

Lower Peover C.E Primary School SEND Policy



LOWER PEOVER
CofE Primary School

Staff Meeting:	November 2019
Governors Meeting:	November 2019
Chair of Governors:	Debbie Rutter
Review:	November 2020

Policy Aims

- To identify pupils with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
- To identify and overcome a range of barriers to learning and intervene early when problems emerge.
- To offer a range of quality first teaching strategies which incorporate different learning styles and ensure effective learning.
- To have high aspirations and improve outcomes for children.
- To encourage the participation of children and parents in decision making at individual and strategic levels and where a pupil is receiving SEN support have opportunities to talk with teachers regularly in order for outcomes, progress and support to be shared. To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To strive for close co-operation between all agencies concerned for a multi-disciplinary approach.
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- To set realistic but challenging targets to ensure that SEN pupils make progress against both linear and lateral targets.
- To ensure that all pupils with SEN/Disability feel valued and have a positive self-esteem.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their understanding and skills so ensuring progress, promoting success and self-confidence.
- As far as possible, to enable pupils with SEN/Disability, within their age aptitude, to be familiar with a body of knowledge, skills principles and vocabulary in order for them to lead full and productive lives. The curriculum must promote intellectual, emotional, social and physical development.
- Recognise the need to publish a School SEN Information Report and provide a sign post the Local Offer which sets out in one place information about provision, expected to be available across education, health and social care for children and young people in our area who have SEN or are disabled in order to provide clear, comprehensive accessible and up to date information.

This policy was developed and modified by staff and governors in accordance with the guidance from Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 0-25 January 2015.

Staffing

- The SEND team of the school is:
- SEND Coordinator (SENDCO) Mrs Elizabeth Broadbent
- SEND Governor - Mrs Debbie Rutter.
- All staff have a responsibility to cater for children's individual needs
- All Teachers have a clear understanding of the needs of all pupils, including those with special educational needs and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Role of the Governing Body

- Ensuring that provision of a high standard is made for SEN pupils and that all pupils special educational needs are addressed
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice 2015 when carrying out these responsibilities
Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents/carers of all pupils of SEN
- Ensure that appropriate funds and resources are delegate to SEN

Introduction

This policy outlines how Lower Peover Primary School meets its duties and obligations to provide a high quality education for all of its pupils, including those with Special Educational need and Disabilities.

Lower Peover Primary School is a highly inclusive school. It is the school's belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

A child has learning difficulties if he or she

The law states (Code of Practice 2014) that a child has a special educational need if has significantly greater difficulty in learning than the majority of others at the same age.

They may have a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided by others of the same age.

Four areas of need that schools must make provision for:

- Communication and interaction.
- Cognition and Learning.
- Social, mental and emotional health.
- Sensory and/or physical.

Special educational needs means:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- Lower Peover C.E. Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

2) Aims

- To have the children and parents at the heart of all decision making.
- To ensure early identification of a child's needs.
- To ensure a high level of staff expertise to meet pupils' needs through well targeted professional development.
- To ensure support and reasonable adjustments for pupils with medical conditions and make sure they fully included in the life of the school.
- To ensure there is effective assessment, careful monitoring and high quality provision for all children, including those who may have special educational needs. To collaborate effectively with Local Authority, education, health and social care services to ensure a multi-agency approach to meeting the needs of vulnerable learners.
- To ensure progress in line with peers and aim to close the attainment gap.

The SEND Code of Practice states that schools should be:

- Ensuring that decisions are informed by the insights of parents and of children and young people themselves
- Using assessment effectively and efficiently to identify a child or young person's potential special educational needs
- Having high expectations and ambitions for children and young people with SEN
- Setting stretching targets and tracking pupils' progress towards these goals
- Providing an increasingly differentiated and personalised approach to pupils' learning
- Reviewing the additional or different provision that is made for these pupils
- Ensuring Every teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with additional needs. Delivering high-quality teaching in every lesson, including assessment, tracking and monitoring of pupils' progress
- Identifying potential SEN by carrying out a clear analysis of pupils' needs
- Planning and implementing additional support and intervention
- Reviewing the effectiveness of additional support and intervention
- Deploying teaching assistants and other adults to support pupils' learning
- Contributing to annual reviews for pupils with education, health and care plans through a person-centred approach
- Engaging in co-production with parents and pupils to identify SEN, plan and review progress
- Working with a range of other professionals to support the needs of pupils in the most effective way.

