

Blacko

Primary School

<http://lancashire.schooljotter.com/blacko>

SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY

UPDATED: September 2018

COORDINATOR: Mrs Davis

Agreed by Head Teacher: November 2018.

Agreed by Governors: November 2018.

REVIEW: September 2019

POLICY

Contents

Mission Statement	3
Introduction	3
Policy Aims	4
Policy Objectives	5
Co-ordinating Provision – Roles and Responsibilities	6
Admission Arrangements	8
Access	9
Access to the National Curriculum	9
Access to Information	9
Identification and Assessment Arrangements	10
A Graduated Approach to SEND Support	11
Education Health and Care Plan (EHCP)	15
Criteria for exiting the SEND register	15
English as an Additional Language (EAL)	16
Most Able	17
Bullying	21
Supporting Pupils and Families	22
Information Sharing and Transitions	23
Supporting Pupils at School with Medical Conditions	23
Monitoring and Evaluation of SEND	24
Training and Resources	25
Storing and Managing Information	25
Reviewing the Success of the Policy	26
Complaints Procedure	26
Links with Other Services / Contact Details	27
Glossary of Abbreviations	29
Bibliography	29
APPENDIX 1 – SEND Concern Form	30
APPENDIX 2 – LCC Transport of Pupils with SEND Policy	30

SEND Policy

Mission Statement

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

Introduction

Special educational and disability needs provision means educational support, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Blacko Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs policy at Blacko supports the stated ethos of the school.

At Blacko we understand that this includes Able, Gifted and Talented pupils too. The terminology for this group of pupils is varied and changing. Over the years many terms have been used, often being grouped into 'gifted and talented' and more recently 'most able' (Ofsted).

At Blacko Primary School we class our 'highest attainers' not just based on their academic achievement but also their other interests outside school. As a school we strive to challenge and support all our AGT children and their families to ensure they reach their full potential.

Our leader for 'Most Able' is Mr Sean Jackson. sjackson@blacko.lancs.sch.uk

This policy aims to explain how Blacko Primary School makes provision for pupils and SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability which prevents or hinders the child from making use of facilities of a kind

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

Parents requiring further information about provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs and Disability Coordinator (SENDCo).

The school's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy.

The local Offer is available upon request from the school office and via the school's website:

<http://lancashire.schooljotter.com/blacko/SEN+and+Disability>

Policy Aims

At Blacko Primary School, we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our school family.

Our children will have access to a broad, balanced curriculum which includes the Early Years Foundation Stage and the National Curriculum. All children will have the opportunity to participate in the full life of the school. We promote hard work and feeling of self-worth with all our pupils.

Policy Objectives

In order to meet the special educational needs of our children at Blacko Primary School we aim:

- To identify those children who have SEND as soon as possible;
- To provide appropriate and timely intervention at a suitable level when a child is identified as having SEND;
- To identify pupils of all ability who are underachieving and to act upon this;
- To ensure that pupils participate in their learning to their fullest potential and increase their responsibility for their learning and behaviour as they move through school;
- To ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement;
- To use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum;
- To use resources effectively to support children with SEND;
- To maintain, assess and keep appropriate records of the progress of children with SEND;
- To work with all staff and outside agencies who provide specialist support and teaching for children with SEND;
- To develop partnerships with parents in the education of their pupil and to involve parents and pupils in the review process;
- To inform and involve the parents of children with SEND so that we can work together to support our children;
- To encourage active involvement by the children themselves in meeting their needs.
- To provide ongoing training for all staff working with children with SEND;
- To ensure that the school liaises with local authority support services, special schools and other outside agencies effectively to meet the needs of staff and pupils;
- To support the Every Child Matters agenda within the school;
- To provide an annual SEND Information Report;
- To continue to develop a whole school approach to meeting the needs of pupils.

To meet the needs of our 'Most Able' children, Blacko Primary School aims to:

- Have their individual needs addressed both in school and extending beyond the classroom and into the family and community
- Coordinate support to enable them to fulfil their potential, whatever their background
- A safe and secure environment in which to learn
- A real say about what and how they learn (pupil voice)

Teachers at Blacko aim for:

- High expectations of every learner
- Access to and use of data for each pupil to inform teaching and learning
- Opportunities to develop a wide repertoire of teaching strategies, including ICT
- Access to a comprehensive CPD package Personalised learning for parents and carers means
- Regular updates on their child's progress and how they can help at home
- Being involved in planning and providing for their child's future education
- The opportunity to play an active role in school life

Co-ordinating Provision – Roles and Responsibilities

The Special Educational Needs and Disabilities (SEND) Team at Blacko Primary School

The SEND Governor

Mrs Hilary Wilson is the current Governor with responsibility for SEND at Blacko Primary School.

The nominated governor, Hilary Wilson, has the responsibility to have oversight of SEND provision in the school and to ensure that the Full Governing Body is kept informed of how the school is meeting statutory requirements through the following actions;

- Regular contact with the SEND Co and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.
- Contributing to the annual SEND audit and report to governors in the summer Term Full Governing Body Meeting.
- Contributing to the annual report to parents on the school's current SEND provision called the school's Local Offer.
- Ensuring the nominated governor and all governors have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The SEND Governor has responsibility in the formation of this policy.

The SEND Co-ordinator (SEND Co)

Kerrie Davis is the school's SEND Co and is responsible for the arrangements for SEND provision throughout the school, including:

- Keeping a record of pupils with SEND and updating this;
- Coordinating provision for pupils with SEND;
- Supporting teachers in writing Individual Education Plans (IEPs) for children on the SEND register;
- Purchasing and organising resources;
- Ensuring that appropriate curriculum records and reports are completed and stored securely;
- Liaising with the SEND governor and preparing appropriate reports;
- Liaising with TAs and overseeing their timetables;
- Liaising with external agencies such as the Speech Therapist, Occupational Therapist and the school nurse;
- Making referrals to the Local Education Authority (LEA) for statutory assessment (Education, Health and Care Plan, EHCP) of a child's special needs.
- Supporting the transition of pupils with SEND into the school and into High School.
- Providing, where necessary opportunities for staff training and development.
- Complete an annual Local Offer and Information Report.
- Complete an annual SEND Audit and Report to Governors.
- Regularly review the SEND Policy to ensure it is up to date and follows current legislation and practice.

The SEND Support Staff

The school provides intervention support from 9-9:30 each morning in all 4 classes. In addition to this, each class has at least one afternoon per week of intervention support to be allocated as deemed required by the headteacher, SENDCo and class teacher, to include, phonics, reading, writing, maths and additional support on a 1:1 basis as needed.

