

Special Educational Needs

Policy Document

Reviewed September 2018

Definition of Special Educational Needs (SEN)

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

The Code of Practice 2014 describes four broad areas of SEN:-

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

A pupil may have difficulties in more than one of these areas, but usually there is a **primary need** with other additional needs. This policy aims to address the needs of these pupils and should be read in conjunction with the policies listed in Appendix A. As a staff, we accept that the responsibility for meeting the educational needs of **all** students in our classroom lies with us.

The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

Our aims:-

1. To ensure that the school meets the needs of the Code of Practice 2014 and any updated advice from Government.
2. To ensure that we identify and assess pupils with SEN as early as possible.

3. To ensure the planned curriculum of the school is matched effectively to meet the needs of all children.
4. To monitor the provision for pupils with SEN and ensure that interventions for each child are **reviewed regularly** to assess their impact, the pupil's progress and the views of the child, their teachers and their parents.
5. To provide support and advice to all teachers in order that they are able to provide matched activities for children with special needs and to build up a collection of evidence to support movement through the procedures of the Code of Practice.
6. To ensure the SENCo works in close consultation with class teachers to set appropriate, and specific targets for children, recorded utilising Pupil Profiles (see Appendix C) and target sheets (see Appendix D) which are reviewed at regular intervals.
7. To ensure that the school has adequate and appropriate resources to meet the needs of **all** children with SEN including those of the more able and a system in place to identify and purchase further equipment as necessary.
8. To establish and maintain a close working relationship with parents and outside agencies in order to provide maximum and effective support.
9. To consider the wishes of children, when appropriate, taking into account age and understanding.
10. To provide regular in-service training for staff in order to keep them informed of all new legislation and procedures and up-dated strategies, resources etc.

Roles and Responsibilities (see Appendix B for a list of Personnel and Staffing):

The Governing Body has important statutory duties towards pupils with SEN. They should, in co-operation with the Head Teacher:-

- Determine the school's general policy and approach to children with SEN.
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEN are fully included within the school community - so far as that is reasonably practical and compatible with the pupil receiving special educational provision.
- Ensure that there is efficient use of resources to support the learning of all pupils, including those with SEN.
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs.
- To contribute to the school's annual SEN report to the parents.
- Provide a designated member of the Governing Body to liaise with the Head Teacher and SENCo and assist in the over sight of SEN provision within the school.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEN. More specifically the Head Teacher in liaison with the SENCo takes responsibility for:-

- Keeping the Governing Body fully informed.

- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEN budget to secure provision for children with SEN.
- Liaising with parents of pupils with special educational needs where appropriate.
- Attending meetings with SENCO and named Governor as necessary.

SENCo:

Is a member of the Senior Leadership Team and co-ordinates SEN throughout the school, taking responsibility for:-

- Operating the school's SEN policy on a day-to-day basis.
- Liaising with and advising teachers and teaching assistants.
- Co-ordinating provision for children with special educational needs.
- Maintaining the school's SEN register and overseeing the records on all pupils with special educational needs.
- Maintaining and updating resources for SEN, ensuring that staff have knowledge/access to materials.
- Helping with the assessment of children with SEN.
- Monitoring the progress and attainment of children who are on the 'Looked After' children's register.
- Liaising with parents of children with special educational needs.
- Chairing/attending the annual statement reviews.
- Contributing to the in-service training of teaching and support staff, attending meetings/courses and disseminating relevant information to staff.
- Liaising with external agencies including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will make provision for such children and ensure that they have full access to the curriculum. Key responsibilities include:-

- Planning classwork to ensure the inclusion of all pupils.
- Recognising pupils who may require SEN provision, gather assessments and implement a plan of action for those children. Record this on SIMS and follow identification pathway.
- Maintaining records of all pupils with SEN in the class SEN file.
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions when required.
- Implementing Pupil Profiles and updating target sheets, using the CATs assessment tool to support where appropriate, utilising them as working documents and being rigorous in monitoring progress towards targets.
- Liaising with support staff (TAs) when planning and evaluating programmes of work for pupils.

