

Poulton Le Fylde St Chad's CE Primary School Special Educational Needs and Disability (SEND) Policy

Poulton le Fylde St Chad's CE Primary School is a welcoming, happy, peaceful and extremely successful Church of England Primary School. Our children feel safe and everyone is valued, respected as an individual and encouraged to achieve their full potential.

Definition of Special Educational Needs or Disability (SEND)

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Introduction

This SEND policy details how Poulton St Chad's CE will ensure that the necessary provision is made for any pupil who has SEND and their needs are met to enable them to access all areas of the curriculum. We are a fully inclusive school and all of our staff are committed to ensuring that every child meets their potential at our school. We firmly believe in the 'parents as partners' philosophy and include parents as much as possible in the learning journey for their child.

We will have regard to the ***Special Educational Needs Code of Practice (2014)*** when carrying out our duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with SEND often have a unique knowledge of their own needs. We encourage them to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with SEND is a whole school matter. The Governing Body, SENCo and all other members of staff have important day-to-day responsibilities. We value that it is a whole school responsibility and aim for every child to reach their full potential through necessary interventions or provision maps.

Identification and Provision

At our school we have a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities of our children. We assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. We also carry out mid-year and transfer assessments to provide a continuous cycle of learning and keep track of children's progress.

The SENCo and the child's class teacher will then use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties.
- Ensure continuous observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.
- Identify the need for any necessary referrals to have additional services to support the child.

In order to help children who have SEND, we will adopt a *graduated response* that recognises there is a continuum of special educational needs and disabilities, and bring in increasing specialist expertise to support learning. We will record the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that the records are kept and available as needed. If it is decided the child needs to be referred for a statutory assessment in order to best meet their needs, we will provide the local authority with a record of our work with the child, including support already provided.

The Role of the Special Educational Needs and Disability Coordinator (SENCo)

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Carrying out diagnostic assessments, using the GL Assessment Toolkit, following discussions with staff, and feeding back results and suggesting interventions..
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Our approach is based on the principles set out in the Code of Practise 2014 and they are designed to support:

- The participation of children, their parents and young people in decision- making.
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- A focus on inclusive practice and removing barriers to learning.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress,
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Falls significantly below age related expectation in Reading, Writing or Maths.

SEN Support

When a class teacher or the SENCo identifies a child with SEND, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Support Plan. The triggers for intervention will be supported by evidence, about a child who despite being provided with differentiated learning opportunities makes:

- Little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- 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.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. They may also be given support from our Teaching Assistants inside or outside of the classroom in a 1:1 or small group setting to encourage their learning to develop and help to remove their barrier/s .

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessments. Some members of staff are trained to implement specialised literacy and numeracy interventions as a specific need occurs, such as a speech and language programme.

Interventions to meet the needs of the children may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LEA support services (IDSS) for one-off or occasional advice on strategies or equipment.
- Adaptation of the curriculum to address the child's targets, which may then focus on the acquisition of basic skills expected to be learnt in previous year groups, or even life skills of a practical nature.

Recording on an Agreed Standardised Format

Strategies employed to enable the child to progress will be recorded on an Individual Education Plan (IEP)

This plan will include information about:

- The short-term targets set for the child.
- The teaching strategies and/or behaviour strategies to be used.
- The provision to be put in place.
- When the Plan is to be reviewed.
- Outcomes (to be recorded when provision is reviewed and evaluated).

The Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a maximum of three individual targets that match the child's needs and have been discussed with the child and the parents. The Support Plan will be reviewed regularly by staff and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Support Plan Plus

The triggers for this Plan will be that, despite receiving individualised support, 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 individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The protocol for this is:

- The SENCo, colleagues and parents agree to request support from multi agency support services if a child has had two consecutive plans.
- Multi agency support services will usually come to school to observe the child so that they can advise teachers on new strategies.
- Multi agency services will provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or resources, and in some cases provide support for particular activities.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

School Request for an EHCP

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.

Where a request for this is made by the school to a local authority, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support Plans.

This information will include:

- Reviewed IEPs for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum attainments in English and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- Views of the parents and of the child.

EHCP Assessment of Special Educational Needs and Disability

This assessment involves consideration by the local authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a EHCP assessment of the child's SEND is necessary. A child will be brought to the local authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the local authority suggests that:

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available locally to mainstream schools.

In this case the local authority will consider the case for an EHC Plan assessment of the child's special educational needs. The local authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an EHC Plan. All children with EHC Plans will have short-

term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school Support Plans and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Plan will continue to be the responsibility of the class teacher.

Annual Review of an EHC Plan

All statements /Plans must be reviewed at least annually with the parents; the pupil, the local authority, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review at the end of Year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCo of the receiving school, once identified, will be invited to attend the final annual review in primary school of pupils with an EHC Plan to allow the receiving school to Plan an appropriate Provision Map to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Monitoring and Review

This policy will be monitored by the Governing Body and SENCo and it will be reviewed every year or earlier if necessary.

This policy was agreed and adopted by our Governing Body in February 2015.

S Shrewsbury
SENCo
Reviewed February 2019