

Summerfields

PRIMARY SCHOOL



SEND Policy

Reviewed: November 2018

Next Review: November 2019

Signed:

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SUMMERFIELDS PRIMARY SCHOOL
SEND POLICY

This policy complies with Section 69 of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

RATIONALE:

Summerfields Primary School is committed to providing an appropriate and high quality education to all the children attending the school. We believe that every child is equal, valued and unique and we aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We believe that educational inclusion is about opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment or background. The school is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and making a successful transition into adulthood

Every teacher is a teacher of every child or young person and this includes those with SEN.

AIMS

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, section 49, The Order setting out transitional arrangements, section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their full potential
- To ensure parents/carers are fully engaged in decision making.
- To take in to account the views, wishes and feelings of pupils with SEN.
- To provide advice and support for all staff working with pupils with SEN

Definition of SEN

The Code of Practice defines SEN thus:

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

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

A child under compulsory school age has a special educational need if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them (clause 20 children and families bill).

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress **once they have had all the intervention/adjustments and good quality personalised teaching available to them in their school setting.**

The following factors are not considered to be SEN, but we are aware that they may impact on progress and attainment.

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The four broad categories of Special Educational Needs described in the SEN Code of Practice 2014 include:

- **Communication and interaction (C&I)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they

do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives

- **Cognition and learning (C&L)**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. It also covers specific learning difficulties such as dyslexia.

- **Social, Emotional and Mental Health difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs (S/PN)**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Special educational provision should be matched to the child's identified SEN. The purpose of identification is to work out what action the school needs to take. The school aims to identify the needs of pupils by considering the whole child not just the SEN.

Roles and Responsibilities

Summerfields Primary School acknowledges that "all teachers are teachers of children with Special Educational Needs." (COP 5:2)

The school has nominated Ms Sarah Luke, a qualified teacher, as the SENCO. Ms Luke also holds the National Award for SEN Co-ordination.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated response approach to providing SEN 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 SEN
- 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 parent 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 SEN up to date (Role of SENCO, COP 6:90)
- The SENCO will co-ordinate the provision and support given to pupils with SEN. She will liaise with parents, the local authority, outside agencies and any other groups necessary. The SENCO will be responsible for keeping up-to-date with developments both locally and nationally and will attend partnership meetings and SENCO meetings when helpful. This may also involve training and supporting colleagues with INSET at staff meetings where information can be disseminated. Staff will be supported by the SENCO with writing Pupil Passports/LSPs.

The school Governor responsible for SEN is Mrs Tara Allman.

The school employs Mrs S Murphy as a Family Liaison Officer (FLO) and Student Listener. Mrs Murphy supports children with social and emotional difficulties. Children may be seen 1:1 or in a small group. The FLO also works with families

experiencing difficulties at home and provides a strong link between home and school. This support could include the use of the Common Assessment Framework (CAF) to support the child and the family.

The school employs a number of assistants that support individuals or groups of children needing SEN support or who have Education Health and Care Plans (EHCP). Support for pupils can take place within the classroom or through withdrawal from the classroom to work on targeted interventions.

The designated teacher for child protection is Ms K Wood.

The designated member of staff for looked-after children is Ms K Wood

Identification and Assessment Arrangements, Monitoring and Review Procedures

Summerfields Primary School acknowledges that early identification is crucial. Class teachers will differentiate for pupils who operate at a level below the average of the class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The school recognises that 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. (SEND Code of Practice 6.36)

The school's system for regularly observing, assessing and recording the progress of ALL children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by;

- Baseline assessment results.
- Regular termly maths and literacy assessments providing standardized scores
- National Curriculum descriptors for the end of key stage.
- Observations of behavioural, emotional and social development
- An existing statement of SEN assessment.
- Regular pupil progress meetings

Quality First teaching

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The identification of SEN is built in to the overall approach to monitoring the progress

and development of all pupils in school. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or the level of a child's needs are unlikely to be met by such an approach further provision and interventions may be offered. Termly progress meetings support the early identification of pupils who may have SEN. Where concerns are identified outside of the regular progress meetings, an initial concerns checklist is completed and discussed with the SENCO.

The Graduated Approach to SEN Support

The school follows the graduated approach of assess, plan, do, review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teacher's Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

Assess

Pupils not making expected progress will be identified during termly pupil progress meetings. The class teacher working with the SENCO may also identify a pupil who is not making expected progress. An 'Initial Concerns' form will be filled in which draws together all the information about the pupil including the nature of their difficulty, their attainment and any support that they have been receiving up to that point. Further assessments involving professional outside agencies may also be necessary in order to establish the exact nature of the difficulties identified. If appropriate at that point, the pupil will be placed on the SEN register with parents' permission.

Plan

Quality First teaching is always the first step in responding to a pupil who may have an SEN. Adjustments to class teaching, that includes differentiation, group

interventions and, where necessary, individual support, may be offered to the pupil to help them make progress with their learning. A pupil passport may also be created to help identify the pupil's needs and any targeted intervention they may require. A review date will also be agreed in order to assess their progress.

Do

The class teacher will remain responsible for working with the pupil and retaining responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants involved. Ms Luke will support this.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The class teacher working with the SENCO will revise the support in light of the pupil's progress. If, after a sustained period of intervention, a pupil does not make expected progress the school will consider involving specialist assessors if they have not already been involved. They may also consider inclusion on the SEN register if not already on it.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Education Health Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN needs of a pupil, the pupil has not made expected progress, the school will consider requesting an Education Health Care assessment. School will provide the local authority with evidence of the actions taken as part of the graduated response SEN support.

Additional Top Up funding

Where a pupil's needs exceed the nationally prescribed threshold additional funding will be applied for from the local authority.

Liaison

Parents will always be informed and their consent sought when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies:

- Educational Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service
- Social Care
- Health Services and school nurse
- Children's Services
- ASD assessment and outreach services
- Barnardo's Talk2 and Family Services
- Education Welfare Service
- CAF and Early Help Assessment Team.

Medical Needs

The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010.

Some pupils with medical needs may have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP), or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Supporting families

Parents are greatly valued and their contribution in terms of identification and support for children with SEN is fully recognized. Parents will be involved in their child's SEN at all stages. They will contribute to decisions made and where possible to the content of Pupil Passport and Learning Programme. The role of professionals involved with a child will be explained to parents and where possible, opportunities to discuss reports and concerns will be arranged.

Continued communication between parents/carers and school is valued and encouraged. This can range from an informal chat, email, letter or a phone call, to an arranged meeting, discussions at parents evenings or an annual review meeting.

The Common Assessment Framework is used to coordinate support for children and their families who have a range of needs.

Pupils are supported through the transition process between classes and schools. Transition booklets can be provided offering information about the new environment

and pupils will be given opportunities to spend time with their new teachers/classes/schools to ensure a smooth transition process. The school has a good relationship with the island secondary schools and key information about SEN needs and provision will be shared with the next class/school/setting through a review meeting.

Monitoring and evaluating the success of provision:

A variety of methods is used to monitor and evaluate the provision and achievements for the pupils with SEN.

- Regular observation of teaching by the senior leadership team.
- Analysis of assessment data with high expectations of the progress expected for SEN pupils
- Monitoring of progress for all pupils withdrawn and placed on targeted interventions.
- Provision Mapping - used as a basis for monitoring the impact of interventions.

Review and Evaluation of the SEN Policy

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Head Teacher and SENCO will keep the Governing Body informed about SEN provision and practice. This policy is available on the school website.

Signed:

Date: