

Forton Primary School

Special Educational Needs and Disabilities Policy

SENCO: Alyson Hackett

Headteacher: Lorna Boase

Introduction

We believe that every child is entitled to a curriculum that enables him/her to achieve the highest levels possible and which develops the whole child by catering for his/her social, emotional, intellectual and moral development whilst encouraging purpose, self-discipline and independence in a caring and secure environment.

It is the philosophy of this school that a child with special educational needs and/or disability has an ordinary child's needs first.

The staff of Forton Primary School is committed to the ethos of the inclusivity of children with special educational needs and/or disability into every facet of school life and see this as being beneficial to the school as a whole.

The emphasis is on a whole school approach. Every teacher takes responsibility to adapt their teaching to respond to both the strengths and needs of all pupils in their care. All children are provided with realistic and achievable learning goals in a broad-based, appropriate curriculum both by curriculum design and teaching approaches. Teachers will seek help and support from the SEN Co-ordinator when pinpointing the precise needs of some children and will differentiate learning through individual programmes of work geared to meet these needs.

We at Forton Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. It is our aim that all children with SEN and/or disabilities be identified and assessed as quickly and thoroughly as possible, so that we can provide an education that is matched to their needs and ability. This will provide them with the opportunity to reach their full potential in a supportive, caring and inclusive environment.

This policy was written by the SENCO in consultation with the Headteacher and reflects the SEND Code of Practice 2014. This policy has been shared and discussed with all the teachers, teaching assistants and governors of the school. This document is available on the school website and is accessible for parents and carers, who were informed of this Policy, relating to the new SEND Code of Practice, via the school newsletter.

Aims

At Forton Primary School we aim to raise aspirations and expectations for ALL pupils, regardless of their ability. This includes the children who are identified as having a special educational need or disability. There must be no division between any child, whatever their needs, but a continuum of needs in which every child is seen as an individual.

We aim to :

- build every child's confidence and self-esteem
- develop independent learners
- encourage each child to value him/herself and build on his/her talents
- encourage tolerance and understanding of ourselves and others
- ensure all pupils are accepted as and feel part of the school community in their own right and that their contribution to school life is valued and celebrated
- provide equality of opportunity

Objectives

To encourage pupils to become **skilful, competent and independent learners**, and to motivate and guide them as they seek to achieve the full potential of their abilities

To provide the appropriate programme and resources for all children, giving the greatest possible access to a broad and balanced education.

To identify and provide for pupils who have special educational needs and additional needs. We will work within the guidance provided in the SEND Code of Practice (2014)

To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

The SENCO will attend regular training to ensure that their knowledge and awareness of current issues is up to date.

To provide support, advice and access to relevant training for all staff working with pupils identified as having special educational needs or additional needs.

To maintain high levels of engagement with parents, guardians and any agencies involved in the care of each child.

To ensure all pupils have access to the full curriculum, adapting it to best fit the individual needs of each child.

Identifying Special Educational Needs

In the Code of Practice there is now a single school stage known as 'SEN Support'. This will be based on early identification of needs, early help and support. A child is identified as having SEN when they have either a learning difficulty or disability AND they need special educational provision to be made for them, additional to or different from that generally made for others of the same age in a mainstream school.

Whilst four broad categories of need are described in the Code of Practice, the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

These four categories of need are:

Communication and Interaction

Children identified as having needs in this area may find it difficult to communicate with others, either due to the fact that they cannot express themselves, cannot understand what is being said or have difficulty understanding how to interact socially. The needs of these children may change over time. Such problems are likely for children on the Autistic spectrum, which ultimately impacts on how they are able to relate to others.

Cognition and Learning

When children learn at a slower pace than their peers, extra support may be needed. There are a broad spectrum of learning difficulties, including Moderate (MLD) and Severe (SLD) whereby children often need support in most areas of the curriculum, through to children with Profound and multiple learning difficulties (PMLD), who tend to have a physical disability or sensory impairment. Children with a difficulty such as dyslexia, dyspraxia or dyscalculia will tend to be identified as having a Specific learning difficulty (SpLD).

Social, emotional and mental health difficulties

These difficulties can present themselves in many ways. The child may become isolated or withdrawn, they may display challenging, disruptive behaviour and behave in an inappropriate manner. They could, in turn, reflect underlying mental health issues such as anxiety. Other disorders covered in this area are attachment disorder or attention deficit/hyperactivity disorder (ADHD). As a school we would work to ensure the well-being of both the child with special needs and their peers, ensuring they are not affected by any disruptive behaviour.

Sensory/Physical Needs

Children may need access to special equipment and support to access the curriculum and schools facilities due to impaired vision (VI), hearing (HI) or multi-sensory impairment (MSI) or other Physical needs. These difficulties can fluctuate over time.

As a school we are committed to identifying the needs of the **WHOLE** child. The school is also aware that whilst some issues may not constitute SEND, they *could* impact upon progress and attainment. This includes: attendance and punctuality, disability, health and welfare, English as an additional language, being a looked-after child and being a child in a services family. School will not identify a child's behaviour alone as a Special Educational need; any worrying behaviour should instead be seen as an underlying response to a need which the school will endeavour to work towards the identification of, in partnership with the parent and other agencies, to be able to offer the appropriate support.

