

Spring Lane Primary School



Special Educational Needs Policy

Updated for 2018-19 by
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SECTION 1

Spring Lane Primary School is committed to providing an appropriate and high quality education for all children, Every Teacher is a teacher of every child, including those pupils with Special Educational Needs (SEN). We work to be a school in which people feel valued and where there is respect and consideration for the feelings and opinions of others.

We strive to provide the best possible education for all pupils, whatever their talents or abilities, within a framework of equal opportunities. Our aims are:-

- To promote the highest standards of personal achievement and learning within a structured self-disciplined environment;
- To foster a sense of belonging in a caring and supportive atmosphere;
- To provide a broad, balanced and challenging curriculum for every individual child and promote an enthusiasm for lifelong learning;
- To work in partnership with parents and to forge good working links with the local and wider community

This policy was developed in consultation with Collaborative Academies Trust (CAT) advisor. Parents have been consulted, via our blog and an invitation into school, to obtain their views on the new Code of Practice (2014).

This policy has been approved by staff and Governors in line with the new code (2014).

SECTION 2

Aim

At Spring Lane Primary School we are committed to *raising the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for our children.* We believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly.

We acknowledge that some children will have special educational needs within their educational journey. We aim to:

- enable every child to experience success;
- promote individual confidence and a positive attitude;
- ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning;
- give children with special educational needs equal opportunities to take part in all aspects of our school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- ensure that the responsibility held by all staff and Governors for SEN is implemented and maintained.

Objectives

- to identify and provide for pupils who have SEN and additional needs
- to work within the guidance in the SEND Code of Practice (2014)
- to operate a "whole pupil, whole school" approach to the management and provision of support for SEN

- to provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEN policy
- to provide advice and support for all staff working with SEN pupils
- to create a fully inclusive environment through a personalised approach including person centered practices.

SECTION 3

Identifying SEN

The SEN Code of Practice (2014) identifies four broad areas of need as follows:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional needs
- Physical and sensory needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we, as a school, need to take, not to fit a pupil into a category.

As a school, we adopt a personalised approach and therefore identify the needs of our children by considering the needs of the whole child, not just any SEN. We recognise that there are a number of factors which may impact on progress and attainment but are not SEN. These include:

- 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
- Behaviour difficulties (identifying behaviour as a need is not an acceptable way of describing SEN)

Definition of SEN

A child or young person has SEN 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 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 school

- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age within the school nursery
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

SECTION 4

Approach to SEN support

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's Nursery years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will 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 ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

All 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Comprehensive details of the graduated approach used within Spring Lane Primary School is outline in our Provision Map (Appendix A).

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement, through;

- reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Decision Making Process For SEN Provision

The teacher and SENCO together consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, Spring Lane Primary School draw on more specialised assessments from external agencies and professionals.

The school has a graduated approach to deciding whether or not to place pupils on the SEN register. These steps are described below, in line with the whole school assessment cycle.

- Assess – baseline
- Plan - individual intervention
- Do – provision and support
- Review – next steps

A series of flow diagrams which define pathways of support ensures that the graduated approach is both manageable and understood by everyone in school. A personalised approach will ensure that the pupils at Spring Lane Primary School receive the support specific to their individual needs; “the right support at the right time”.

Cycle for SEN Provision at Spring Lane

Assess – Class teachers have the responsibility of completing individual assessments in accordance with the whole school assessment cycle. Children who may require additional support are identified initially by the Class teacher. Following consultation with the SENCo children requiring an individual plan are confirmed and placed on the SEN register.

Plan – The Class teacher and SENCo together discuss each child's individual needs and put into place appropriate support or intervention. This information is recorded on an individual education plan. The IEP is a living record which details specifically how key barriers to learning effectively will be removed, including clear outcomes within a defined time frame.

Do – the Class teacher holds responsibility for ensuring that interventions outlined within the plan are carried out and progress according to the outcomes described is evidenced. The responsibility for ensuring that the plan is current and up to date to reflect changing needs lies with the Class teacher (advice and support will provided by the SENCo).

Review – A minimum expectation for formal review is termly, however as a result of pupil progress reviews, the plan will be informally reviewed and updated as required to ensure that it remains a living document.

Pupils whose progress continues to be significantly below minimum expectations, despite individually planned intervention, will be identified as part of the whole school assessment cycle. At this stage, following consultation with the head teacher, additional support including specialist services will be engaged. It is the responsibility of the SENCo to ensure completion of referral documentation as appropriate, to monitor and cost this, and to evaluate the impact on pupil attainment and progress.

Parents attend parental consultation meetings where their child's progress and attainment is discussed. Where an additional need has been identified the school will always seek to gather the rich information that parents and families can contribute to the

planned support for their child. This collaborative approach is facilitated through planning meetings involving the child, their family, class teacher and SENCo.

SECTION 5

Criteria for Exiting the SEN Register

When, at a child's IEP review, it is identified that progress has been sustained over time, resulting in the threshold for entry onto the SEN register being reached (identified within Target Tracker), a decision may be made for the child to exit the SEND register. They will therefore, no longer require an IEP at this point. Close monitoring of the pupil in the initial period (one term) after exiting the SEN register will take place via pupil progress reviews.

