



## West Vale Primary School

### S.E.N. Policy

#### **Introduction**

This policy reflects the values and philosophy of West Vale Primary School in relation to Special Educational Needs. At West Vale Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. Our educational aims for children with SEND are the same for all children in the school. Every teacher is a teacher of every child including those with SEND.

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014)

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

All mainstream schools must appoint a designated teacher for SEND who is responsible for the day-to-day operation of the school's policy.

The person co-ordinating the day to day provision of education for pupils with SEN is Sally Scott (Inclusion Manager)

A member of the Governing body, Mr Alex Griffiths, takes a special interest in SEND, although the Governing body as a whole is responsible for the provision of all children with SEND.

The person responsible for overseeing the provision for children with SEN is Mrs Fiona Gardiner (Principal)

## **Aim**

The overall aim of this policy is to raise the aspirations and expectations of all children with special educational needs or disabilities to achieve their best educational outcomes.

## **Objectives**

- To give every child the opportunity to experience success in learning to achieve as high a standard as possible.
- To ensure the early identification of individuals who need extra support.
- To closely monitor the progress of all children including those with SEND to ensure they reach their full potential.
- To work closely with parents and other agencies to provide support and opportunities for those children with SEND
- To ensure individual children and staff receive appropriate support to facilitate meeting identified special needs;
- To ensure that where appropriate the wishes of the children and views of individual parents are taken into account

## **What are special educational needs**

If your child has more difficulties than most children their age in aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.

Within school, this means that they will be identified on the school's special educational needs register so that provision to meet their needs can be planned for. This is a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable if necessary further support to be sought for your child from additional outside agencies, such as an Educational Psychologist, Child & Family Support Worker or Speech & Language Therapist.

As children progress, they may be taken off of the register at a future point when their needs no longer require additional support.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. This is also the case children experiencing behavioural difficulties, children who are identified as vulnerable and children who are making slow progress and/or have low attainment.

## **What is a disability?**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

### **Identification of pupils with Special Educational Needs**

Teachers and the SENCO, along with parents, carers, children and outside partners, will work together to identify children's special educational needs through a detailed analysis of:

- teacher's assessment and experience of the pupil
- information on pupils progress and attainment
- individual's development in comparison to their peers
- the views and experience of parents and the child
- advice from external support services

The action that the school needs to take to support children will take account of the following four broad areas of need and the whole child:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

### **A graduated approach to SEN Support:**

1. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff.
2. All children will have access to high quality teaching in class which is differentiated for individual pupils to meet all children's needs.
3. Where children's learning does not respond to this high quality first teaching then they will be added to the school SEN register as requiring SEN support. Parents are consulted before this decision is made.
4. Where progress is still not being made with additional support, further advice will be sought from external agencies which may lead to the child being considered for an Education, Health Care Plan.

### **A child's special educational needs and/or disabilities will be met at one of the following stages:**

#### **Initial Concern/Monitoring**

An informal stage where class teachers identify a concern about a pupil's progress, gather available information about the pupil, discuss strategies for providing appropriate learning tasks for the pupil with the SENCo and seek to discuss concerns with the pupil's parents/carers.

#### **Additional Needs**

Following the initial concern meeting and whilst monitoring, children may be placed onto an additional needs register. This does not appear on the school's Management Information System but does mean that a one page profile is created for that child, identifying their strengths and ways to help them. This is done in collaboration with the child.

## **SEN Support**

This is the first formal stage. The triggers for intervention through School Support could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision is mainly classroom based, managed by the Class Teacher, where:

- a set of individual targets are drawn up for the pupil, in consultation with the pupil's parents/carers and advice from the school's SEND team, including the SENCo.
- progress is reviewed on at least a termly basis.

The majority of support is provided in class by the Class Teacher.

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress, or if the SENCo believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

The triggers for this could be that, despite having received an individualised programme and/or concentrated support 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 developing literacy and numeracy skills
- has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- 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
- Provision is still mainly classroom based, with additional advice/input from the SENCo where the school will:
  - seek the involvement of external agencies to support the production of an IEP for the pupil or to provide a course of support which is carried out in school in a small group situation or a 1:1 basis.
  - continue to work closely with parents.
  - continue to keep the pupil's progress under regular review

Reviews are carried out as before and decisions made with the parents as to whether to continue the child at School Support if some progress is being made which shows the child is improving significantly, or to be put forward a request for the consideration of the initiation of statutory assessment if everything that has been tried so far does not seem to be making sufficient difference to the child's situation and development.

The criteria for applying for statutory assessment are set by the Local Authority.

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

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

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

- Parents
- Teachers
- SENCO
- Social Care
- 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.

### **MANAGING CHILDREN'S NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have a record of their provision and support through an IEP, One Page Profile and if an outside agency is involved, a SEND Support Plan. Information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow them to achieve and any other professionals who have contact with the child will be recorded in their SEND Support Plan.

Class teachers, parents, the child and other professionals will all contribute to the Individual Education Plan (IEP). An IEP is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place termly, where parents and the child 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

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## **Specialist support**

School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

## **Criteria for exiting the SEN record**

If it is felt that a child is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, child and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the child off of the SEND register then all records will be kept until the child leaves the school (and passed on to the next setting). The child will be continued to be monitored through the schools monitoring procedures, such as progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school 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. The school has a policy for Supporting Pupils at School with Medical Conditions which can be found under the "Policies" tab on the school website.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, 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 children. 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 child with SEND.

The school's SENCO regularly attend the SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for children with SEND is a matter for the school as a whole. The governors in consultation with the Principal, has a legal responsibility for determining the policy and provision for children 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 children with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- 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 **Principal** is responsible for:

- the management of all aspects of the school's work, including provision for children 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

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 children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- liaising with the Principal and Governor with responsibility for Special Needs on issues of SEN within the school.
- helping staff to identify children with special educational needs
- supporting class teachers in devising strategies, drawing up One Page Profiles
- setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of children 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 and records
- assisting in the monitoring and evaluation of progress of children 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 secondary school to ensure a smooth transition

**Class teachers** are responsible for:

- providing high quality teaching for all children
- assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the children (in liaison with the SENCo, parents and children)
- Regularly reviewing the impact of these adjustments, interventions and support, including children 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 children with SEND.
- Directly liaising with parents of children with SEND
- Manage and liaise with support staff within their class to ensure the needs of children's on the SEND register are met.

## **STORING AND MANAGING INFORMATION**

Documents relating to children on the SEND register will be stored in a cabinet in the Principal's office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting

The school has a Confidentiality policy which applies to all written children records.

## **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

West Vale's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

## **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

## **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Medical Needs Policy
- Intimate Care Policy

## **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.

**Reviewed: Sept 2019 by S.Scott (Inclusion manager)**