A Graduated Approach to SEN: Our approach to identifying and managing children with SEN

Once a child has been identified by the class teacher as having some cause for concern, they will inform the SENCO and Headteacher. Regular monitoring of teaching is carried out to ensure that quality-first teaching takes place in every classroom. Information will be gathered and increased differentiation within the child's normal classroom work will take place. At this stage the class teacher will:-

- identify a child's needs/find out where any gaps in learning are
- consult the child and parents
- discuss them with the Headteacher, SENCO and any teaching assistant involved
- collect relevant information
- devise a targeted programme of work for the child which is differentiated to help meet their particular needs
- place the child on the register for SEN
- review and monitor the child's progress regularly (Assess-Plan-Do-Review)

Relevant information is gathered, discussed with the parents, class teacher, the teaching assistant, the SENCO, Headteacher and any other agencies involved. From this an individual education plan (IEP) will be drawn up for the child. The child will be encouraged to give his/her views whenever possible to ensure he/she becomes actively involved in the decision making process at the earliest opportunity. The progress will be reviewed and monitored with a new IEP being drawn up by the teacher and shared with the SENCO on a termly basis. There is discussion on a regular basis between the SENCO, class teacher and Headteacher in order to implement a joint learning approach. At the end of each term it is decided whether to continue with the provision or make changes.

The class teacher, Headteacher and SENCO, in consultation with the parents and child, if appropriate, will liaise to determine the form of intervention to match the special educational provision to the child's needs. This may take the form of:

- differentiated learning materials, equipment or approach to match the child's needs and learning style
- in class support
- individual, paired or group support in class or withdrawn to use a multisensory approach to a structured programme. Children at Forton Primary School will only be withdrawn when it is deemed to be of great benefit for the child and necessary, in keeping with our ethos of 'inclusive learning for all'.
- advice from external agencies/specialists may be sought

Records of progress towards targets set will be maintained to monitor success, evaluate strategies and plan future intervention, thus forming a continuous and systematic cycle of assessment, planning, action and review to enable the child to progress. The views of parents and child are an important part of this process.

Movement on the SEN register is a two-way process. If progress is made and maintained, children may be removed from the register. Their progress will continue to be monitored alongside their peers.

Parents of children with more specific cause for concern will be invited to review meetings. If the review indicates continuing unresolved difficulties we consider referral to the educational psychologist. Where a pupil's difficulties continue to give cause for concern, despite action implemented, the school will request a statutory assessment. In conjunction with parents we take advice from Lancashire Education Inclusion Service (LEIS) and the school's SENDO. Children may be brought to the LEA's attention for statutory assessment by a number of routes, such as parental requests, school referral or requests from another agency. To gain an EHC requires strict criteria to be met which are assessed by a panel of professionals from the local County Council. This is a legally binding document which sets out the provision the child must receive to meet his/her SEN. The school must provide the funding for any children assessed to be within Bands A-D. Top-up funding is available for any children assessed to be within Bands E-G.

Managing Pupils needs on the SEN Register:

It is recognised that a number of pupils, at some point in their primary school education, will have special educational needs. This is defined as pupils who require the provision of intervention in addition to what is available in the school's normal classroom situation. The pupil will have a significantly greater difficulty in learning than the majority of children of the same age, or may have a disability which prevents or hinders them from making full use of educational facilities. The provision will be individual and different.

The school is committed to providing a broad, balanced, relevant and differentiated curriculum. All staff share the responsibility for identifying and assessing individual pupil's needs, for planning and putting into practice schemes of work which meet the full range of pupils' abilities and needs. The setting of standards of work, pupil behaviour, recording progress and recognising achievement is consistent. The environment of the classroom and the school as a whole will influence the extent to which schemes of work can meet each pupil's needs. The classroom environment should help to make learning exciting for all. It should arouse pupils' interests and curiosity. Most of all it should help those who need extra stimulus and encouragement.

In collaboration with the Headteacher, the SENCO produces a whole school provision map which is reviewed annually which details all the provision for each individual child who is on the SEN register. This is shared with the class teacher and ensures that each child does indeed have an individually tailored programme of learning to both support them and enable them to make high levels of progress. This provision mapping is reviewed each term or when teacher assessment has identified different needs, greater needs or indeed movement off the SEN register. This links to the 'Assess, Do, Plan, Review' process, ensuring an effective, reflective education plan is in place to best meet each child's changing needs. Children with existing statements or EHC plans also receive an 'All About Me' passport, which they help to complete. This provides a more personal insight into each child and is of great value when the child moves up classes in school.

