

Primrose Hill School SEN Policy



SENCO: Mrs Emma Swinburn
SENCO AWARD: July 2016
Reviewed July 2016

SEND POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND through the Website.

PRINCIPLES

We at Euxton Primrose Hill Primary School are committed to meeting the Special Educational Needs of all pupils in our care and ensuring that they make progress whilst at our school. In line with our mission statement, we profess that all pupils at Primrose Hill School share the right to a broad, balanced, relevant and differentiated curriculum. We will strive to ensure that all pupils with Special Educational Needs will achieve maximum access to this curriculum and make subsequent progress through co-operation, understanding and planning skills shared by teachers, support staff, support agencies, parents, governors and children.

Attitudes to children with SEN will be positive and constructive to promote a positive pupil self-image and to maintain high, yet realistic expectations.

This policy addresses the issues set out in The Education (Special Educational Needs) (Information) (England) Regulations 1999, which can be found at the back of the Special Educational Needs and Disabilities Code of Practice (DFES January 2015)

OBJECTIVES

In order to achieve our aims and to ensure that children with Special Educational Needs achieve their full potential and make progress, we will:

1) **Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.**

Over the next year, our pupil related target in this area is:

- a) To ensure that our KS1 and KS2 pupils continue to be involved in monitoring and evaluating their progress towards targets set out in their IEP's. **Outcome: Implemented through half termly meetings and mapping progression**
- b) All SEN pupils who have EHC funding will continue to be invited to their annual review meetings. **Outcome: In place**
- c) Continue to develop the children's responsibility in meeting their individual targets. **Outcome: In place on a half termly basis.**

2) **Ensure good working relationships with parents, carers and the community.**

Over the next year, our targets in this area are:

- a) Maintain and continue to seek opportunities to improve relationships with parents **Outcome: The school strives to achieve this constantly**
- b) Continue to update the school website by including the school's aims and policy. **Outcome: This will be achieved following a governing body review and the submission of an annual report to the governing body.**
- c) Write and develop the new Single Equality Policy. **Outcome: Achieved and already this has been shared with the governing body and targets have been agreed.**
- d) Review of the Accessibility Plan. **Outcome: Achieved and is annually reviewed by the governing body**

3) **Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with Special Educational Needs and promotes high standards of attainment and achievement**

Over the next year, our curriculum related targets in this area are:

- a) Encourage opportunities to involve different learning styles and offer increased outdoor learning opportunities to engage all children and increase levels of participation in our children's learning. **Outcome: Evident through an increasing number of lessons and activities taking place outdoors, particularly in EY.**
- b) As part of the whole school monitoring and evaluation, maintain the effectiveness of the curriculum mapping through themes offered to all pupils, aiming to offer a more engaging and enjoyable curriculum and the enrichment that accompanies it (in line with curriculum guidance 2011). **Outcome: The curriculum map has been reviewed and trimmed in line with curriculum '14 to ensure less repetition of curriculum skills to encourage freshness, and also to improve the ability for all topics and themes to be achieved and completed by the end of the academic year.**

4) **Ensure that the learning needs of pupils with Special Educational needs are identified and assessed as early as possible, and their progress is closely monitored in order to prioritise available resources.**

Over the next year, our assessment targets in this area are:

- a) Continue to effectively review the identification of children for inclusion on the register (see also AGT Policy and SEN register) **Outcome: In place and routine**
- b) Use assessment data to monitor pupil progress and set individual improvement targets and intervention programme groups. **Outcome: In place and routine**
- c) Update tracking practise to reflect the demands of the Development Matters Framework for assessing children in the Early Years and the analysis of data in order to ensure improvement in identified areas **Outcome: In place and routine**
- d) Continue to assess the level of need in all classes and employ additional support to assist in both KS1 classes. **Outcome: In place and routine**

5) **Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of Special Educational Needs pupils through focused and regular training sessions.**

Over the next year, our staff related targets in this area are:

- a) Make sure all staff are kept up to date on the changes to the SEN Code of Practice and changes in Statutory requirements. **Outcome: In place**
- b) To monitor, assess Individual Education Plan targets relating to an individual or a group of pupils as well as to contribute to the evaluation of targets set during IEP reviews each half term. **Outcome: In place, training is now planned to be carried out each half term and meets the needs of the school and their individual needs as highlighted at performance management interviews.**

- c) Where appropriate, access to training to meet the needs of individual children. **Outcome: See above.**
- d) Develop the understanding across all teaching staff of the Common Assessment Framework **Outcome: In place**

6) Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.