SECTION 6

Supporting Pupils and Families

Staff work closely with families to ensure that all pupils have appropriate, ensuring that statutory requirements are met. Spring Lane Primary School website (www.springlaneprimary.com) provides SEND information and offers a link to the Local Authority Local Offer where links with other agencies to support the family and pupil can be accessed. In addition to the Local offer, the school has a 'Core Offer' which is set out below;

'In addition to quality first teaching and high quality classroom support, Spring Lane Primary School provides additional support through our dedicated and experienced team within school. This includes the DSP Manager, SENCo, Speech and Language Therapist for the DSP, specialised support assistant for the DSP, SEN support assistants, one to one key workers for significant needs, home school liaison officer and home school support worker. At Spring Lane Primary School we also have access to outside agencies and can 'buy in' support, advice and specialist assessment when needed. The SENCo works closely with all services/agencies and involves school staff when appropriate. These other agencies include, educational psychologist, physiotherapists, occupational therapists, speech and language therapists, school nurse, community paediatrician and the Local Authority SEN team'

Pupils with additional needs are offered an individualised transition, dependent on requirements. This can be from class to class, across key stages and to another school including Secondary School.

Admission arrangements are also available on the school website.

SECTION 7

Supporting Pupils at School with Medical Conditions

The 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 the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (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. All pupils with a medical condition have an individual medical plan, kept by the home school liaison officer. The schools policy for supporting pupils at school with medical conditions is included as Appendix B.

SECTION 8

Monitoring and Evaluation of SEND

All children on the SEND Register have an Individual Education Plan (IEP), which details important information about the child, including their areas of strengths and development, their outcomes and steps taken to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals can contribute to the IEP when necessary. The IEP is designed to be a living document which is updated to reflect the current needs of the child. Review meetings will take place up to three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating IEP's. The SENCo reviews the records of additional support provided by support staff to ensure consistency across the school and quality of outcomes.

An annual audit of SEND provision will be undertaken by the SENCo and the SEN Governor in order to evaluate the quality of provision offered to pupils. This will take place in the Summer Term in order that resulting actions can be incorporated into the school development plan.

Parent views will be sought on an ongoing basis via the school blog. Additionally an informal drop in session with parents where they can express their views in a relaxed and open atmosphere will be held termly.

As well as being fully involved in the creation and review of their IEP, the views of pupils with SEN will be sought via the school council.

These monitoring and evaluation arrangements, underline the school's commitment to an active process of continual review and improvement of provision for all pupils.

SECTION 9

Training and Resources

There are two levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the school. This is also known as Element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- As a Targeted level mainstream provider we contribute the first £6,000 of the additional educational support provision for learners with SEN from the notional SEN budget. This is also known as Element 2 funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCO attends any appropriate meetings in order to keep up to date with local and national updates in SEND, including local Inclusion Network Meetings and membership of NASEN.

SECTION 10

Roles and Responsibilities

Role of SEN Governor

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher, Mrs Alex Owens, is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- management of PPG/LAC funding

Mrs Tracey Hamilton, Deputy Headteacher, is The Designated Safeguarding Lead with specific safeguarding responsibility supported by Laraine Greenfield as Deputy Safeguarding Lead who are responsible for managing the school's responsibility for meeting the medical needs of pupils.

The Special Educational Needs co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

The role of SEN teaching assistants is to:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress.
- to work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- contribute to the creation, implementation and review of IEPs
- to monitor progress of the pupils they support

Carol Bull, SENCO, acts as line manager for SEN teaching assistants

SECTION 11

Storing and Managing Information

Documents' relating to pupils on the SEND register is filed within the Class Red SEN file. When a child no longer requires an IEP and further monitoring is no longer needed, the information will be stored in their "Pupil Information File". This is located securely within the office complex of the main school building.

Pupil records will be passed on to a child's next setting when he or she leaves Spring Lane Primary School. The school has a Confidentiality policy which applies to all written pupil records.

Records of additional support are archived at the end of each academic year and are then kept in the records filing cabinet in the SEN resource area within the Library.

SECTION 12

Reviewing the Policy

This policy will be reviewed and any amendments made as necessary in line with statutory guidance by the SENCO on an annual basis. The policy will then be shared and agreed by the Head Teacher and the Governing body of the school.

SECTION 13

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Spring Lane's Accessibility Plan ensures that all pupils will have access to the school, including access to the physical environment and physical aids to enable them to achieve to their full potential within a range of contexts including school visits, after school clubs and access within the wider community.

The school uses its Inclusive Teaching Observation Checklist to regularly review its success in removing barriers to learning and to identify areas for development.

Spring Lane Primary School operates an open door policy where all parents, carers and outside professionals are encouraged to take an active role within the child's provision and contact key staff when necessary. In addition the informal 'drop in' sessions increase accessibility for parents.

SECTION 14

Dealing with Complaints

Spring Lane Primary school has a complaints procedure which applies to the SEND provision. This is available upon request from the main school office. The specific section relating to SEND is in Appendix C.

SECTION 15

Bullying

At Spring Lane Primary School our anti-bullying policy ensures that steps are taken to address any issues that arise, particularly those of vulnerable learners. Please see our anti-bullying policy for comprehensive details.

SECTION 16

Appendices

Appendix A – Provision Map

Appendix B – Supporting Children with Medical Needs Policy

Appendix C – Compliments and Complaints Procedure.

For further information, the following links may be helpful:

- Special Education Needs Code of Practice 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Northamptonshire County Council Local Offer
LocalOffer@northamptonshire.gov.uk.