Each class also has the support of a TA follows:

- one TA for the Foundation Stage (Class 1) for five mornings;
- one TA for the Key Stage 1 (Class 2) for five mornings;
- Two TAs for two afternoons each – shared between Class 1 and Class 2;

- one TA for Years 3 and 4 for five mornings;
- one TA for Years 3 and 4 for two afternoons;

- one TA for Years 5 and 6 for five mornings;
- one TA for Years 5 and 6 for one afternoon;

These TAs are for general class support and also work with individual children and with small groups on specific intervention programmes. Their class timetables are arranged by the class teacher. Each term the class teacher is responsible for providing information on their class based interventions to the SEND Co for monitoring.

Our intervention TAs meet with Class Teachers and the SEND Co regularly to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which are delivered by the child's classroom Teaching Assistant.

In Key Stage 1 and 2 Blacko Primary School supports SEND children by teaching literacy and numeracy skills to small withdrawal groups and individuals. This is in addition to their class based learning. We can arrange for diagnostic assessments of individual children. Class teachers plan and review Individual Education in both Key Stages at the beginning and end of each term, continually liaising with the SEND Co. The SEND Co reviews all IEP's.

Children with Education, Health and Care Plans, (ECHPs) and with funding are supported on an individual basis as required which can include either TAs employed by the school or with purchasing of resources from the funding delegated by the LEA for this purpose.

Admission Arrangements

Admission arrangements for the school are described in more detail in the school's admissions policy. Pupils with Special Needs and/or Disability will be admitted to school according to parental wishes **in line with the school admissions and this policy**. The school is aware of the statutory requirements of the SEND and Disability Act and will endeavour to meet the act's requirements. The school will use detailed induction meetings with parents to ascertain whether a child had been identified as having SEND prior to starting school.

Any special educational or medical needs will be discussed and information sought about past action taken and involvement of outside agencies. This helps the teacher plan special provision needed on entry to school.

A meeting will be arranged between the parents, class teacher and SEND Co to discuss provision for the child. If school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect information and plan a relevant differentiated curriculum.

Access

The Single Equality Scheme includes an accessibility plan to improve provision which is reviewed annually by the head teacher or, where necessary, in response to new pupil admissions. At Blacko Primary School we understand and endeavour to ensure that all pupils regardless whether they have a special educational need and/or disability, will be involved in the full life of the school. This includes being encouraged to join and participate in clubs, school teams, sports, assemblies, plays and trips. If needed extra resources will be considered for purchase to enable full curriculum access. Parents can contact key staff directly at the end of the school day or if unavailable, via the school office and staff email. Information is made available to parents in a variety of formats including letters, website, text message.

Access to the School Environment

Blacko Primary School is on a split level site with varying ease of access to all areas, both inside and outside, for children with mobility or visual problems.

Access to the National Curriculum

All class teachers, the SEND Co and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Please see our school's Assessment Policy. A selection of strategies which are used to enable all children to access the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching by the SEND staff.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school's Learning Mentor and Family Support Worker for both children and parents
- In-Service training for all staff on the needs of children with SEND
- Access to outside agencies for support where necessary.

Access to Information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the school is available to all on the school's own website.

Identification and Assessment Arrangements

The Special Educational Needs (SEN) Code of Practice (April 2015) for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental emotional health
4. Sensory and/or physical disability

We take these 4 categories as an overview of the range of needs that we may need to plan for. We believe that the early identification of SEND in one of the above categories will enable us to plan a course of action for the child, rather than trying simply to fit a pupil into a category of need. We also acknowledge that pupils may have needs that are not just educational and we therefore consider the whole child and how we can ensure access to all aspects of the curriculum.

We recognise that there are a range of factors that are not SEND but may impact on the progress and attainment of children:

- Disability the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEND Support

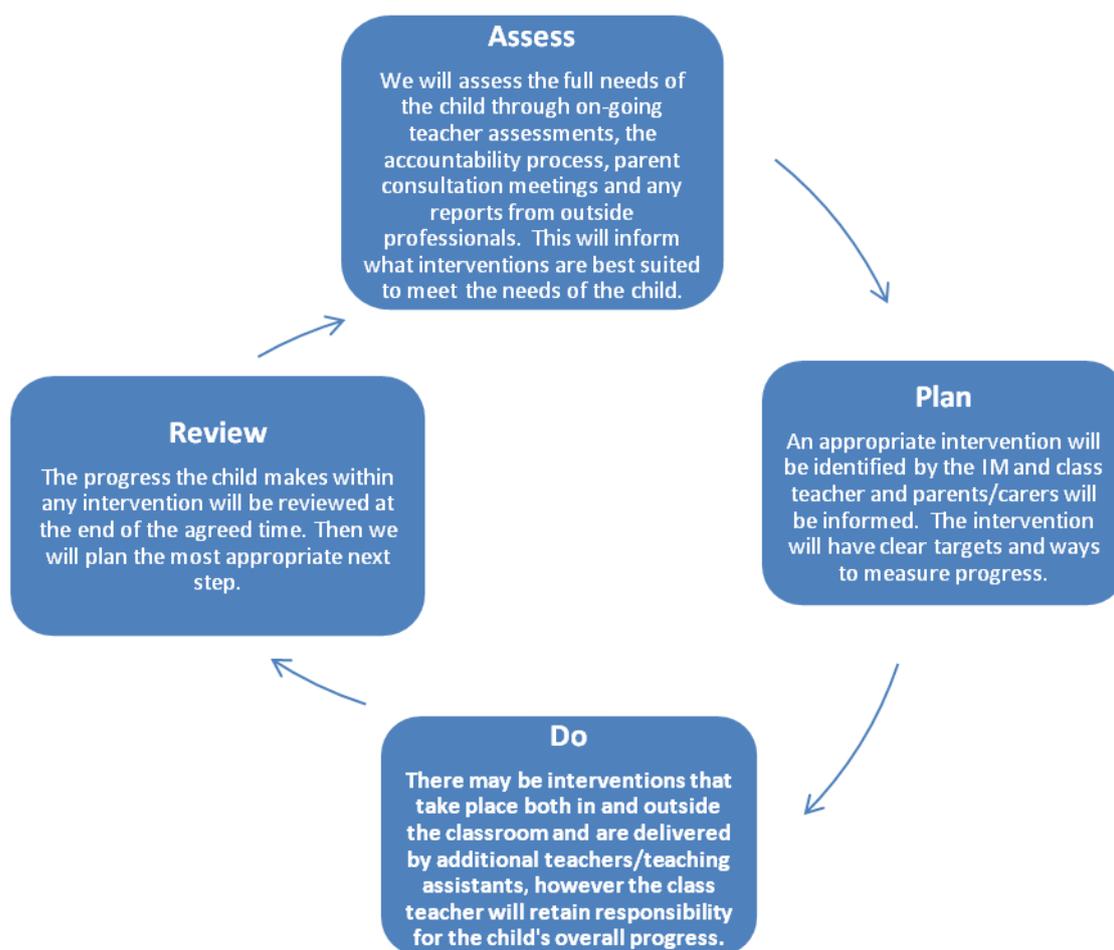
Well-differentiated quality first teaching is the primary approach at Blacko Primary School for all children regardless of SEND and we understand that additional intervention and support cannot compensate for a lack of good quality teaching. We employ a range of methods to ensure that pupils have access to and make progress across the curriculum.