Over the next year, our liaison target in this area is:

- a) Continue to develop a true multi-agency approach involving better communication between all outside agencies and the SENCO, which can then be passed onto all staff through the development of the Common Assessment Framework to ensure the children's safeguarding is always a priority. **Outcome: In place with TAs playing a role in meeting with agencies also**
- b) Effectively engage with external agencies using resources available to support identified children and share methods of ensuring the identified children's progression and development. **Outcome: Good liaison has taken place with the Educational Psychology team and SEND Traded Services.**

ROLES AND RESPONSIBILITIES

The Governing Body has identified a Governor to have oversight of SEN in the school and to ensure that the full Governing Body is kept informed of how the school is meeting statutory requirements. At Primrose Hill Primary School, this role is undertaken by Clare Ward, who will meet regularly with the Head and SENCO, Mrs Emma Swinburn.

The Head is the school's responsible person and manages the school's SEN work. The Head will keep the Governing Body informed about the SEN provision made by the school.

The SENCO and the Head will work closely with the SEN Governor and staff to ensure the effective day-to-day operation of the school's SEN Policy. The SENCO and Head will identify areas for development in SEN and contribute to the school's development plan. They will co-ordinate provision for SEN Support and EHC.

All teaching and non-teaching staff will be involved in the formulation of the SEN Policy. They are responsible for differentiating the curriculum for pupils with SEN and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

In fulfilling their duties, our Governing Body will:

- Ensure that they are fully informed in developing and monitoring the school's SEN Policy
- Ensure that they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Ensure that SEN provision is an integral part of the School Development Plan.
- Ensure that the quality of SEN provision is continually monitored.
- Do its best to secure that the necessary provision is made for any pupil who has special educational needs.

- Ensure that where the responsible person has been informed by the LEA that a pupil has special educational needs, these needs are made known to all who are involved in his/her education.
- Ensure that our teachers are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LEA; the Funding Authority; and the Governing Bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that any pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the necessary special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report annually to parents on the implementation of the school's policy for pupils with SEN. This can be found on the school's website or from school.
- Have regard to the Code of Practice 2015 when carrying out its duties towards all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Following the Code of Practice guidelines, the SENCO is responsible for:-

- The day to day operation of the school's SEN policy and the monitoring, review and development of the policy.
- Liaising with and advising colleagues, ensuring that they are aware of their responsibilities to pupils with special educational needs.
- Auditing the skills available among the staff of the school and identifying those areas where help and expertise will have to be sought from outside agencies in order to make best use of the resources available.
- Co-ordinating provision for children with special educational needs, particularly through School Action and School Action Plus.
- Maintaining the school's SEN register and updating and overseeing the records of all pupils with special educational needs.
- Liaising with parents of children with special educational needs.
- Liaising with specialist services about general issues, and about named children with the agreement of the parents.
- Contributing to the in-service training of staff.
- Working closely with subject co-ordinators in the development of strategies and resources in support of differentiation and specific needs of particular pupils.

- Purchasing appropriate resources.
- Reporting to the Governing Body about SEN issues annually.
- Attending courses to extend expertise.
- Managing, supporting and training support assistants.
- Observing children in class, if appropriate.
- Liaising with SEN co-ordinators from other schools in order to share ideas, support each other and to plan strategically.
- The Governing Body and Headteacher will ensure that the SENCO is allocated non-contact time in the context of the school's resources to enable the above duties to be fulfilled.

ADMISSIONS

With close reference to the Lancashire Education Authority Admissions Policy, pupils with Special Educational Needs will be welcomed to Euxton Primrose Hill Primary School.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings at the start of the Reception year to work closely with parents and ascertain whether a child has been identified as having special educational needs at Early Years.

If the school is made aware that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and adapt teaching styles to the identified child's needs.

Every effort is made to include children with special educational needs, including EHCPs.

ACCESS FOR DISABLED & THOSE WITH MEDICAL NEEDS

To ensure access for pupils or parents with disabilities or children with additional needs (Medical), the school has a Disability Equality Scheme and Accessibility Plan, which will be adhered to at all times. The school is committed to ensuring that fairness and inclusion is of paramount importance and lies at the heart of all policy at Euxton Primrose Hill. The curriculum and resources are constantly reviewed to meet the needs of all current children through the annual review of the school's Access Plan and Single Equality Policy.

RESOURCES

The Governors will ensure that the needs of pupils with special educational needs are met by employing a teacher to take on responsibility for the SENCO role. The Head and SENCO will use the guidance identified within a child's EHC Plan or make reference to evidence collated by the school and relevant external agencies to match the needs of our pupils and make appropriate provision.

The Governors will ensure that support staff are employed to support both staff and pupils. Time will be identified for staff to review pupil progress and identify slower rates of progress through rigorous tracking, discuss pupil curriculum needs and to transfer information between classes. Resources are constantly reviewed to meet the needs of all current children.

IDENTIFICATION, ASSESSMENT, REVIEWS

We have regard for the Code of Practice – January 2015 on the identification, assessment and review procedures for pupils with special educational needs.

