

## **Western Primary School**

### **Policy For Special Educational Needs**

Western Primary School and Scartho Nursery School Federation are schools that care. We care about our children, their well - being, their happiness and their entitlement in terms of educational provision. We aim to create an atmosphere where all children have the opportunity to reach their potential in a secure and supportive environment. We are committed to providing the necessary support for children in order to meet their needs, as early as possible. We believe that the earlier that special needs are identified, the sooner our children will receive the necessary support.

#### **Within The Western Primary School and Scartho Nursery School Federation, we aim to:**

- Ensure that the necessary provision is made for children who have special educational needs or a disability.
- To provide full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum for Key Stages 1 and 2.
- Work in partnership with children who have special educational needs and / or disabilities and seek their views and take them into account.
- Ensure that parents realise that they have a vital role to play in supporting their child's education.

#### **Definition:**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools;
- c) are under compulsory school age and fall into the definition at (a) or (b) or would so do if special educational provision was not made for them.

## **Special Educational Provision means:**

- provision, which is additional to, or otherwise different from the educational provision, made generally for the children of their age in mainstream schools.

## **Aims and objectives**

### **Aims**

We are committed to providing the necessary support for children in order to meet their needs, as early as possible. We believe that the earlier that special needs are identified and levels of support are put into place the more chance our children will have of making progress.

### **Objectives**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND**

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and a wide range of activities within the school.

## **Outside Agencies Available for Help and Support**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents. Some of these are:

**School Psychological Service.** This service provides advice and support to school and to parents on the needs of children. They can also help to identify children with special educational needs and help teachers plan for them.

**Learning & Cognition Team:** This agency gives advice and help in schools with children who are having learning difficulties.

**Behaviour Support Service**

**Educational Welfare Service**

**Hearing Impaired Service**

**Visually Impaired Service**

**Speech and Language Services**

**Occupational Therapy Service**

**Barnados Outreach Service**

**EAL Support Service**

**SENDIASS** This service is purely to provide support for parents of children who have special educational needs. They will provide advice, offer support and help with letter writing and will accompany parents to meetings.

**School Nurse**

**Medical Services**

**Children's Services**

## **Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Mrs Ellie Dean Head of School at Western Primary School and Mrs Sarah Bate Head of School at Scartho Nursery School. In addition, Mrs Kim Leach, Executive Headteacher, also has SEND status

## **Special Educational Needs covers four main areas.**

### **These are:**

- Communication and Interaction. Children and young people may have difficulties in one or more areas of speech, language and communication. They may also include Dyslexia or a physical or sensory impairment such as hearing loss.
- Cognition and Learning. Children and young people with learning difficulties will learn at a slower pace and may have greater difficulties than their peers in acquiring basic literacy and numeracy skills or in understanding concepts even with a level of appropriate intervention. They may also have difficulties such as speech and language delay, low self-esteem, low levels of concentration and under developed social skills.
- Social mental and emotional health For some children difficulties in emotional and social development can mean that they require additional or different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make or sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging disruptive or disturbing behaviours.
- Sensory and / or Physical Needs. There are a wide range of sensory or physical difficulties that may affect children within the school. These may require minor adaptations to the curriculum or the physical environment. These adaptations may be seen as reasonable adjustments under the Equality Act 2010
- These sensory impairments may be visual impairments (VI) or hearing impairments (HI)

**The SENCO will hold details of all SEND records for individual pupils.**

**All staff can access:**

The Western Primary School and Scartho Nursery School Federation SEND Policy;

A copy of the full SEND Register.

Guidance on identification of SEND in the Code of Practice

Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of any relevant learning plans.

Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Information available through North East Lincolnshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

**Identification of pupils needs**

If a child has been identified as having special educational needs, provision for them is in line with the Code Of Practice and is a staged approach. The class teacher will provide intervention strategies, which are additional to or different from those provided by the usual differentiated programme.

**The graduated approach:**

**Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to establish their level of learning and possible difficulties.
- c) 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
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

## **SEND Support**

Where it is determined that a pupil does have special educational needs, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help 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**

This is an on-going 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 interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- **Children**
- **Parents**
- **Teachers**
- **SENCO**

## **Children's Services**

### **Health professionals**

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

Following Statutory Assessment, an EHC Plan will be provided by Local Authority (LA), if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. This plan should take no longer than 20 weeks.

Parents and young people can request a personal budget which is an amount of money identified by the local authority to deliver the provision as set out in the Education and Health Care Plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

### **Admission arrangements**

The admission arrangements for all pupils are in accordance with north East Lincolnshire admissions arrangements, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

### **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. If necessary small group work is used or individual 1:1 support can be provided – again according to need.

The school also offers a nurture group where the needs of the child could be better met within the small group setting rather than in the whole. We will consult with parents as much as possible.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Assessment of children identified as having special educational needs is made through the following:

- EYFS profile
- Year group outcomes
- Statutory Assessment Frameworks including the Pre Key Stage outcomes
- Diagnostic assessments where relevant.
- Formative and summative assessments.

### **Inclusion of pupils with SEN**

The Headteacher and Deputy Headteacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services when necessary.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Records of SEN provision and interventions are closely monitored and are which are updated when the intervention is changed.

These are updated by the Deputy Headteacher and the SENCO. These reflect information passed on by the intervention team, and are adapted following assessments. These interventions are monitored and evaluated termly by the Deputy and SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO / Deputy Headteacher attends relevant SEND courses and meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

### **Working in partnerships with parents:**

Western Primary School believes that a close working relationship with parents is vital in order to ensure that:

- a) Early and accurate identification and assessment of SEN leading to appropriate Intervention and provision;
- b) Continuing social and academic progress of children with SEN;
- c) Personal and academic targets are set and met effectively. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- d) If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Relevant school Staff that can be contacted for any issues or to answer any of your questions are as follows:

Mrs Ellie Dean Head of School Western Primary School/ SENCO

Mrs Sarah Bate Head OF School Scartho Nursery School/ SENCO

Mrs Kim Leach Executive Headteacher – Western Primary School and Scartho Nursery School Federation

Mrs Angela Wilson SEND Governor

Mr Iain McLaughlan SEND Governor

Western Primary School's SEND policy, together with the Local Offer ( an explanation as to the types of support that Western provides and contact details can be found on the School's website.

This policy will be reviewed in January 2021

**Ellie Dean**

January 2020

**Abbreviation Used in The Policy**

<b>LA</b>	Local Authority
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>VI</b>	Visual Impairment
<b>HI</b>	Hearing Impairment
<b>EHCP</b>	Education and Health Care Plan
<b>CPD</b>	Continuous Professional Development

Date: January 2020

To be reviewed: January 2021

Signed :

Executive Headteacher

Chair of Governors