For example:

- Differentiated medium and short-term planning.
- Small intervention groups led by a TA.
- “SMART” target setting according to pupil need across the curriculum.
- Access to a wide range of resources including ICT.

Differentiation might be addressed by teachers in a number of ways. For example by tasks set, differentiated targets, resource type, support given. Teaching assistants are used to supporting pupils both in class and in small intervention groups outside the classroom.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and/or disability.

Assess: At Blacko Primary School we identify children with SEND as early as possible. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. All staff must notify the SEND Co of any concerns via the school's central recording service, CPOMS. Where necessary, we will ask outside agencies to come in to school to assess children and potentially for a diagnosis of learning difficulties. During this time we will hold meetings with those involved, parents and including the child where appropriate. We will discuss outcomes and collate any information/reports needed to formulate interventions and plans.

Plan: Planning is carried out by the children's class teacher, with support and guidance by the SEND Co and outside agencies where necessary. This will include specific targets for children with I.E.P's and group learning objectives for children working on intervention programmes, as well as in classroom support with teachers and TA's. All interventions are monitored and evaluated regularly for effectiveness. They may be adapted at any time to suit the needs of the pupil/group of pupils.

Do: Classroom TAs, will deliver the extra provision for children who have been identified as having a Special Educational Need or Additional Need. These interventions may take place within or outside of the classroom learning. TAs retain records of children's progress and evidence of their work within interventions which is feedback to teachers regularly. It is the Class Teacher and classroom TA's responsibility to retain records of children's progress and evidence of their work within in-class interventions. These are monitored regularly by the SEND Co and discussed at regular SEND Meetings to assess their effectiveness and plan for next steps. All interventions are tracked for cost-efficiency against progress by the SEND Co and are overseen by the school Governors and Headteacher.

Review: Class teachers, the child and parent will all be involved in the reviewing process. This will include the SEND Co where necessary. The reviewing processes entail looking at progress, along with the gaps or barriers to learning and evaluate the impact of the intervention.

Having consulted with children, young people and their parents, all our additional provision (internal or external) are based on an agreed outcomes approach.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access to support from teaching assistants or specialist staff. The school operates a cycle of regular observation and monitoring of class teachers as well as teaching assistants and where necessary support and training is given to developing an understanding of strategies to identify and support vulnerable pupils. The Headteacher and class teachers meet termly to review the progress of all pupils including those at risk of underachievement. The SEND Co meets with all class teachers twice a half term to discuss pupil progress and any concerns. At these meetings, current teaching methods, groupings and interventions are reviewed and progress assessed. In addition to this, staff regularly discussed when appropriate and necessary by all staff at weekly meetings to ensure that children's progress and their ability to access the curriculum is monitored efficiently. Progress is assessed against national expected standards using accurate formative and summative assessments. Further interventions or adjustments to support are then planned. Should a pupil not make adequate progress once they have had access to good quality first teaching and further interventions, the decision may be taken to place the child on the SEND register.

A child will be entered on the Special Educational Needs and/or Disability Register if, despite receiving differentiated learning opportunities he/she:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows sign of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- 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.
- Is identified as having a moderate or specific learning difficulty.

Assessing special educational needs is not an end in itself, but the first step to understanding and providing for the child's needs and monitoring the child's progress. Particular use is made of teacher assessment, as well as:

- | | |
|---------------------------------------|--|
| • Baseline assessments | • Lucid Dyslexia Screener |
| • Summative and Formative assessments | • Pearson Early Dyslexia Screening Tool |
| • SATs | • Pearson junior Dyslexia Screening Tool |
| • Standardised reading tests | • Detailed Assessment of Speed of Handwriting (DASH) |
| • Individual Reading Analysis | • WRATs Testing, |
| • PIPs information | • Phonological Assessment Battery (PhAB) |
| • PIVATs profiles | |

The school will seek specialist written advice from external support services if, despite receiving targeted support and intervention, the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar 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 individualized 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 SEND Co and the Head Teacher will ensure that all appropriate referral forms are completed and forwarded to outside agencies such as NHS Referral Team, LEIS, Literacy Solutions, Educational Psychologists, School Nurse and Speech and Language Therapy.

Before the child is put onto the SEND register, a meeting will be held between the class teacher, SEND Co and parents to explain and discuss the decision, gather further information and the views of the parents. The child may be asked to attend some or all of the meeting, dependent upon

their age and school/parent demand. Parents will be kept informed and their opinions sought at every stage of the process. Once a child is put on the SEND register, an IEP will be devised. This will be a collaborative process between the class teacher, teaching assistant, pupil, parents and where necessary and SEND Co. The IEP will outline the area of difficulty for the pupil, what needs have been identified (targets) and how many barriers to learning can be removed. The IEP will be reviewed at least termly and parents and pupil will be invited to contribute and have a meeting to discuss if needed.

The IEP will identify SMART targets – **S**pecific, **M**easurable, **A**greed, **R**ealistic, **T**ime-based, along with what evidence will show that they have been met. Targets will be monitored regularly and the child will have time designated during the week to work on them both within and out of class. The class teacher will assess progress against the targets, amending them if they are reached before the IEP review date. A new IEP will be devised at the review meeting in consultation with the child, parents, class teacher and SEND Co, where necessary. The SEND Co will ensure that the interventions are entered on the whole school provision map timetable. Class teachers will ensure that parents have copies of the IEP and are consulted, along with the child, at the time of reviewing targets.

