

FRONT STREET COMMUNITY PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

September 2018



This policy links to articles: 1, 2, 3, 23, 28 & 31.

Front Street Community Primary School is a large primary school serving a catchment area of mixed social and economic disadvantage. The school has a low transient population. Front Street Community Primary School is an inclusive school, catering for a wide range of SEND. Pupils have a broad range of special educational needs including dyslexia, autism, SEMH and physical disabilities.

At Front Street Community Primary School, it is our aim to maintain an ambitious vision, with high expectations and a culture of improvement developed through a Growth Mindset.

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Supportive working relationships with parents and involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

DEFINITION

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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. (Code of Practice DFE 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

The Special Educational Needs Code of Practice

Front Street Community Primary School will have due regard for the Special Educational Needs and Disability Code of Practice: 0-25 when carrying out duties towards all pupils with SEN and ensure that parents are notified when SEN provision is being made for their child.

AIMS

We have a responsibility to encourage excellent SEN practice throughout Front Street Community Primary School, for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

AREAS OF NEED

The SEN Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed.

The identified areas of need are:

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

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEN.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what

they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Such requirements may also apply to some extent to children with physical and sensory impairments, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Emotional, Social and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children experiencing difficulties in any one or a combination of these areas may be registered on either the school's Medical Register or SEN List or both.

ROLES AND RESPONSIBISLITY

Provision for pupils with special educational needs is a matter for the school as a whole.

Headteacher: Mrs H. Gladstone

SENCO: Mrs S Burdon (National Award for SENCo achieved June 2013)

Designated Governor: Mrs D. Gilray

Governing Body

The governing body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENCO.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Headteacher

The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCOs includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked after Child has SEN;
- advise on graduated approach to SEN Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEN;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act; and
- ensure that SEN records are up to date.

Class Teachers

Class teachers have the following responsibility to:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Support Staff

Class teachers work with Teaching Assistants (TAs) to plan effective provision for pupils with SEN. Effective liaison between TAs and class teachers is essential to ensure planned activities are linked to targets set out in Learning Plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

IDENTIFICATION

We recognise the importance of identifying pupils as early as possible who might have a SEN. To assist with the early identification of pupils with special educational needs, the teacher and SENCO will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials alongside half-termly assessments as part of our progress meetings - these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

If SEN provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

The school makes full use of information that is passed on when children transfer between phases or moves in from another school, and is responsive to any information or expressions of concern passed on by parents/carers.

ASSESSMENT

The class teacher and SENCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome. These include:

- Reviewing of support plan targets;
- Discussion at review meetings;
- Regular Reading tests;
- Ongoing teacher assessment;
- Termly/half term class assessments;
- School tracking systems

MONITORING

Teaching pupils with SEN is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

Adequate progress will vary according to individual needs and differences but may include progress that:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO will be consulted. The SENCO and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through **School SEN support**.

School SEN Support

The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;

- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child has School SEN support the SENCO usually refers the child to outside agencies such as Educational Psychology or Specialist Support Teams for additional support. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request an Educational Health Care Plan.

PROVISION

On entry to Front Street Community Primary School each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainment and will be used to ensure continuity of learning as a child moves through Key Stages.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO and class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for targeted support within class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/attainment and inform future planning
- involve parents in a joint home-school learning approach
- involve pupils, where they are able, in planning/agreeing their own targets

The main types of provision made by the school are:

- full-time education in class with additional support through a differentiated curriculum
- short periods of withdrawal to work with a SEN Teaching Assistant for specific purposes
- in-class support with adult assistance
- support from specialists within class or as part of a planned withdrawal programme

There is a range of intervention programmes and provision that may be put into place for a child with Special Educational Needs at our school. These include:

- A differentiated curriculum
- Special equipment and resources
- Talk Boost
- First Class@Number Programme
- Social skills sessions

- Self esteem programmes
- Work with other agencies such as Physiotherapy, Visual/Hearing Impairment Services, Movement Services and Speech Therapy.

In consultation with staff, parents and pupils, the SENCO chooses the appropriate provision/intervention programme for each child. The SENCO ensures that all children with SEN are catered for effectively. Using data analysis, lesson/session observations and pupil, staff and parent feedback, the SENCO evaluates the impact of provision/intervention programmes annually.