It is the policy of the school that pupils with special educational needs are identified as early as possible. The needs are discussed with parents and where necessary and possible appropriate teaching or support is needed. This may involve withdrawal in a small group or 1:1 situation to teach, reinforce and practice. Early identification can help prevent wider learning gaps and further problems developing in the future. The school liaises closely with pre-school settings to ensure that any identified needs are taken into account on transition. Although our children have differing preschool experiences, the induction process includes particular attention given to making sure that the class teacher/SENCO is aware of those pupils identified as having SEN so that appropriate arrangements can be made. Likewise when children with SEN transfer to high school settings meetings are held to ensure continuity of provision. When a pupil

with a statement of SEN/EHC plan transfers to high school the LEA representatives will attend the Year 5 annual review meeting. At this review clear recommendations will be made as to the type of provision the child will require at the secondary stage so that parents can consider this when choosing a high school. When pupils with SEN transfer to or from Forton within their primary years, the SENCO will ensure that all the relevant information is gathered or passed on within 15 days of the child moving, and that appropriate services are contacted. The school has adopted the staged model approach as suggested by the Code of Practice.

Within the school there a variety of procedures which will help to identify a child's special needs:

- Discussion with the parents
- Discussion with the child wherever appropriate
- Pre-school reports
- PIVAT and/or Baseline assessment
- The teacher's observations and assessments
- Statutory tests
- Tracking of progress in core subjects
- Evidence of children's work
- Medical reports

Training and Resources:

The SENCO oversees the day-to-day work involving SEND and the whole staff regularly undertake training in special needs in a variety of ways e.g school based formal monitoring of the teaching and classroom activities, discussion, curriculum meetings, INSET and externally run training. All training will be reported to the Governing Body. Teaching assistants are able to support class teaching and they are deployed according to specific needs. Pupils with an EHC or with a Statement are supported by specific assistants. The SENCO keeps abreast of current issues and legislation by attending relevant training including termly cluster meetings with representation from the local authority.

A range of equipment and resources is available within school which is appropriate for children with SEN. Much of the SEN funding is devoted to staffing but when the need for a specific resource is identified it is acquired.

Roles and responsibilities

The Governing bodies of mainstream schools must:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the Headteacher or the appropriate Governor has been informed by the LEA that a pupil has special educational needs, that those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special needs
- Take into account the efficient education of the other children and, by appropriate use of resources; endeavour to ensure that all pupils join in the activities of the school together

The Governors of Forton Primary School will endeavour to uphold these principles and work with the school staff to ensure that they are met. Mrs Barbara Drayton is the current governor with responsibility for SEN and attends training organised by the LEA to keep abreast of current issues and developments. She has regular contact with the Headteacher and SENCO to keep abreast of, and monitor, the school's SEN provision. The SEN Governor also ensures that the Governing Body is kept informed of how the school is meeting the statutory requirements.

The SENCO

The role of SENCO is undertaken by Miss Alyson Hackett. Her responsibilities include:

- Maintaining a register of children with SEN and ensures records on children with SEN are up to date
- Providing advice to teachers who have concerns about pupils who are experiencing specific difficulties/making insufficient progress
- Working closely with the Headteacher, teachers and teaching assistants in co-ordinating provision for the children
- Liaising with outside agencies to gain advice and support for children with SEN, and staff in school to monitor delivery of programmes of activities to specific pupils
- Working closely with parents of pupils with SEN
- Contributing to in-service training on SEN issues
- Identifying areas for development in SEN and contribute to the school's development plan

The Headteacher, Mrs Lorna Boase, is responsible for managing the funding for Pupil Premium and Looked After children.

Mrs Boase and Miss Hackett are the designated teachers for Child Protection.

Storing and Managing Information

Copies of all children's records are always passed on to the next educational provider.

Documents relating to children with special educational needs, however, are kept in school until the child reaches the age of 25 years, with a copy sent to the next provider.

Complaints Procedure

Good communication between parents, Headteacher, staff and Governors is considered to be a key element in resolving difficulties, as they become apparent. This can prevent problems developing into disagreements. Complaints will normally be dealt with within the school (See Complaints Procedure). We ask parents to consult with the Classteacher, SENCO and Headteacher. If agreement cannot be reached the matter should be referred, by letter, to the Chair of Governors. The Chair of Governors will discuss the problem with both parties and report to the Governing Body. If this process fails then the LEA should be approached in writing. These complaint procedures are made known to the parents in the School Prospectus and on the school website.

Reviewing the Policy

This SEN Policy will be reviewed annually by the Headteacher, SENCO, staff and the Governing Body. The effectiveness of this policy on learning or improvements in behaviour for children with SEN will be shown by:

- Ongoing teacher and TA observations in the daily classroom setting
- Differentiated short-term planning by the class teacher to meet the child's needs
- Evidence of progress towards targets at IEP/IBP reviews
- The progress of a child up, down and from the Special Needs Register
- Evidence of progress being made by that pupil in the area of their particular needs using PIVATS or other suitable assessments
- Evidence of progress being made towards their overall objectives
- Increased pupil self-esteem
- Effective pupil participation and involvement in the educational and social life of the school
- Discussions with child (at appropriate level), parents, outside agencies about the child's progress

On _____ this policy was reviewed and agreed
by :

Name	Signature	Designation
Alyson Hackett	_____	SENCO
Lorna Boase	_____	Headteacher
Janet Huddart	_____	Chair of <i>Governors</i>
Barbara Drayton	_____	SEN <i>Governor</i>