The whole school provision map is kept securely on the school's T-Drive and updated by the SEND Co. It is reviewed half-termly after the pupil progress meetings when intervention groups are reviewed and levels of support adjusted. These interventions are then analysed against progress made and adjusted if necessary. It is the class teacher's responsibility to ensure that individual children's provision tracker is kept up to date on a regular basis.

The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality first teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions progress is monitored by the HT, AHT/SEND Co, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below)

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Education Health and Care Plan (EHCP)

Request for Statutory Assessment

If the child continues not to make progress despite additional support being provided, a CAF form will be completed with the family and the school, through the Headteacher and SEND Co. A request may be made to the Local Education Authority to make a statutory assessment of the child's SEND. If the LEA agrees, they collect information from all the people/agencies who have been involved with the child. From this, the LEA Special Needs Officer decides whether the child needs an Education Health and Care Plan (EHCP) to support in meeting their needs.

The Education, Health and Care Plan

Under current legislation, SEND Code of Practice 2014, if the severity of a child's needs requires support beyond the school's resources, an application will be made for a statement of special educational needs. The LEA will then arrange, monitor and review provision. From September 2014, where a pupil 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. This will be a legal document setting out the support that a child needs. The EHCP will be subject to an annual review carried out by the school in conjunction with the LEA to which parents and external agencies are encouraged to attend and/or send written reports.

Children are invited to attend all or part of their review as appropriate.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Criteria for exiting the SEND register

If at one of the half termly progress meetings, it is decided that a child is making sustained good progress, has narrowed the gap in their learning and no longer needs to be on the SEND register, the child may be removed from the register. This decision is made with the parents during a meeting. Once the child is removed from the SEND register they will continue to be monitored closely and provided within class targets and support to ensure their progress does not dip.

English as an Additional Language (EAL)

Definition and Rationale:

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Identification and Assessment

Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the NASSEA ELA Assessment System.

This assessment will be done termly to record specific progress against EAL targets.

Progress is monitored by the SEND Co and through the Accountability Process by the HT, AHT.

Provision for EAL pupils

The SEND Co meets all mid-phase admissions in relation to EAL and will liaise with class teachers and relevant staff if a new pupil has English as an Additional Language.

If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention and support may be sought by outside agencies.

Teachers and other adults are aware of good EAL practices within a lesson and throughout school life. Training will be provided to staff where necessary.

EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.

Classrooms are highly visualised environments – dual-language texts, labels and visual support are incorporated where necessary within lessons.

Speaking frames are sometimes used in lessons to help English acquisition.

Most Able

Our leader for 'Most Able' is Mr Jackson sjackson@blacko.lancs.sch.uk

It is the responsibility of the Most Able Lead for overseeing the running of the 'most able' and updating this section of the SEND policy.

Most Able Children in the Classroom

In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.
Able pupils can have/be:
 - Good all-rounders
 - High ability in one area only
 - Of high ability but with low motivation
 - Of good verbal ability but having poor writing skills
 - Very able with a short attention span
 - Very able with limited interpersonal skills
 - Keen to disguise their abilities
 - SEN (think of children on the Autistic spectrum)
 - Behavioural difficulties

Identification

Our policy provides the definition of the terms 'able' 'gifted' and 'talented' and all staff are familiar with this definition. Planning and provision for pupils identified as AGT are monitored within the school's agreed cycle of pupil target setting, assessment and reporting. We endeavour to provide opportunities that will draw out specific AGT traits in children, helping them to develop their talents within the school and we regularly congratulate them on their achievements.

Testing: Although test results are one way of identifying the gifted and talented, a low test result doesn't necessarily mean a child isn't gifted and talented.

Parent and pupil feedback: Parents and pupils are encouraged to communicate information about home interests and aptitudes to teachers.

Teacher identification: Teachers are often best placed to identify which pupils are gifted or talented. They may also be aware of when pupils with gifted and talented potential are underachieving.

Some pupils do well in statutory national curriculum tests and school assessments. However, being gifted and talented covers much more than the ability to succeed in tests and examinations.

For example, gifted and talented pupils may demonstrate leadership qualities, high-level practical skills or a capacity for creative thought. At Blacko Primary we recognise that not all gifted and talented pupils are obvious achievers. Many actually underachieve - their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. To enable these children to fulfil their potential, we aim to give everyone the opportunity to excel and we endeavour to provide opportunities for them to do so.

Gifted and talented pupils may:

- Think quickly and accurately
- Work systematically
- Generate creative solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight into unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical skill or dexterity
- Make sound judgements
- Be outstanding team members
- Be fascinated by or passionate about a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects

Gifted and talented pupils do not necessarily fit these expectations. However good the quality and scope of the provision, the potential of some pupils remain unlocked or untapped. The presence of such individuals and groups should always be anticipated. This will be particularly the case for gifted and talented pupils who also have one or more learning disabilities. Gifts and talents are often overlooked when they lie outside the standard curriculum.

Effective Provision

At Blacko Primary we aim to provide a stimulating learning environment to meet the needs of all pupils. This is supported by a curriculum where differentiated learning activities are delivered through individual and group activities and the use of ICT. The differentiated curriculum is evident in both the planning and the delivery of the curriculum. In addition, staff use a range of strategies to meet the needs of gifted and talented pupils Acceleration (when a pupil is moved outside of his/her age group) often occurs where a More Able child benefits from a more challenging curriculum and they are 'secure' within their own year group expectations.

Teachers ensure appropriate provision in lessons by:

- Developing an effective learning environment
- Ensuring that the curriculum is appropriate to the needs of the learners
- Using carefully targeted questioning (Blooms Taxonomy) to support pupil learning
- Using formative and summative assessment to record knowledge, skills and understanding and plan for further learning
- Establishing a culture whereby wrong answers are seen as productive opportunities for learning (happy accidents), and in which creative thinking is actively encouraged
- Modelling the process of talking about how learning takes place, rather than just what is learned to help pupils with the language needed to discuss the process of their learning
- Asking gifted and talented learners what helps them to learn effectively
- Helping pupils become more aware of their preferred learning styles
- Providing significant opportunities for them to practise learning styles that they find more difficult
- Developing and maintaining a classroom code of achievement
- Encouraging creative thinking by asking open-ended questions to which there are no right answers
- Encouraging pupils to ask questions of themselves, each other and other adults in the classroom
- Involving pupils in self-assessment and/or peer assessment
- Ensuring that examples of AGT work are on display or readily available, to raise the expectations of both learners and teachers
- Engaging learners in recognising and responding to challenge and taking initiative in their learning
- Checking learning activities to make sure that they offer challenges that match the higher level descriptions than expected for the year group or key stage and/or the exceptional performance criteria of the national curriculum
- Involving teaching assistants, supply teachers and others in the identification of, and provision for AGT
- A wide range of activities and extracurricular clubs
- Collaboration with outside agencies

