

SEND Policy



Aims and Vision:

At Delph Side we aim to instill a passion for learning that empowers our pupils to be successful and exceed expectation so that they develop into confident, caring individuals that are well equipped to take the future in their stride.

Compliance:

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

At Delph Side Community Primary School, the Special Educational Needs Co-ordinator, known as SENCO, is Mrs. Liz Burton. She completed the National Award for SEN Coordination in December 2016.

Contact details: 01695 721881 or email senco@delphside.lancs.sch.uk

This policy can be accessed through the school website (www.delph.lancsngfl.ac.uk) or as paper copy, if requested, from the school office.

All staff at Delph Side have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives of this Policy:

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of our SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all, including extended learning through study support
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To provide support and advice for our families

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Partnership with Parents/Carers:

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the Parent Partnership services. This information will be included on the school's website and at meetings with parents at an individual level; providing all information in an accessible way

Involvement of Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- Support Plan reviews and setting of Support Plan targets
- Regular meetings with named adults
- Working with learning mentors
- Social groups
- Annual reviews

Context:

All children have a right to learn. For some children this will be more difficult than for others.

At Delph Side Community Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

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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.

SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to:

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which; meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs:

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need:

At Delph Side we recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of

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readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Delph Side, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Communication and Interaction	This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
Cognition and Learning	This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
Social, Mental and Emotional Health	This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
Sensory and/or Physical Needs	This includes children with sensory, multi-sensory and physical difficulties.

We believe children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child:

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching

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differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings and at termly pupil progress meetings with the Headteacher/SENCO. For these children, they will be targeted for intervention on the class provision map and will have appropriate targets set support them in moving to their next step of learning in respective subjects. If this has limited impact, identified pupils will have an individual support plan with clear time specific targets for areas of learning provided. Our support plans will be based on PIVATs, a system to breakdown more traditional level descriptors so that pupils can make progress in small manageable steps. These are regularly reviewed and shared with pupils and parents.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENCO.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, an *Individual Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare. An

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application may be made for High Needs Funding to the Local Authority. The school will be responsible for managing any funds received.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Refer to Appendix A for a summary of graduated support.

Supporting Children and Families:

We listen to and act upon the concerns of parents. All staff are aware of the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the SEND Information advice and support service (information.lineteam@lancashire.gov.uk) available as part of the Local Authority Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the local authority website (www.lancs.gov.uk) about the Lancashire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

National Tests:

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

Transition:

At Delph Side Community Primary School we combine regular Parents' Evenings with regular informal contact through an 'open door' policy to provide good opportunities for parents and teachers to talk informally. Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENCOs liaise and records are passed on. In addition, the school can arrange for the SENCO or learning mentor to accompany parents and pupils on visits to potential high schools

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

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Managing Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Delph Side Community Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Inclusion & Accessibility, Accidents, First Aid & Administration of Medicines, in School

Admission Arrangements:

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The local authority is the admitting authority for Delph Side Community Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The local authority makes the final decisions on admissions.

Facilities for Pupils with SEN:

The school complies with relevant accessibility requirements, with space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled pupils and changing facilities. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

Responsibilities:

The SENCO has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Drawing up and revising the school's Provision Maps on a termly basis
- Alongside the Inclusion Leader, deployment of Teaching Assistants and HLTAs to meet the requirements of the provision maps
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages, teachers work to develop independent, confident

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learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Delph Side Community Primary School. All governors understand their duty of care.

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
 1. The existence of accurate and up to date record keeping, including achievements
 2. The number of review meetings held at least termly for SEN pupils
 3. Feedback from pupils, parents and staff
 4. The standards and progress of pupils with SEN
 5. Awareness of the nature of needs and the demands these make

Training and Resources:

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The SENCO regularly attends local authority briefings and SHARES Partnership meetings to keep up to date with local and national developments and to share best practice. We also invest in training from the local authority and with Kingsbury Special School.

Monitoring and Evaluation:

Pupils' progress is monitored using standardised tests as well as teacher assessment and PIVATs, which allows the school to measure small steps of progress. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

Complaints:

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from SEND Information advice and support service.

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Inclusion:

Delph Side Community Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement:

At Delph Side Community Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

To be reviewed Autumn 2020

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Appendix A
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SEND Graduated Support Provision

Stage of Support	School Support	Specialist Support	Support Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.

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