

Sandbrook Community Primary School



Special Educational Needs Policy

September 2016

Review Date September 2017

Sandbrook SEN Policy

Names of key professionals:

Name of designated SENCO Non-Teaching - Mrs K Korab (BSc PGCE Intensive SENCO training). Appointed April 2016

Name of linked Governor - Ms S McDowall. Appointed 22/01/13

Overview

This policy was developed with regard to the SEND Code of Practice 2014. The policy is shared with all staff and is available to all stakeholders who request a copy including parents and young people.

Definition: What is Special Educational Needs?

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Special educational needs and disability code of practice 2014

The SEND Code of Practice 2014 outlines four broad areas of need, these being:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

At Sandbrook Community Primary School staff are aware of the fact that a child's needs may span one or more of these needs. The purpose of identification of needs is to work out what action we need to take as a school and not to fit a child into a category. It is acknowledged that a child's needs may change over time.

More detailed information about these needs can be found in the SEN Code of Practice 2014 6.28

School Ethos with regards to Special Educational Needs

At Sandbrook we aim to educate all our children to their full potential within a broad and balanced curriculum. All children are a unique part of our school community and are treated equally and fairly. We take full account of the rights of everyone to be treated with respect, tolerance, honesty, justice and security.

We strive to create the best possible learning opportunities for all our children to achieve. We ensure consistency of approach in a positive, caring and encouraging atmosphere within which all our children can thrive, educationally and emotionally.

We support those children who struggle with learning & behaviour and also those for who learning comes easily. We challenge all our children to be the best they can.

We are realistic and understand that some children may need extra support to reach these high aspirations.

At Sandbrook every teacher is a teacher of every child including those with SEN and as such each teacher is accountable for the progress and attainment of every child in their class including those who receive specialist support outside of the classroom.

At Sandbrook Community Primary School we aim to ensure all children regardless of need or ability reach their fullest potential.

Objectives:

1. To work within the guidance provided in the SEND Code of Practice, 2014.
2. To provide a non-teaching SENCO who will work within the SEN Policy.
3. To identify and provide for pupils who have special educational needs.
4. To involve parents at all stages of identifying, assessing, developing, monitoring and evaluating provision for their children. Helping them to understand and give appropriate help and support and promoting an

effective partnership, obtaining the support of other agencies when necessary.

5. To encourage the child's involvement in the provision for their own learning, listening to children's views and taking account of them.
6. To provide support and advice for all staff working with pupils with special educational needs.

Identifying Special Educational Needs

At Sandbrook Community Primary School we believe in early identification. Prior to starting Nursery or Reception staff carry out **home visits** with all families as part of Rochdale LA **Early Help Strategy**. The questions asked should highlight any possible SEN or other underlying concerns. Parents are asked to provide information about early development and any other services that may be involved with the family. If a SEN is identified by another service or setting a transition meeting will be held gaining as much information as possible to ensure the best possible support is provided on entry to school.

A Graduated Approach to SEN Support.

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.

Special educational needs and disability code of practice 2014

The first step in responding to pupils who may have SEN is **high quality teaching**. At Sandbrook Community Primary School, every teacher is a teacher of SEN and as such is expected to provide **differentiated** activities to meet the needs of all pupils in their class. All teachers are responsible and accountable for the progress and development of pupils in their class including those who are supported by teaching assistants, specialist teachers or outside professionals.

Pupil progress meetings are carried out each term and as part of these meetings children whose progress or attainment is causing concern are highlighted. If progress or attainment is a concern then the first action is **selecting appropriate intervention** with the unit leader and/or the SENCO. Targets should be time limited and specifically related to the area of need.

All interventions should be recorded on the school **Provision Map** or **Individual Education Plan**.

Interventions should be reviewed at least once per half term to ensure pupils are receiving the most appropriate support. If there has been no progress then teachers must inform the SENCO outlining what steps have already been taken and what impact has been seen.

A pupil may be placed on the SEN register if they have an identified condition or learning difficulty which impacts on their ability to access a differentiated curriculum or requires support from specialist staff in school or from an external agency.

A pupil may be placed on the SEN register for progress if, despite **high quality teaching** and **appropriate intervention**:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- A lack of progress widens the attainment gap.

If there is a significant lack of progress or an increase in concerns advice may be sought from external professionals. These may include:

- Healthy Young Minds
- Educational Psychology Service
- Rochdale Additional Needs Service
- Speech and Language
- Community Paediatrics Service.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the **SEN register** by the SENCO. The code **K** will be used on SIMs to identify that SEN support is being provided. 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.

Assess

Class teachers will use teacher assessment and/or formal assessments to identify the attainment of the child comparing results to national averages and expected rates of progress. Parent's concerns and where appropriate the views of the child will be sought and noted. The assessments and recommendations of external professionals will also be taken into account.