Assessment, Attainment and Tracking

Standard Level of attainment and achievement for AGT pupils are comparatively high compared to their peers in Blacko Primary School. The Headteacher monitors the attainment and progress of gifted pupils within the cycle of school target setting, assessment and reporting. We aim to develop further strategies to assist in target setting for gifted and talented pupils, including wider use of benchmark data and samples of work at different levels for moderation. Assessment for Learning- (AFL)

A range of assessment processes is used to support the planning and provision of learning opportunities for AGT pupils. These include testing using school-based and national tests, use of value-added data use of LEA comparative data, use of pupil self-assessment, dialogue with pupils, written and oral feedback and target setting.

Roles and Responsibilities

Fiona Murgatroyd is the named member of teaching staff, who has responsibility for the coordination of AGT provision within the school but the identification of AGT pupils, and the planning and delivery of a curriculum, which meets their needs is seen as a responsibility of all staff, teaching and non-teaching. Curriculum coordinators are responsible for monitoring the planning and provision for AGT pupils within their curriculum area.

At Blacko Primary School we ensure that pupil success is celebrated within an ethos which promotes ambition and high achievement. We do not tolerate bullying or pressure on pupils from peers to underachieve. We aim for high achievement and emotional well-being for all pupils and seek opportunities for pupils to use their gifts and talents to benefit other pupils and the wider community. Staff receives professional development in meeting the needs of AGT pupils within the ongoing cycle of school INSET and through specific CPD activities.

Monitoring and Evaluation

The whole school and Year group target setting are used to monitor the progress of AGT pupils. This is reviewed within the school cycle. Ongoing monitoring of teaching and learning through class observation and performance management monitoring allows further opportunities for the monitoring of planning and provision for gifted and talented pupils. Pupil achievement is also monitored through the termly book scrutinies, questionnaires, and pupil interviews and planning.

Learning beyond the Classroom

We provide many opportunities for pupils to learn beyond the classroom. These include day and residential visits, extracurricular activities and homework and holiday activities. Where appropriate we aim to match additional activities to individual pupils who are gifted or talented. This has included opportunities to take part in drama activities, art competitions, music events, Parliament, Maths Challenge.

Bullying

Bullying is anti-social behaviour and affects everyone. It is unacceptable, at odds with our school values and will not be tolerated. We aim to create a school where:

- Pupils are safe and cared within for within a supportive family environment.
- Bullying behaviour is regarded as unacceptable and will be challenged.
- Reports of bullying behaviour will be recorded and taken seriously.
- Pupils will be listened to, will know it is OK to tell, who to tell and how to tell.
- There is a swift and clear response to any report of bullying behaviour.
- Parents will be informed of any incident, listened to and kept apprised of how their concerns are being dealt with.

The Anti-Bullying policy is reviewed annually and can be found on the school website. It should be read in conjunction with the following policies:

Safeguarding, Behaviour, E-Safety, Single Equality Policy and PHSE Guideline

Supporting Pupils and Families

Details of the Lancashire Local Authority offer for families and children with SEND can be found here:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Details of the school Local Offer can be found on the school website or via the school office:

<http://lancashire.schooljotter.com/blacko/SEN+and+Disability>

The school has also provided a SEND Information Report in line with the new SEND Code of Practice (2015) and this too can be found on the website or obtained through the school office, along with admissions arrangements.

Where a child with SEND needs support to access exams, an application is made in accordance with government guidance. This application will be made by the Headteacher or Assistant Headteacher/SEND Co in consultation with the class teacher. Children who have an Education Health and Care Plan (EHCP) or a Statement that has not yet been converted to an EHCP, are automatically entitled to extra time in exams, as are children who use the braille or modified large print (MLP) versions of the tests.

Parents are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents will be kept fully informed of the targets that their child is working towards and, where an IEP or EHC plan is in place, will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. Pupils as well are encouraged to self-assess their own progress and contribute to the reviews of IEPs and EHCPs. Parents can make appointments for meeting with their child's class teacher and/or SEND Co at their discretion.

Information Sharing and Transitions

When children transfer from class to class, a hand over meeting will be held between the child's current teacher and the new teacher. Assessment information and prior provision will be discussed. The aim is to ensure that a child begins the new term with the correct level of support in place. All prior targets and interventions along with levels and their chronology of action can be accessed via the child's individual provision tracker.

Particular attention is given to make sure that at Blacko, we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission. Where pupils transfer to high school relevant information gathered will be passed on and the SEND co-ordinators at the high school are kept fully informed of the needs of the individual recorded on the SEND register. Curriculum expertise will be sought from local special schools if appropriate to ensure equal access for pupils, plan part-time placements and share resources. Any files passed on to new schools/settings will be copied and Blacko will keep a copy of children's individual SEND records in the archive until the child's 25th birthday when they will then be shredded in line with school policy.

At Blacko Primary School we recognise that transitions are an important time for both children and parents. This includes both transitions to school from nurseries and from Blacko to other settings/high schools. Transitions can be adapted and tailored to suit the needs of individual pupils where necessary. Some examples of this are:

- Home visits
- Additional setting visits
- TAs/key workers attending with the child

Supporting Pupils at School with 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 Single Equality Act 2010.

Some may also have special educational needs and may have a statement or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014), is followed.

Please see the school's Supporting Children with Medical Needs Policy for more information.

Monitoring and Evaluation of SEND

Review Procedures

Targeted interventions are delivered in and out of class by TAs working with groups or individuals. Progress towards targets is assessed and monitored regularly by the class teacher and the TA delivering the intervention. Half-termly progress meetings are held for all children between the class teachers and SEND Co. At these meetings, progress is tracked and the quality of provision is evaluated. The quality of teaching delivered both by class teachers and TAs is observed and monitored regularly as part of a process of continual review and improvement of provision for all pupils. The SEND Co evaluates interventions on a cost-efficiency basis to ensure maximum progress for all children.

Parents are always welcome to discuss any matter relating to their child's progress but are advised to telephone the school or email the relevant member of staff to make appointments to ensure that staff are available. The arrangements described in the policy to keep parents informed about matters relating to Special Educational Needs and/or Disability are additional to the standard methods of reporting and consulting available for all parents.

The SEND Co conducts regular monitoring and evaluating of the standard within SEND, some of these processes include:

- Pupil voice,
- Book looks,
- Staff questionnaires,
- Data analysis

Parents views are elicited by annual surveys and questionnaires and their views taken into account.

Training and Resources

Training needs may be identified by staff, the Assistant Headteacher or the Headteacher as part of the normal cycle of appraisal. Where needs arise, efforts will be made to find suitable courses or materials to fill that need. If a child enters school with a need that has not been encountered before, we will endeavour to find training for the staff involved with the child. TAs who support individual pupils need to have a range of SEND knowledge which is addressed through the annual INSET programme. The TAs also have annual professional development meetings and may request training. Our staff are well trained and undertake regular professional development.

In addition, the SEND Co will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies. The SEND Co attends the local authority network meetings termly in order to keep up to date with local and national updates in SEND. This information will be cascaded to other staff at meetings or through circulation documentation as necessary.

The Governors allocate a range of resources to support the delivery of the SEND policy objectives; for example, appropriately trained staff, teaching resources, and the purchase of specialist advice and assessment. The Full Governing Body subscribes annually to the governor's Services platform which opens opportunities to a wide variety of free training opportunities. Governors are invited to in-school INSETS.

The Governors ensure that professional development is available for teaching and non-teaching staff to improve SEND subject knowledge and teaching expertise. This is supported by standards fund allocations.

The Headteacher and Assistant Head Teacher/SEND Co will use a child's statement (or EHCP) and LEA banding document to identify the areas of pupil need and make appropriate provision. The Governors will ensure that support staff are employed to support staff and pupils.

Storing and Managing Information

The SEND Co secures documents securely in a locked cupboard and all e-documents are password protected. Any documents emailed must be done through the member of staff's work email and not through private emails. All documents sent via email must be password protected and the password passed on in person or via telephone, not via email.

A child's SEND file is retained securely until the child's 25th birthday and is then destroyed. The school has a Data Protection Policy. Some documents such as IEPs and monitoring forms are kept in the classroom SEND file and stored in the teacher's cupboard. It is the class teacher's responsibility to ensure that these are stored sensitively. In addition to this, IEPs and some other e-documents are held on the school's server in an area which is only accessed by teachers, this is password protected. Records relating to children who have left are passed to the new school as soon as it is practical. These will be copies and Blacko will retain a copy of the child's SEND records in archive until their 25th birthday when they will be destroyed.

Reviewing the Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the Headteacher, SEND Co, the SEND Governor and the Governor Policy Committee. Review of the policy will take into account:

- The progress made by pupils with SEND in school
- The success of the school at including pupils with SEND
- Any recommendations from Ofsted or the LEA about improving practice
- Any factual changes, such as the names of personnel

The SEND policy, procedures and progress are discussed at termly Curriculum Governor Meetings along with an annual report to the Full Governing Body in the Summer term meeting.

Complaints Procedure

If any parent has any concerns regarding the education of their child with special educational needs and/or disability they should contact the school immediately and make an appointment to see the Class teacher and the SEND Co in line with the school's standard complaints procedure outlined in the prospectus and in the Complaints Policy. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

The Headteacher and Assistant Headteacher will be informed of all complaints but only become actively involved if complaints cannot be resolved by the class teacher or SEND Co. A record of all complaints will be kept in the child's secure file.

If the Headteacher is unable to resolve the difficulty, the complaint should be put in writing to the SEND Governor and the Chair of Governors. The Headteacher and SEND Governor will meet with parents and then discuss the appropriate course of action following the guidelines in the Complaints Procedure.

The Headteacher will draw the parents' attention to the LEA conciliation service at this stage. The LEA will only be involved after other avenues to resolve the situation have been exhausted.

Links with Other Services / Contact Details

LEA

SEND School Advisor

01254 220530

Inclusion/SEND 01772 532710

Early Years Support Team / Advisor

Kay Pilkinton

01254 220553

Special Educational Needs and Disability Service (SEND)

01254 220553 01257 516100

SEND.East@Lancashire.gov.uk

send.traded@lancashire.gov.uk

SEND Traded Team, The Centre for Learning Excellence,

Woodlands Conference Centre, Southport Road, Chorley, PR7 1QR

All EHCP review information sent to

Special Educational Needs and Disability Service (SEND)

01254 220565

Schools Special Needs Officer for children with SEND

Liz Walker

01254 220552

Educational Psychology Service

Acorn Psychology

Or SEND Traded Team

Statutory Support Visits (Core Visits)

Louise Heppleston

Inclusion Disability Support Service (IDSS)

01254 220553

Other Specialist Services

Area Moderating Panel

Janette Hasting

Janette.hastings@lancashire.gov.uk

01254 220553

PIVATS Support

Pivats.lancashire.gov.uk

01254 517196

The Medical Services

Please see:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/health/health-services.aspx#speech>

School Nurse

Lisa Robinson/Rachel Dugdale
School Nurse
Yarnspinners Primary Health Care
Carr Road, Nelson, Lancashire
BB9 7SR
01282 657768 / 657767
Rachel.Dugdale@lancashirecare.nhs.uk

Health / Height / Weight

Karen McCann
NCMP, Primary Care Support
Yarnspinners Primary Health Care
Carr Road, Nelson, Lancashire
BB9 7SR
01282 657768

Children's Centre

Walton Lane Children's Centre
Nelson, Lancashire, BB9 9BP, 01282 613437

Children's Services

Children Looked After (CLA)

Elaine Roberts, 01772531459

Virtual School Ed. Consultant

07786197143

Children's Social Care

Call Care Connect on **0300 123 6720** (8am - 8pm)

Lancashire Parent Partnership

Parent Partnership Service

Joint Division Offices East Cliff, Preston
0300 1236706

Behaviour Difficulties Support

SEND Traded Manager East, 01254 220553

LEIS Manager, Allyson Jump, 01282 425685

Short Stay Schools

Hendon Brook, 01282 693432

Glossary of Abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EHCP	Education Health and Care Plan
EYFS	Early Years Foundation Stage
HI	hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LEA	Local Education Authority
LEIS	Lancashire Education Inclusion Service
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SEMH	Social, Emotional, Mental Health
SEND	Special Educational Needs & Disability
SEND Co	Special Educational Needs & Disability Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
TAMHS	Targeting Mental Health in School
VI	Visual Impairment

