can be accessed through the local authority and representatives within the setting speak the majority of community languages. These members of staff are available at key times such as open afternoons and parents' evenings to help with translation.

As a Church of England school we are our own admission authority. Our governing body acts in accordance with the admission arrangements determined and published by our local authority. We acknowledge that if we are named in a child's statement or Educational Health Care Plan we have a responsibility to admit the child and ensure the provision outlined in the statement is met. Our admission arrangements/policy can be found on the school's website.

MANAGING MEDICAL NEEDS

Some of our children require medication to be administered during the school day. We have a medical conditions policy and a moving and handling policy which outlines our procedures for doing this.

We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own Care Plan which is drawn up by the school, at times in partnership with Health Care professionals if necessary and always with the involvement of parents.

TRANSFER

For pupils transferring to another setting, the SENDCO is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENDCO should also meet the SENDCO at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

Where a member of the pastoral team has been working with a family it is also anticipated that they will liaise with the receiving setting to ensure effective transition. Meetings might include parents depending upon the kind of issues emerging. Attendance information is fed to the receiving office by the administration assistant.

The SENDCO, in conjunction with the teacher and the phase leader, has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from the class teacher, teaching assistants and mid-day supervisors.

WORKING WITH EXTERNAL AGENCIES

The SENDCO is responsible for liaising with external agencies and support services in respect of children with SEND. This includes:

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Inclusion Team
- Visually Impaired Team
- Hearing Impaired Team
- Autism Team
- Educational Psychologist
- Social Services
- MAST team
- Community Paediatrician

The headteacher and/or pastoral team attend social services and child protection meetings and feed back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

MONITORING AND EVALUATION OF SEND

The effectiveness of our SEND provision is monitored and evaluated by:

- Analysis of individual tracking information
- Analysis of trends of pupil groups against national and local authority averages
- Pre and post assessment following the use of an intervention programme
- Observations of teaching and support
- Book sampling
- Annual pupil and parent surveys
- Discussions with the parents
- Discussions with the school council
- Staff evaluations
- Termly link Governor meetings with the SENDCO

This is collated at the end of the year to provide information for governors to compile their SEND information report.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEND policy annually.

TRAINING AND RESOURCES

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this we are committed to the following cycle of staff training on an annual basis:

1. SENDCO/Teacher meetings every term to review progress of children with special needs, policy and to highlight any emerging issues.
2. SENDCO – training or attendance at locality meetings as a minimum to update on latest developments in relation to special needs.
3. Teaching assistant training – subjects to be agreed termly.
4. Mid-day supervisor training – subject to be agreed annually.

In addition, it is anticipated that we will have:

- annual training for all staff linked to the development of SEND teaching and learning as part of the improvement plan
- individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

An annual training audit is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support children with SEND are mostly kept in classrooms. However, the SENDCO does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. SENDCO is responsible for ensuring resources are up to date and relevant to current needs.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEND budget. The SEND budget includes money for teaching assistants and purchasing additional services from the local authority. Careful assessment of pupil progress helps measure value for money against different activities and interventions. Governors, the SENDCO and senior leadership team are involved in the process of determining how the SEND budget is allocated.

A budget is available as contingency to support children who are admitted to the school during the financial year.

ROLES AND RESPONSIBILITIES

Our SEND governor is: Frances Ireson

The SEND governor spends time in school observing aspects of SEND practice in order to feedback to the whole governing body. They meet termly with the SENDCO as a link Governor and reports back to the full Governing Body.

Our designated persons for safeguarding is: Deborah Maskrey and Mo Andrews

Our designated person for looked-after children is: Stephanie Lee

The designated person for overseeing the management of medical needs is: Stephanie Lee and Deborah Maskrey

The person responsible for the safe storage of SEND documentation is: Stephanie Lee

The person responsible for ensuring that SEND documentation is up to date and accurate is: Stephanie Lee

ACCESSIBILITY

We have an accessibility plan that indicates our priorities for the coming year. We have wheelchair access throughout the school and a disabled toilet and changing facilities. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits co-ordinator meets with the SENDCO to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

COMPLAINTS

If there is a complaint about SEND provision:

1. Discuss any concerns with the class teacher/subject teacher.
2. Discuss any concerns with the SENDCO (meeting to be arranged by the school office).
3. Ask for a meeting with both the headteacher and SENDCO (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEND governors for the attention of the Chair.

Policy updated: September 2018

To be reviewed: September 2019