Teaching Assistants and Support Staff

The role of the TA is to:-

- Be aware of and implement the SEN policy/ behaviour policy and other relevant curriculum policies.
- Assist in the delivery of programmes of work for specific children (for example, contributing to the target sheets, intervention programmes etc.) as directed by class teacher.
- Meet with external specialists as required.
- Attend appropriate training courses.

- Deliver interventions within which they are trained to support SEND pupils. Record provision on SIMS.
- Attend meetings as necessary with Head Teacher and SENCo.

Lunchtime Supervisors are to:-

- Be familiar with and apply the school's behaviour policy.
- Follow specific behaviour programmes for children as required by class teacher.
- Be alert to incidents of unacceptable behaviour, unkindness or bullying and report incidents to relevant class teachers, or Head Teacher.
- To liaise with teachers, SENCo and Head Teacher about the specific needs of particular pupils and assist in ensuring effective inclusion of these pupils.

Assess, Plan, Do, Review: A Graduated Response to SEN

All staff have a responsibility for identifying and supporting students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. Francis Askew Primary School follows the Code of Practice (2014) in operating a graduated approach to identifying, assessing and supporting pupils with special needs. Figure one below illustrates the graduated stages of special education needs.

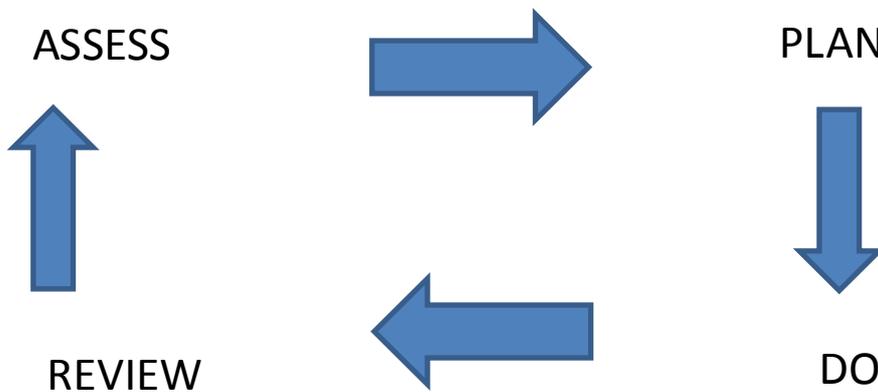


Figure one.

Pupils are assessed using teacher assessments, assessments carried out by specialists within the school e.g. SENCo, Reading Recovery Teacher, Every Child Counts Teacher and/or assessments by external professionals. A plan is then put into place (in liaison with staff, parents and where appropriate, the child) stating the provision and strategies that will be employed to enable the child to overcome their barriers to learning and make good progress. This plan will be carried out and all people responsible for support will collaborate and communicate throughout to ensure that effectiveness of provision is being evaluated regularly. The plan of support will be reviewed regularly and outcomes will be assessed. This process of assess, plan, do, review will take place as appropriate and should occur more frequently than once a term.

Universal level – Quality first teaching

In accordance with National Curriculum and the EYFS curriculum, planning is differentiated to account for the varying abilities of the children in each group. This is overseen as a part of our programme of monitoring and evaluation by the SENCo, SLT and Head Teacher.

Cause for Assessment

If the child has not made satisfactory progress and has significantly greater difficulty in learning than the majority of children of the same age, it may be decided to place the child onto the SEN register and begin the assess, plan, do, review process. There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties:-

- Making little or no progress despite different approaches to learning being provided
- Child works significantly below that expected for their age and stage
- There are persistent emotional/behavioural difficulties despite different strategies being used
- There may be sensory or physical problems, or be little or no progress made despite additional aids, equipment and advice.