Bibliography

Special Educational Needs Code of Practice: 0-25: September 2014

PIVATS 5: Lancashire County Council Revised Edition 2015

Making Sense: Lancashire Parent Partnership 2002

Lancashire County Council: Local Offer

Every Child Matters: A New Role for SENCOs: R. Cheminais
David Fulton Publishers 2005

Mental health and Behaviour in Schools Departmental Advice for School Staff: DfE - March 2016

APPENDIX 1

Blacko Primary School

HEADTEACHER: MR M. R. HARRISON

SEN/D Concern Form

In pursuit of excellence



Your name:	Your position:
Child's name:	Child's Class:
Date (include location and time if reporting an incident):	
Your observations: (Complete in full detail of what happened, what your concerns are, including what was said by adults and children)	
Action taken so far by class teacher and relevant staff: (Complete in full detail of what steps have been taken, including adapting of quality first teaching, discussions with parents/staff members and impact/outcome)	
Actions / Next Steps for Support (Detail actions wanted/assessments and interventions)	
Signature:	Print name:
Date:	

NB – immediately after completing - This form should be in a sealed envelope and given to Mrs Kate Richards only as the SEN/D Co at Blacko Primary School.

Lancashire County Council

Policy on the provision of transport for pupils who have special educational needs

This policy forms an addendum to the main home to school transport policy and sets out the policy on travel assistance for those pupils who require special arrangements. It should be read in conjunction with the main home to school transport policy. All decisions regarding eligibility under this policy will be made on the basis of an individual assessment of needs.

This section of the policy relates to the transport provision for pupils who have special educational needs, usually those who are the subject of a Statement of Special Educational Needs. The policy applies to children who are attending Early Years settings and schools. In this document the term 'school' is used to describe both schools and early years settings.

Most pupils who have special educational needs will be able to travel between home and school independently, with adult supervision if appropriate. They will make use of local travel arrangements such as joining walking buses, walking or cycling with parents etc.

However, there are some pupils with special educational needs, who will usually have a Statement, for whom Lancashire County Council will need to provide assistance. Such pupils will normally be attending the nearest suitable school with places but the extent of their needs, and/or the distance from home to school mean that it is unreasonable for their parents and carers to accept this responsibility without assistance with the cost of travel and/or transport itself.

Pupils who are not the subject of a Statement of Special Educational Needs will normally be considered under Lancashire County Council's general home to school transport policy. Application forms are available from the Pupil Access Teams in Accrington, Lancaster and Preston.

This document gives details of:

- the process for applications,
- the criteria under which such applications are considered
- timescales for reaching decisions
- the process of appeal
- the types of transport which may be provided
- the circumstances for providing supervision from a Passenger Assistant
- the role of parents and carers
- arrangements for reviewing transport provision
- contacts in the event of a complaint

Applications

Information about Lancashire County Council's policy on the provision of transport for pupils with special educational needs will be issued at the time that pupils undergo statutory assessment. For other pupils with special educational needs it is available on request.

Lancashire County Council will provide application forms for transport provision on request. The application will be considered by the SEN Assessment and Educational Psychology Service team for the area in which the pupil lives.

Entitlement

Pupils will usually only be considered for transport provision if they attend the nearest suitable school. Parents and carers who choose to place their child in a school which is not the nearest suitable school will normally undertake to make their own travelling arrangements and bear any costs incurred.

If the pupil attends the nearest suitable school and the distance from home to school exceeds the statutory maximum walking distance; the pupil will be entitled to transport provision in accordance with the general transport policy.

The statutory maximum walking distance between home and school is:

- 2 miles for a pupil under the age of eight
- 3 miles for a pupil aged eight or over

Where there is no entitlement to transport provision under the general policy, transport may be agreed if the pupil has special educational needs which the Authority considers justified special transport arrangements. The circumstances which might apply are the following:

1. Where the pupil attends the nearest suitable school, lives less than the statutory maximum walking distance, but has special educational needs which mean that particular transport arrangements are required. This would apply in respect of pupils with significant health, learning, behaviour or communication needs.
2. Where the pupil attends a school which is not the nearest suitable school with a place but where there are convincing medical or family reasons for attending a school which is not the nearest.
3. Where special transport arrangements are required, for example the provision of a taxi, because of the child's special needs.

The Area SEN Manager will consider requests for transport provision on grounds of special educational needs. Decisions will be taken on an individual basis and the following factors for determining special travel assistance will be taken into account:

- The physical or health needs of the pupil.
- The learning or behaviour needs of the pupil.

- The age of the pupil – very young children would normally only be provided with travel assistance if they are placed in a specialist early years provision more than two miles from their home address, and where this is the nearest suitable provision. Pupils over the age of 16 who are attending a special school might also be given travel assistance, if they had previously been eligible for transport to the end of Year 11 and are attending the nearest suitable school. Young people attending local colleges or specialist colleges will be considered under Lancashire County Council's Post 16 Transport Policy (see below).
- Family circumstances - these will not be of primary consideration, but will be borne in mind when the decision is being made. This particularly relates to families where more than one child has special educational needs, or where the pupil under consideration needs to attend a different school to that of their siblings because of their special educational needs. The siblings of pupils with special educational needs will not normally be able to travel on the vehicle.
- The nature of the route to school, and the suitability (*including cost*) of transport options.

For those pupils who are considered eligible for transport, this transport will be provided free of charge. Alternatively, the Authority may agree to provide assistance with costs if a parent or carer is asked to transport the child themselves.

Eligibility will be based on need and take no account of parental means.

Notification of a decision

The parents or carers will be notified in writing of the decision regarding the provision of transport between home and school within 20 working days of receipt of the application. This letter will contain details of the appeal process in the event that the application is refused.

Appeals

Parents or carers may make an appeal against a decision not to provide transport between home and school. In their appeal, parents may raise any family, financial or other circumstances which they feel justify an exception to the general policy. Appeal forms are available from the SEN Assessment and EP Service in the Area Education Offices. Assistance in completing the form will be available on request.

Transport appeals will be considered by an appeals panel comprising Senior Officers who were not involved in the initial decision. The panel is also attended by a member of the County Council who acts as an observer and a solicitor who acts as clerk and legal advisor to the panel. The Appeals Panel will consider any written representations made by parents in support of their appeal but do not permit oral representations. The outcome of the Appeals Panel will be notified to the parents or carers in writing within 20 working days of the Panel meeting.

The decision of the Appeals Panel is final and binding. If there is some significant change in circumstances which parents feel merit the case being reconsidered, they should inform the Area Education Office in the first instance.