ON ENTRY:

When children are first admitted to the school, it is the class teacher's responsibility to monitor their progress using the Development Matters Framework and Base assessments (CEM Durham) and to liaise with the SENCO for advice and support. The class teacher is responsible for collecting any evidence that may be useful at a later stage.

TEACHER REFERRAL:

If a teacher has a concern about a child, he or she will be expected to discuss these concerns with the SENCO and Head and any moves forward will be monitored. All referrals will be discussed at half termly meetings at the start of each half-term.

CURRICULUM AND ASSESSMENT MONITORING:

The curriculum co-ordinators and the Assessment co-ordinator will monitor the attainment and progress of pupils with SEN as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern, they will speak to the class teacher alongside the SENCO and Head.

SEN SUPPORT – A GRADUATED APPROACH

If a child is failing to make adequate progress either academically, emotionally, physically, verbally, socially or behaviourally or in any other areas of development, the school will look to closely monitoring his or her progress, draw up an IEP relating to the difficulties and where possible, look to offering in-class support in the areas of difficulty identified. Parental contact is vital at this stage to allow the child to make further progress and allow them every opportunity to meet their full potential.

If a pupil fails to make adequate progress despite any additional support or intervention offered which the school has given through the Graduated Response cycle, then further assessments will be made with a view to an application for EHC Plan.

IEP REVIEWS (TIMESCALES):

IEP's will be reviewed half termly and parents will be sent an evaluated copy of the previous IEP as well as the new IEP and parents' views will be welcomed.

EHC Plan REVIEWS:

If a child has an EHC Plan, the school will arrange the review date and co-ordinate all relevant paper work. When a child moves into Year 6, an additional review will take place in the autumn term to focus on transition issues. We welcome the support of a county representative and the relevant high school representative in conjunction with the Parent Liaison Officer.

ACCESS TO THE CURRICULUM

In offering all our pupils a balanced and broadly based curriculum, including the National Curriculum, we will consider the kinds of options and the variety of activities available within the classroom setting

to enable our children to access this curriculum. Teachers' planning will be flexible in order to recognise the needs of all children as individuals, and to ensure progression, relevance and differentiation.

With regard to the National Curriculum Inclusion Statement QCA/99/458 we will:

- Set SMART targets and suitable learning challenges across all areas of the curriculum. These can be found within the school's schemes of work.
- Respond to pupils' diverse needs by offering a differentiated curriculum if and when necessary
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Conform with disapplication for tests if and when necessary
- Offer withdrawal to pupils under certain circumstances
- Purchase appropriate resources as deemed appropriate and providing funds allow

ACCESS TO THE FULL LIFE OF THE SCHOOL

We will ensure that all pupils with special educational needs have maximum involvement in the activities of the school with due regard to safety and security.

Areas which will be addressed are:

- Homework
- Clubs
- Assembly
- Plays or productions
- Trips
- Swimming
- School teams
- Sport
- Extended provision through the after school club facility.

EXCLUSIONS

EHC Plan children should not be excluded for any reason which directly relates to their EHC need or disability. (SENDA 2001)

SUCCESS CRITERIA

Evaluating the success of the education which is provided at our school using data provided (RAISE Online and LSIP) for pupils with special educational needs is seen as a consultation process between the staff, SEN co-ordinator, Headteacher and the Governing Body. All discussions and recommendations are considered in the light of the issues, and specific targets are monitored. The Governing Body's evaluation needs to be considered and the changes will be made available to parents through the school website.

The report encourages the headteacher, SENCO and the governing body to consider:-

- The effectiveness of the school's arrangements for the identification and assessment of pupils with special educational needs
- The provision made for those pupils
- The arrangements for monitoring and record keeping

- The school's use of external support services and agencies
- Any amendments to the policy, which have been made or proposed over the last year
- The allocation of resources over the past year to pupils with special educational needs

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues, then the class teacher and SENCO will liaise and discuss ways forward.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents concerns should be put in writing to the SEN Governor (Mrs Clare Ward) and the Chair of Governors, Mr Andy Oddy who will be involved after other avenues to resolve the situation have been exhausted.

The school will also make provision to inform parents about Parent Partnership and how to make representations to the LEA.

TRAINING

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head or SENCO.

The Head and SENCO will keep fully up to date about Special Educational Needs issues through attendance at training or cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists.

Other teaching staff will be kept up to date informally by the Head or SENCO and formally at staff meetings and training.

Non-teaching staff that support individual pupils and groups of pupils need (through Provision Maps) to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENCO who will meet with them every half term.

OUTSIDE AGENCIES INCLUDING HEALTH SERVICES

We will make use of the range of services available from the LEA and private providers as and when appropriate.

Those included for consideration are:

Education – SEND traded Services, ISST, EPS, School Advisor

Health - School nurse, personal doctor, Occupational Therapist, Speech and Language Therapist (SALT), Physiotherapist, Psychiatrist, Social Services, Parent Partnership (Parent Liaison Officer), EMA, Counsellors, CAMHS, Short Stay Schools – Golden Hill, Sure Start.