In addition to the above, a child may be identified as potentially requiring SEN provision as a result of the following:-

- Teacher and TA observations evidence and data
- specialist teachers observations and data (ECC)
- previous schools data/reports
- parental concerns
- records of progress
- screening / testing procedures
- information from other agencies
- end of Foundation stage profiles, KS1 data

At this stage teachers should assess the need of the pupil, set up relevant programmes of work, monitor progress and build up a bank of evidence that should be given to the SENCo. Parents/Carers will be made aware of the concerns noted in school and will be invited to take part in the planning stages of provision. At the planning stage, advice may be sought from the SENCo, curriculum lead teachers, or external agencies e.g. White House Referral Unit, Autism Outreach Team. A 'Pupil Profile' will then be completed (see Appendix C) along with a target sheet (see Appendix D). Where appropriate, this will be completed with the child. Progress towards agreed outcomes for the child will be reviewed and updated regularly on the target sheets and copies will be sent home in order to keep parents informed of how their child's needs are being met. Any comments from parents/carers will be taken into account. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given.

When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on outside specialist support agencies to help the child make progress. These can include:-

- Educational Psychologist
- Learning Support Service
- Referral units
- Hearing or vision impaired
- Autism Outreach Team
- Physical Disability Support Service
- Speech and Language Service

Education, Health and Care Plans (EHC Plan)

If despite input at the above stages, adequate progress has not been made and the child's SEN remains significant, a request will be sent to the Local Authority (LA) to consider a Statutory Assessment. A statutory assessment is a multi-professional assessment of a child's needs and the help that is required to support them. An EHC request form is completed by the SENCo and this will document evidence that the graduated response has been followed and there is evidence of strategies and interventions that have been thoroughly implemented and reviewed using the assess, plan, do, review process (as stated in the SEN Code of Practice 2014). This will also document involvement of external agencies, e.g. pupil referral units, Autism outreach etc and provide evidence of liaison with the Educational Psychologist for at least 2 terms.

If the child meets the criteria for an EHC Plan, the LA will issue a EHC Plan detailing the needs of the child, what provision will be made for them, aims and objectives, and the level of banding.

The funding that may accompany a EHC Plan does not have to be spent on providing a teaching assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child.

Once the EHC Plan is issued, a planning meeting takes place within 8 weeks to discuss provision and targets for the following year. The EHC Plan is then reviewed annually. Children who are in the Early Years have their EHC Plans reviewed every 6 months.

Record Keeping

Each teacher has a folder containing all relevant information about each child with special needs in their class. The information in this folder will pass through the school with the pupils until they reach the 6th year when the information will be passed on to the relevant secondary school. This system ensures a whole school approach. The SENCo collects these folders half termly to oversee the effective use of Pupil Profiles and target sheets and to monitor effective record keeping and provision for SEN within each class. Most data is now kept electronically on the schools intranet and logged on a confidential and secure programme, CPOMS.

In a centralised place (the SENCo's office), master copies of the records, details of standardised tests and where appropriate, medical records, are kept. Other records will include copies of Pupil Profiles and target sheets, full EHC Plans, annual reviews, reports from professionals. There will be comments from pupils where appropriate and any additional information from parents, TAs, or lunch time supervisors. A copy of the SEN register is kept up to date and placed electronically on a Staff Shared drive on the school's intranet.

The school uses the CATs assessment (KS1 and KS2) and the EYFS early learning goals as a tool to inform targets and outcomes.

Liaison with Parents/Carers

Parents/carers are sent an annual letter (in the autumn term) inviting them to a coffee morning where the school's SEN policy and procedures are outlined. This is also an opportunity for parents to ask any questions that they have to key staff members. Subsequent to this parents/carers are invited to a meeting with the SENCo to discuss any issues or concerns. Parent/carers are then updated regularly should their child's SEN status be changed. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given. Parent/carers will be involved in review process of provision and any comments will be taken into account.

Voice of the Child

"It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.." (SEN Code of Practice, 2014).

Pupils are therefore involved in discussing their provision and what they feel will help them achieve their full potential at Francis Askew. There is a child-friendly section within each Pupil Profile and this is shared with the pupil. They are invited to all review meetings (as is appropriate) and are made to feel that they can contribute/have an opinion about their support at Francis Askew. Where the child may be unable to verbally communicate or provide a written input, observations of pupils are made during child initiated times in order to gather information regards their likes, dislikes and difficulties.

