

Date: September 2018

Review: September 2019

# Primrose Hill School SEN Policy



## **Euxton Primrose Hill Primary School**

### **Special Educational Needs Policy – September 2018**

#### **SECTION 1 - COMPLIANCE AND GENERAL STATEMENT**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (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 Years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014.
- Safeguarding Policy Accessibility Plan
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014.

This Policy has been created by Mrs Emma Swinburn (SENDCo) in liaison with the Mr Gareth Counce (Headteacher), Dr Louise Robinson (SEN Governor), SLT and staff, with due regard to the input of pupils and parents with SEND.

At Primrose Hill Primary School, a proportion of pupils require additional support to address one or more barriers to learning. Sometimes, pupils need to be supported for a short period of time to help them overcome a particular, transitory difficulty, interventions such as these are monitored and tracked through our provision maps. Other pupils need continuous support throughout their whole time at school, with more specific individual targets, implemented through an IEP (Individual Education Plan) or EHC (Educational Health Care) Plan.

In compliance with the current SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all pupils deemed to require special educational provision to be made for them at Primrose Hill Primary School. All pupils identified as needing additional provision will be placed on the SEN Register under one single SEN category (this replaces the previous categories of School Action and School Action Plus). Their provision will be identified and progress monitored via IEPs. This Policy will set out our commitment to raising the aspirations, expectations and attainment for all pupils with SEN.

The purpose of this document is to describe the provision we make for pupils identified as having a special educational need (SEN) and the principles by which we make that provision. For consistency and clarity the term SEN is used throughout this document.

This school believes that every pupil has an entitlement to develop to his or her full potential. Educational experiences are provided, which promote high achievement and personal development for each individual through a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

## **SECTION 2 – AIMS & OBJECTIVES**

The overarching aim of this policy is to ensure that the needs of pupils with SEN are accurately identified and effectively met so that all pupils are able to achieve well and develop well both as individuals and as members of the community.

To this end, at Primrose Hill we **aim** to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal
- Use the most appropriate resources to support learning, ensuring that the development of pupils' literacy skills has the highest priority
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

### **Objectives:**

Through the application of this policy we wish to:

- Ensure compliance with national SEN policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2015.
- Work closely with the LA and comply with locally agreed policies and procedures.
- Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN.
- Ensure any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents /carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.

- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

### **SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

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

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- 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.

In addition we identify special educational needs within the context of the usual differentiated curriculum within our school. Children are identified as having SEN if they are not making progress within a curriculum that:

- sets suitable learning challenges;
- responds to pupils' diverse learning needs;
- aims to help pupils overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified: -

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category, and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

NON-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a pupil's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

#### **SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT**

At Primrose Hill Primary School all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. "Quality first" teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments (support monitored through Cohort Provision Maps) and good quality personalised teaching. The SENDCo also meets half termly to review individual progress for pupils with SEN.

The SEN coordinator (SENDCo) is responsible for:

- assessing the specific needs of pupils with SEN (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEN):
- liaising with Nursery settings and Secondary schools to aid transition for pupils with SEN and to ensure continuity of support;
- ensuring that additional targeted support is mapped to and provided for pupils who need it through Provision Mapping and IEPs;
- the day-to-day operation of the school's SEN policy;
- liaising with and advising class teachers;
- maintaining the SEN register and the records of all pupils with SEN;
- working with parents of pupils with SEN;
- liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.
- Contributing to CPD training for all staff.
- Attending/holding review meetings of SEN pupils where appropriate
- Lead professional for those pupils who have a CAF (Common Assessment Framework)

## **MANAGING PUPILS' NEEDS ON THE SEN REGISTER**

The SENDCo identifies (in conjunction with teaching staff) those pupils who require support on the SEN Register and coordinates appropriate support, which is implemented across the curriculum through IEPs. Provision for pupils on the SEN Register is usually funded from within the school's existing budget. Pupils with an Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan. All pupils with SEN have an Individual Education Plan (IEP).

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for pupils with SEN. This approach includes:

- Liaison of the SENDCo with partner Nursery Settings and Secondary Schools to aid transition and continuity of support/provision for those pupils identified with SEN;
- Regular communication and liaison with teaching staff by SENDCo in identification and appropriate support of pupils with SEN;
- Parents fully informed by SENDCo of identification of their child's SEN and authorisation sought, in writing, for appropriate provision to be made via the SEN Register;
- Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENDCo if they have any concerns or questions about SEN provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress;
- Measuring progress for all pupils with SEN termly (through Pupil Progress Meetings). Progress towards the targets on IEPs is updated half - termly.
- Review of provision where appropriate, including application for Statutory Assessment by the SENDCo and subsequent acquisition of an Education and Health Care Plan (EHCP);
- Parent meetings with SENDCo where appropriate to review progress of pupils with SEN, including Annual Reviews for pupils with an EHCP;
- Regular review and update of the SEN Register by SENDCo to ensure pupils are appropriately supported, including removal of pupils from the SEN Register who have made appropriate progress towards targets;
- Using SEN Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to pupils' diverse learning needs and overcoming potential barriers to learning;
- Referral, by SENDCo for outside agency support, as deemed necessary. The SENDCo will facilitate provision from outside agencies, including Educational Psychology Service (EP), Speech and Language Therapy Service (SALT) and Specialist Teaching Service. The SENDCo will meet regularly with outside agencies involved with pupils to inform appropriate ongoing provision.