PARTNERSHIP WITH PARENTS

A close working partnership between our school and parents of children with special educational needs is valued and plays a key role in promoting a culture of co-operation.

Our aims are :-

- To record and act upon all parental concerns.
- Inform and involve parents when a concern is first expressed in school.
- To encourage parents to recognise that they have responsibilities towards their child and to stress the importance of their contribution.
- To arrange for parents to be involved in monitoring, assessing and reviewing their child's progress.
- To assure all parents that they are always welcome in our school.
- To keep parents fully informed of our SEN policy, support available for children with special educational needs, and information regarding counselling organisations, especially Parent Partnership Service.
- Inform parents through the school's website and SEN Information Report to Parents.

TRANSITION

We will endeavour to accommodate the expertise of special schools that help in supporting our pupils and we will co-operate with special schools or Short Stay Schools when integration or dual placement is to be considered.

When a child moves school, either at phase transfer or at any other time, we will transfer all the documents for the child within 15 school days of the child ceasing to be registered at our school. When transfer arrangements can be made in advance, we will endeavour to provide all background information collated by the teacher and the SENCO with copies of IEPs and any other relevant information.

PLEASE ALSO REFER TO THE INFORMATION REPORT FOR PARENTS ON THE WEBSITE.

APPENDIX 1

IDENTIFICATION AND REVIEW PROCEDURES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Raising a concern

When a teacher finds that a child is not responding as expected or is having increasing difficulties in learning or with behaviour, he/she will seek advice from the SENCO and try alternative strategies to resolve the problem. (See Section 6.14 Code of Practice January 2015 for definition of identification of special need). Consultations with parents may help in identifying reasons for a change in learning patterns or behaviour.

If the teacher and parents agree that interventions that are additional to or different from the school's differentiated curriculum and strategies are needed, then this triggers a graduated response through the SEN support cycle.

SEN SUPPORT

Information needs to be collected from

- a) the class teacher
- b) the SENCO
- c) External agencies such as SEND Traded Services, OT, EP etc
- d) the parents
- e) Any professional working with the child, with the parents' agreement.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses, plan future support for the child through discussions with colleagues and monitor and subsequently review the action taken. The child's teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

- The information collected about the child, and details of any extra help given to them, can be incorporated into the child's individual record. The record should also include previous observations made on the child as part of the assessment and recording systems in place for all children.
- Strategies employed to enable the child to progress will be recorded within an Individual Educational Plan/Individual Behaviour Management Plan.
- The IEP/IBP only records details that are additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.
- The IEP/IBP will focus on 2 or 3 individual short term targets chosen from those relating to the key areas of communication, literacy, numeracy and behaviour and social skills that match the

child's needs. Use of PIVATS will be encouraged. The IEP/IBP will be shared with the pupils and parents .

- Where a child with identified SEN is at serious risk of disaffection or exclusion, the IEP/IBP will reflect appropriate strategies to meet their needs.
- IEP's/IBP's will be reviewed half termly. Parents' views will be sought and they will be consulted as part of the review process. Wherever possible, the child will also take place in the review process and be involved in setting targets. If the child is not involved in the review, their ascertainable views will be considered in any discussion.

If the strategies employed in the graduated response cycle through SEN Support do not result in an improvement in the child's learning or behaviour, then a request for additional classroom support or an application for EHC may be considered where needs are diverse and complex.

Statutory Assessment – EHC Application

The school will present its documentary evidence to show what strategies and interventions have been carried out. Evidence from assessments made by other professionals will be submitted and any additional assessments arranged. Section 5.63 of the Code 2015 lists the specific process for application.

During this assessment period, support for the child will continue using the process identified in the Graduated Response through the SEN Support Process.

When a child is brought to the attention of the LEA by a request for an EHC Plan, the LEA must follow detailed procedures within a timescale.

APPENDIX 2

Terminology for SEN Policy

SEN	Special Educational Needs
DFES	Department for Education and Skills
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
AGT	Able, Gifted and Talented
PIVATS	Performance Indicators for Value Added Target settings
TA	Teaching Assistant
SENCO	Special Educational Needs Co-ordinator
LEA	Local Education Authority
QCA	Qualifications and Curriculum Authority
EPS/EP	Educational Psychology Service/Educational Psychologist
CAMHS	Child and Adolescent Mental Health Service
ACERS	Alternative and Complimentary Education and Residential

Services

IDSS Inclusion & Disability Support Service

ISST Independent Specialist School Teacher

OT Occupational Therapist

EMA Ethnic Minorities Achievement

IDL (CENTRA) Indirect Dyslexia Learning (Private organisation supported through National Lottery funding)