Payment for Transport

In certain circumstances the Authority may be willing to make a spare place on existing transport available to a pupil with special educational needs who does not meet the criteria for free transport under the terms of this policy. In such circumstances a daily charge will be levied and transport will be provided on the understanding that the place may be withdrawn if it is required for a pupil who is eligible for transport under the terms of this policy.

Provision of transport

Where transport is agreed, Lancashire County Council will make appropriate arrangements to transport the pupil between home (the address where the pupil lives) and school. Transport may be provided from the door or from a specified pick up point nearby. Transport will normally only be provided at the beginning and end of the standard school day. It is expected that the pupil will be picked up from and delivered back to the same address/pick up point for each journey.

For pupils attending residential schools, the frequency of journeys between home and school will be set out at the start of the placement with agreement by parents/carers, the school, and Lancashire County Council. The frequency of these journeys may be weekly, at the start and end of half terms, or at school closure times as required by the details of the individual placement.

Transport to respite care provision organised by Health or Social Care Services may be authorised where this is a regular arrangement and does not incur significant additional cost.

Transport will be arranged in the most cost effective manner. Journey times will last no more than 75 minutes wherever possible.

Pupils will be transported using appropriate vehicles. These may be taxis, minibuses, adapted buses, school buses or public transport. Lancashire County Council will provide equipment to ensure that the journey between home and school is safe and appropriate to the pupil's needs. Such equipment might be harnesses, booster seats or clamps to secure wheelchairs to the floor of the vehicle. Transport will be arranged through Lancashire County Council's Passenger Transport Division, upon authorisation from the SEN Assessment and EP Service. The Procurement Unit will use the principles of Best Value to secure transport provision for pupils.

Lancashire County Council may, on occasion, seek to make arrangements with parents or carers to transport their own child to and from school. In this case a payment may be made at a standard mileage rate.

Transport for pupils in public care will be considered against the standard entitlement criteria. Where a temporary change of address is made, the case will be considered under the Council's discretionary scheme. This means that they will normally receive transport assistance to their present school or college until they have completed their present course, provided they are otherwise eligible for transport. A long term placement may result in a review of school placement and therefore a review of transport arrangements.

Lancashire County Council may, where necessary, conduct a risk assessment in order to ensure that the needs of the pupil and the safety of the driver, Passenger Assistant and others on the vehicle are maintained.

Lancashire County Council retains the right to withdraw transport provision if there is unacceptable risk to the pupil, Passenger Assistant, driver, other passengers or the vehicle. Withdrawal may be on a temporary or permanent basis. Any withdrawal will be notified to the parents and carers in writing. If there are immediate health and safety issues it may be necessary to give written notification after withdrawal has taken place, although parents/carers will have been contacted immediately by telephone.

The Authority's duties relate to transport between home and school. Therefore, Lancashire County Council will not normally provide transport for:

- educational visits as it is expected that schools will consider transport needs when planning trips to facilitate the inclusion of all pupils
- pupils to attend swimming sessions
- pupils to attend breakfast or after school clubs
- pupils to attend work experience
- pupils to attend differing establishments during the school day
- pupils to attend interviews and open days in preparation for Post-16 college provision
- pupils to attend medical or dental appointments
- parents to attend open days, school plays or other social events
- parents to attend annual review meetings, except for the parents of pupils who are placed by the Authority in schools outside the administrative area of Lancashire County Council. In such cases, parents' requests for transport will be considered by the SEN Officers, with a right of appeal to the Area Manager.

The Provision of Passenger Assistants

Lancashire County Council will determine the necessity of providing a Passenger Assistant to accompany the vehicle in which the pupil is travelling. Alternatively, a walking escort may be provided to accompany the pupil on foot or a passenger assistant on public transport. Occasionally, the Council may ask parents to escort their children on the vehicle.

Passenger Assistants will normally be provided for pupils under the age of eight. For pupils over this age, the necessity for providing a Passenger Assistant will be considered in relation to the needs of the pupil, the vehicle in which they will travel, the distance between home and school, and the number and needs of pupils travelling together.

The Council will ensure that all Passenger Assistants have clearance from the Criminal Records Bureau before being allowed to accompany any pupil. Passenger Assistants will wear photo identification whilst on duty.

Passenger Assistants will be given training in order that they might provide adequate support for the pupil during the journey between home and school. They will also have a handbook giving guidance on managing the journey between home and school.

Passenger Assistants will be required to keep pupil related information confidential. Passenger Assistants may be required to take messages between home and school or transport medication.

The County Council will ensure that drivers transporting children without the aid of a Passenger Assistant will have clearance from the Criminal Records Bureau.

The Role of parents

Parents and carers are responsible for ensuring that their children attend school regularly. The Authority will provide parents with written information about transport arrangements.

Parents and carers are responsible for ensuring that their child is ready on time each morning, that the child joins the vehicle safely, that they encourage the child to behave responsibly and that they make arrangements for the child to be received by a responsible adult on their return home or the pick up point.

Parents and carers should notify the SEN Assessment & Educational Psychology Service of any changes to the pupil's name, address, contact details or any other circumstances which could impact on the provision of transport.

For many parents and carers, particularly those of pupils attending school a long way from home, the contact with the driver and passenger assistant will represent the most regular contact with school. Parents and carers will not normally be permitted to travel on the vehicle with their child, but may ask the Passenger Assistant to pass messages between home and school.

Review of arrangements

The provision of transport will be regularly reviewed.

Reviews will take place:

- By the school and parents during the annual review of the pupil's statement.
- By the SEN Assessment & Educational Psychology Service when considering the information provided in Annual Review Summary reports, when considering any change in school placement, or when notified of any material change to the pupil's circumstances.
- By the Passenger Transport Division when determining the most cost effective arrangements.
- In response to any reports of inappropriate conduct by pupils, or upon the conclusion of a Risk Assessment.

The County Council retains the right to alter transport arrangements as necessary. However, all possible efforts will be made to inform parents in advance of any such changes so as to minimise any inconvenience.

Complaints

Complaints will be dealt with under the County Council's Complaints procedure. Complaints should be addressed to:

SEN Customer Services Manager
SEN Assessment & Educational Psychology Service
PO Box 61
County Hall
Preston
PR1 8RJ

If, following investigation, the parents are unsatisfied and feel that some maladministration has occurred, they may complain to the Local Government Ombudsman at the following address:

Local Government Ombudsman
Beverley House
17 Shipton Road
York
YO30 5FZ