SEN Budget/Resources

Currently, the SEN Budget with the Pupil Premium is utilised to provide the following resources to support SEN provision in general and also those children eligible for free school meals and those children in Looked After Care (LAC) with or without SEN :-

- Trained support staff (see Appendix B)
- Extra teachers such as ECC (see Appendix B)
- Books to support reading development of all children including those receiving Reading Recovery intervention
- Lexia Computer Programme to support reading development
- Assessment tools for identifying specific difficulties of pupils with SEN
- Educational Psychologist time to support high priority pupils
- Speech and Language therapist support
- School nurse support for pupils with behavioural and emotional difficulties, sensory and physical difficulties but also to provide support in general to parents/carers of pupils with SEN.
- SENCo time
- Nurture Group intervention

Admissions Arrangements

Francis Askew Primary School caters for Foundation 1 children through to Year 6. The school follows the LA guidelines on Admissions, the Code of Practice 2014) and also the Children and Families Act 2014. As such, no child will be refused admission to the school on grounds of physical disability or any other special need.

Any special admission arrangements for SEN pupils will be made following consultation with the Head Teacher, SENCo, parents/guardians and outside agencies where appropriate and in line with the SEN Code of Practice (2014).

Physical Accommodation for Special Needs and Disabilities

The school is on two floors with four stairways. The whole of the school can be accessed by all persons, including those with little or limited mobility as there is a lift from the ground to the first floor and a stair lift to gain access to the upper hall. There is also a medivac chair on each front stairway in the event of emergency evacuation. Several members of staff have been trained in the use of this. There is access from the outside of the school by ramp in all areas of the school. There is a shower for medical use in the disabled toilet and there is a disabled toilet accessible to adults and visitors. All toilets for children downstairs are accessible for wheelchairs.

Transitions

When pupils transfer to another primary school, all documents and records are sent to the receiving school. If the destination is unknown, records are kept securely until information is received. A transition document provided by the LA is also completed and telephone conversations between the SENCo at Francis Askew and the SENCo from the receiving school are sought whenever possible.

When transferring to secondary school the transfer liaison teachers visit the school and speak to the Y6 teacher and where possible, to the SENCO. If a personal interview is not possible then a telephone conversation

imparts any relevant information. All SEN records along with a completed transition document are sent to the secondary schools. The transition document is completed, when possible, with parents/carers and pupils in order to provide reassurance and allow for the transfer of accurate information.

Links with other organisations

The school makes full use of the various advisory services, such as City Psychological Services, Intergrated Physical and Sensory Services, Social Services, Speech and Language Therapist, the School Health Service, The White House Referral Unit, Northcott Autism Outreach, KIDS Parent Partnership and other appropriate agencies as and when necessary.

The SENCo is also part of a SENCo cluster group which enables the sharing of effective practice and the dissemination of up-to-date information and guidance.

Staff Development

Staff Development needs in relation to SEN issues are identified during the year and taken into account at the annual review of INSET provision undertaken by the Head and the Senior Leadership Team.

Inset provision will be of various kinds, e.g. in-house by the SENCo or from outside agencies involved in Special Needs, such as Integrated Psychical and Sensory Services, White House Unit, Autism Outreach team, etc.

Governors are invited to attend the sessions and to give feedback if they feel it appropriate.

The SENCO will attend courses and meetings with the aim of being up-to-date with all SEN information which will then be disseminated to the staff through in-service training. The school subscribes to NASEN which is seen as an important way of up-dating information and meeting other SEN personnel, comparing notes and sharing ideas.

Evaluating the success of the SEN policy

The effectiveness of the SEN policy will be judged against the aims set out on pages 2 and 3.

The policy will be reviewed annually and the Governing Bodies Annual Report will report on the implementation of the policy.

Certain areas of the policy will be scrutinised annually, these being:-

- Whether the statements of objectives are clear and unambiguous and whether they are still pertinent to the school.
- Whether the allocation of resources to and amongst pupils with special needs is correctly made and whether the best use of these resources is being made.
- Whether the assessment and review arrangements are adequate, and give clear evidence of progression, adherence to procedures and policy, and provide sound evidence for future planning.