Plan

Planning will involve consultation between the teacher, SENCO and where appropriate, parents to agree short term clear and concise targets linked to pupil progress. These targets will be recorded on the **SEN Provision Map** or in some cases an **Individual Education Plan**. The targets should be time limited and a review date should be set.

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 through.

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.

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. Targets should be evaluated and new targets set. Reviews may also take place

during **pupil progress** meetings to determine future interventions and support. If an intervention strategy is deemed to be not working i.e. the child is not making progress then alternative provision should be considered.

If it is decided that school based provisions are not meeting the needs of the individual child then an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority.

Managing the SEN Register.

All children identified as requiring SEN Support will be tracked by the SENCO using teacher assessments and Data input.

All records relating to the individual child will be kept by the SENCO with the current class teacher holding records that are currently relevant in the class **Pupil Progress File**.

Each child on the SEN register will receive appropriate intervention and will be tracked through the provision map or through individual education plans. The class teacher will retain accountability for the progress of all pupils.

There are three levels of support for pupils with SEN:

Wave One: Whole class differentiation through **Quality First Teaching**.

Wave Two: **Small group** targeted support with teacher or teaching assistant.

Wave Three: **1:1** targeted support from teacher or teaching assistant.

Criteria for Exiting the SEN Register.

If it is felt that pupils are making progress that brings their attainment in line with national expectations then they may be taken off the SEN register. All records will be retained by the SENCO and passed on to the next setting. The pupil will continue to be monitored through Pupil Progress meetings. If further support is required then they may be placed back on the SEN register.

The exception to this will be pupils with identified conditions such as Autistic Spectrum Disorder or ADHD who may need intermittent intervention to address social, emotional or behavioural needs on an as needed basis. Learning Mentors will provide targeted support as and when needed.

Supporting Pupils and Families.

As a school we positively encourage and welcome the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting their child's education. As a result of this, Sandbrook has now appointed a non-teaching SENCO meaning that parents are able to access support whenever needed during school hours. We support and gain the support of the families of children with SEND so that this partnership can benefit children.

Where appropriate pupil voice will be sought to build pupil profiles. We encourage learners to develop confidence and recognise value in their own contributions to their learning, giving them a high self-esteem.

Supporting Pupils at School with Medical Conditions.

At Sandbrook we recognise that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement of Special Educational Needs or an Education and Health Care 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 health care registers and plans are held by the SENCO and shared with the appropriate staff.

Sandbrook School welcomes applications for admission from the parents of children with mobility issues. The school has been built to the Disability Discrimination Act requirements and has recently undertaken a Full Accessibility Audit from Direct Access.

Training and Resources.

All staff are encouraged to undertake appropriate training to meet the needs of the pupils in their class. This is provided either in house or through organised training providers such as Real Trust. SEND training is provided to

the whole school each half-term by either the SENCO or outside agencies. The SENCO attends all Local Authority and network meetings in order to keep up to date with local and national updates in the field of SEND.

Roles and Responsibilities.

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, 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 area.

The Head teacher 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 of SEND issues.
- The deployment of school based provisions including the allocation of element 1 and element 2 funding.

The SENCO is responsible for:

- Overseeing the day to day operation of the SEND Policy.
- Auditing resources and budgeting for SEND to ensure efficiency and effectiveness.
- Co-ordinating the provision for pupils with special educational needs.
- Liaising with and advising school staff.
- The SENCO makes an annual audit of training needs for SEND provision, taking into account school priorities.
- Assisting with the identification of pupils with special educational needs.
- Liaising with parents of pupils with SEND ensuring a family centred approach is adopted.
- Liaising with outside agencies providing a link between these agencies, class teachers and parents.
- Assisting in the monitoring and evaluation of pupils with SEND.
- Liaising with other SENCOs in the local authority.

Class Teachers are responsible for:

- Providing Quality First Teaching for all pupils.

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to meet the needs of individuals or groups of children.
- Completing a Provision Map and reviewing this at least every half term.
- Reporting on the progress and attainment of all pupils.
- Retaining responsibility for all children.
- Making themselves aware of the schools SEN policy and procedures for identification, monitoring and supporting children with SEN.
- Directly liaising with parents of children with SEN.

Teaching Assistants should:

- Be fully aware of the schools SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Use the school's procedure for giving feedback to class teachers about pupils' progress.

Storing and Managing Information.

The SENCO is responsible for maintain all pupil files relating to SEN.

These files are passed on to the child's next setting when he or she leaves.

Electronic copies of files are kept on the school O Drive under SEN Records and can be accessed by all staff. Confidential records are stored on CPOMS accessed only by named members of staff.

Complaints

Complaints should be made in line with the school's complaints procedures.

Linked Policies

Equality & Community Cohesion Policy

Accessibility Plan

Anti-Bullying Policy

Behaviour Policy

Review

The SENCO will monitor and evaluate this policy will on an annual basis or more regularly if required.

The Local Offer and SEN Information Report will also be reviewed annually by the SENCO.