- Holding an Annual Review for pupils an Education Health Care Plan in line with the objectives therein. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the pupil.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/REGISTER**

The SENDCo has responsibility for the removal of a pupil from support on the SEN Register at Primrose Hill Primary School. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

- ✓ Families of pupils with SEN can access further information on the provision at Primrose Hill through the 'SEN Information report for parents',  
<http://primrosehillschool.org.uk/curriculum/send-core-offer/sen-information-report-policy/>
- ✓ Families of pupils with SEN are guided towards the Lancashire Local Offer  
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

## **SECTION 7 – SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Primrose Hill Primary School recognises that pupils 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, School will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an 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 (2015) is followed.

Within school, various trained staff take responsibility for dealing with first aid on a day to-day basis. The School bursar has the responsibility for managing the medication of pupils with medical conditions – all medicines must be prescribed by a medical practitioner and relevant forms completed at school - see the School's policy for Medicines Policy for more detailed information

<http://primrosehillschool.org.uk/wp-content/uploads/2014/06/Medication-Policy.pdf>

## **SECTION 8 – MONITORING AND EVALUATION OF SEND**

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, SENDCo, teaching staff and parents.

The SEN policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- the progress made by pupils with SEN and the outcomes they have achieved in relation both to curriculum subjects and to personal development ;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEN provision has been in relation to the resources allocated (value for money assessment – reference SEN Annual Report to Governors).
- The policy is amended to reflect the outcomes of the evaluation.

## **SECTION 9 – TRAINING AND RESOURCES**

- All professional development needs are identified through the school's appraisal system, self-evaluation and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and support assistants. Most TA CPD occurs during training sessions held in school. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Staff meeting minutes are shared with all staff – including support staff.
- The SENDCo may identify the SEN training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, part of this process involved working with the SENDCo, where systems and structures in place around the School's SEND provision and practice are explained and the needs of individual pupils are discussed.
- The SENDCo regularly attends EP Cluster Meetings in order to keep up to date with local and national developments.

## **SECTION 10 – ROLES AND RESPONSIBILITIES**

### **Role of the SEN Governor/Governing Body**

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all pupils with SEN. Consequently, it is their responsibility to:

- ensure the necessary provision is made for pupils with SEN;

- determine the school's general policy and approach to pupils with SEN in cooperation with the Head teacher and SENDCo;
- ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- ensure that parents are notified of a decision by the school to make SEN provision for their child;
- ensure that pupils with SEN are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

### **Role of the Teaching Assistant**

- Teaching Assistants are recruited to work within the classroom and with targeted pupils/small groups of pupils outside of the classroom as directed by the Class Teacher and SENDCo.

### **Designated Teacher with specific Safeguarding responsibility**

- Headteacher – Mr Gareth Counce
- Foundation Stage Leader – Mrs Helen Higson

### **Designated member of staff responsible for managing PPG/LAC funding**

- Headteacher – Mr Gareth Counce

### **Designated member of staff responsible for managing the School's responsibility for dispensing medicines:-**

- School Bursar – Mrs Joanne Vost

## **SECTION 11 – STORING AND MANAGING INFORMATION**

The school complies with GDPR stipulations and confidentiality requirements with regard to information about pupils and families. SEN documentation is stored electronically on an encrypted pen drive. In line with Lancashire SEN legislation – all sensitive documentation is emailed via secure web.

## **SECTION 12 – REVIEWING THE SEN POLICY**

This Policy will be reviewed annually to comply with new requirements for SEND.

## **SECTION 13 – ACCESSIBILITY**

Please refer to the Accessibility Plan. More information is available on the school website:

<http://primrosehillschool.org.uk/wp-content/uploads/2014/06/Accessibility.pdf>

## **SECTION 14 – COMPLAINTS PROCEDURE**

The school's standard complaints system applies. More information is available on the school website:

<http://primrosehillschool.org.uk/wp-content/uploads/2014/06/Complaints-Policy.pdf>

## **SECTION 15 – BULLYING & SAFEGUARDING**

Please refer to the Anti-Bullying Policy. More information is available on the school website:

<http://primrosehillschool.org.uk/wp-content/uploads/2014/06/Anti-Bullying.pdf>

## **SECTION 16 – APPENDICES**

- Further information on the provision at Primrose Hill through the 'SEN Information report for parents',  
<http://primrosehillschool.org.uk/curriculum/send-core-offer/sen-information-report-policy/>
- Support for families of pupil with SEN are directed towards the Lancashire Local Offer
- <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>
- CONTACTS:
  - SENDCo: Mrs Emma Swinburn [deputy@primrosehill-euxton.lancs.sch.uk](mailto:deputy@primrosehill-euxton.lancs.sch.uk)
  - SEND Governor: Dr Louise Robinson

Policy Agreed;

(Date) \_\_\_\_\_

(Signed – Chair of Governors) \_\_\_\_\_

(Review date) September 2019