INDIVIDUAL RECORDS

Records are kept on all children with SEN, detailing steps taken to support them. In addition to those records that are in place for all children, the pupil's profile will include:

- information from previous school/phases
- information from parents
- information on progress/behaviour
- pupil's own perceptions of difficulties
- information from health/social services

SEN(D) Register

This is kept by the SENCo. It indicates which children have SEN and what stage they are at. It also includes children who have a disability and the agencies that are involved with them. The SENCo will become involved should a child's disability present a barrier to their learning. The SENCo maintains the Register as a working document.

Individual Learning Plans

Although there is no requirement for pupils with SEN to have an Individual Education Plan (IEP) or Learning Plan we will provide a plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning. If it is deemed appropriate a child will have a Learning Plan that will be reviewed 2 times a year unless it is deemed necessary to review earlier. Some children will be given a Strategy Plan which outlines strategies used every day to support the children in accessing activities during the school day. This will be reviewed as necessary.

REQUESTING AN EDUCATION, HEALTH CARE PLAN

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP). Following a request for an Education, Health and Care needs plan, the Local Authority will

consider whether an EHCP needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupils academic attainment
- Records of regular reviews and their outcomes;
- Information about the nature of the pupil's SEN
- The pupil's health including the child's medical history where relevant;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

ANNUAL REVIEW PROCEDURES

It is a statutory requirement for children with an EHCP to have an Annual Review. At Front Street Community Primary School we hold annual reviews for children with an EHCP, as well as termly reviews preceding the annual review. Parents/Carers and other agencies, where appropriate, are invited to these. School SEN support reviews are held as part of the Parent/Teacher evenings in the Autumn and Spring Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

PARTNERSHIP WITH PARENTS/CARERS

Front Street Community Primary School firmly believes in developing a strong partnership with parents/carers and that this will help children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership. The school will make available, to all parents of pupils with SEN, details of the Parent Partnership Service available through the LEA.

PUPIL INVOLVEMENT

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

IN SERVICE TRAINING

Whole school INSET on SEN matters will be delivered as and when the need arises. All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses. The SENCo and Senior Leadership Team will be a forum to discuss SEN matters and recommend whole school inset as and when the need arises. The Head Teacher can recommend INSET deemed necessary at any given time.

LA/National updates

Gateshead Primary SENCo meetings take place each term. Updates are provided and SENCOS can arrange to share resources and ideas.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early years Area SENCos
- SEN School Improvement Team
- Psychological Service;
- Newcastle and Gateshead CYPs;
- SENIT (Special Education Needs Improvement Team)
- PBS (Primary Behaviour Support);
- Queen Elizabeth Hospital Child and Family Unit;
- School Nursing and Health visitors;
- Speech and Language Therapists;
- Occupational Therapists;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- PBS (Primary Behaviour Support);
- School Nurse
- EMTAS
- Physiotherapy

TRANSITION

Before transition to Secondary Schools in September (mainstream or specialist placements), children with an EHCP will have an early Annual Review within the Autumn Term where staff from their preferred placement will be invited to attend. Relevant SEN information is transferred during the Summer Term of Y6 for children on school support. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

If a child is transitioning to a specialist placement more than one visit will take place depending on the child's needs and a familiar adult can accompany them for some of the visits.

COMPLAINTS PROCEDURES

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the SENCo and for learning and behavioural difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedures for complaints about provision outlined. Parents are informed of their rights in the documentation from the Local Education Authority (LEA). The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LEA.

MONITORING, EVALUATION AND REVIEW OF SEN PROCEDURES AND GUIDELINES

This document is subject to annual review as part of the cycle of whole school self-evaluation. The outcomes of this review are used to inform the School Improvement Plan. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

- levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- measurable progress made by individual children
- monitoring reports on classroom observations prepared by Head Teacher and Senior Leadership Team
- evaluations of the quality of IEPs
- collation of children's and parent's/carers' comments following review meetings.

In reading this policy, account should be taken of the following statements:

Equal Opportunities and Racial Equality

The Governors and staff are committed to working with all members of the community to ensure that everyone has equality of opportunity and no one will suffer or be disadvantaged by direct or indirect discrimination. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Racism or bullying will NOT be tolerated in any form.

Disability Statement

Front Street Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promoted equality of opportunity to people with a disability; pupils, staff, parents, carers, visitors, governors and others who use our school.

By promoting a positive attitude towards people with a disability we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve people with a disability in forming the direction that our school takes to promote equality of opportunity and accessibility to the school environment. We will also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Date of Implementation: September 2018

Date of Review: September 2019