- Whether access to a balanced and broadly based curriculum is being provided for all pupils with SEN and whether these pupils are integrated fully in the school as a whole.
- If the complaints procedure is functioning successfully and that all parents know how to use it.
- Whether the Inset provision is of a satisfactory and useful nature and addresses appropriate issues.
- Whether use is made of outside agencies to their fullest extent, together with the links with parents and the wider community.

Complaints

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged interviews.

Where a satisfactory conclusion cannot be reached, the parent then makes an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

Appendix A

The SEN Policy cross-references with:

Curriculum Policies which outline arrangements for access, support and differentiation
(See Curriculum Policy; National Curriculum 2014)

Access Policy

Equality Act 2010

Children with Medical Needs Policy

Partnership with Parents Policy

Admissions Policy

Behaviour and Discipline Policy

Teaching and Learning Policy

Child Protection Policy

Appendix B

Personnel and Staffing

Head Teacher	Mrs R Murray
Deputy Head Teacher	Mrs L Martin.
Assistant Head Teacher	Mrs J Donnelly
S.E.N. Co-ordinator	Mrs J Thompson
S.E.N. Governor	Mr Michael Smith
Child Protection Co-Ordinator (Lead)	Mrs R Murray
Child Protection Co-ordinator (Deputy)	Miss R Kingston
	Mrs M. Heeley
Designated Teacher for Looked after Children	Mrs L Martin
Specialist Teachers:	Mr D Allen
Every Child Counts (ECC) Teacher	Mrs P Cloughton
Teaching Assistants	Mrs A Bulman
	Mrs M Holiday
	Mrs Kate Windass
	Mrs A Stockdale
	Mrs J Murray
	Mrs L Barnwell
	Miss J Smith
	Mrs K Pougher
	Mrs W Rookyard
	Mrs D McMillan
	Miss A Bateman
	Mrs M Simpson
	Miss C Landau
	Mrs D Barmby
	Ms. M Harrison
	Mrs J Horsman
	Mr C Williams
	Miss E Stephenson
	Mrs P Divakarla

All Teaching Assistants have accessed training and implement provision in one or more of the following areas:-

- Reading Recovery
- Cognitive Behavioural Therapy
- 3 Emotional Literacy Support (ELSA)
- **14 Teaching assistants have a Level 2 Qualification in supporting children with Autism**
- Fisher Family Trust Reading Intervention
- Guided Reading
- Speech and Language Support
- Autism Support
- Friends Groups
- Sign Language
- Physiotherapy

- Numicon Intervention
- Phonics Support
- English as an Additional Language (EAL) Support Programmes



Pupil Profile

Name_____

Date completed_____

Year Group_____

Areas of need/difficulties:-

Some of the ways _____ has been supported in the past:-

Additional support in place now:-

It would help me in my learning if:-

Things I like/am interested in:-

Things I do not like:-

Testing completed/Attainment data:-

I will help myself by:-

Appendix D

xxxxxxxxx Targets - Autumn 2018

Area of Need	Targets	Date		
Maths 1- To know and use number	<p>I can count in multiples of 2, 3, 4, 5, 25, 50, 100 and 1000.</p> <p>I can count in multiples of 2 and 9.</p> <p>I can find 1000 more or less than a given number.</p> <p>I can count backwards to zero and through zero and negative numbers with some support.</p> <p>I can read Roman numerals to 100 (I to C) with reminders.</p> <p>I am beginning to choose my own equipment to help solve problems.</p> <p>I recognise the place value of each digit in a three-digit whole number with some reminders.</p> <p>I can order numbers to 100 with some support.</p> <p>I understand place value in numbers up to 1000 with few reminders.</p> <p>I can order numbers to 100 with few reminders.</p> <p>I can order and compare numbers beyond 1000 independently</p>			

SEND
Parental Concern Pathway

Throughout this process, if any new or additional concerns arise, please see your child's class teacher as your first point of call