3) Responsibilities:

The Headteacher:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SEND Coordinator (SENDCO):

The School has a named SENCO who has attained the National Award in Special Educational Needs Co-ordination. The school has a named governor who ensures the SEN policy works within the guidelines of the Code of Practice (2014).

- Be a qualified teacher. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHCPs.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date. Inform the child's parents that SEN provision is being made, where the child does not have an EHCP.

Class teachers:

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- To track achievement and attainment for SEN pupils evidenced from the child's starting point. Use appropriate assessment to set targets/outcomes which are deliberately ambitious.

4) Supporting Children with SEN:

- Children and parents should be central to all decision making. Children and those who know them best should have the opportunity to say what they have done, what they are interested in and what outcomes they are seeking.
- Support and provision should be tailored to meet the needs of the individual.
- Children's progress and provision should be monitored closely.
- To identify pupils with SEN, school will make regular assessments of all pupils. All children should be assessed on entry. Assessment data will be regularly analysed to identify attainment gaps and rates of progress.
- School will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- School will assess whether pupils have significant learning difficulties when progress continues to be inadequate, despite high quality teaching targeted at their areas of weakness.
- School will follow a graduated approach to meet children's needs and a cycle of 'assess, plan, do, review'.
- There will be clear assessment of needs; planning (with the pupil and parents) of interventions and support to put into place; Implementing the interventions; reviewing the effectiveness of provision and making necessary revisions.
- When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:
 - Educational Psychologist
 - Medical officers, School Nurse
 - Speech therapists, Physiotherapist, Hearing impairment services, Visual impairment services
 - Sensory Team
 - Specialist Teachers
 - Autism Team
 - CAMHS

5) Supporting Children with SEN stages:

EHCP Provision Child Profiles and Termly Learning Goals

- SEND Child Profiles will be used for children with an EHCP, Statement or whose needs may be best met in the future via application for an EHCP outlining the provision that is in place and where the child has displayed a lack of progress over a significant period and where the child receives significant and targeted support. Children on the SEN Support list will have a Child Profile written in collaboration with parents and outside professionals where appropriate. This will outline progress and provision and will be reviewed regularly with the child and parents.
- School will involve outside agencies where extra support or advice is required. An action plan will be undertaken on receipt of the advice given.
- School will follow Local Authority guidelines for converting and reviewing a child's EHCP.
- The school will ensure all those teaching and working with a child named on an EHCP are aware of the child's needs and that arrangements are in place to meet them.

SEN School SUPPORT Class Provision Map and Termly Learning Goals

- Where children have been identified as having a gap in progress compared to their peers or show signs of difficulty in some curriculum areas. Children on the SEN Support register, will have their progress and provision monitored closely.
- Where any need is identified, it is the responsibility of the class teacher to take steps to address the issue in partnership with the school SENDco. This may include intervention groups, extra time to finish work, support materials, teaching styles etc. Parents will be informed and termly learning goals will be shared. If the child continues to make inadequate progress an EHCP application may be initiated. Parents and children will be kept fully informed at all stages of this process. If a child closes the gap adequately, they can be removed from the School Support List.
- Class teachers will provide a class provision map and SENCO and Key Stage Leaders an overview of all provision taking place in school.
- The school SENDCO will track progress of all children on the 'SEN Support/EHCP Register.
- The school SENDCO is responsible for the resources used in special educational needs provision.
- The school SENDCO monitors the SEN provision in school through data analysis (progress, attainment) and pupil voice (well-being)
- School will ensure children with SEN have smooth and successful transition points from KS1 to KS2 or KS2 to KS3. School communicates regularly with local high schools and provides tailored transition programs for Year 6 children

6) Quality First Differentiation and Pupil Progress Meetings

All pupils, including SEN pupils can be included in intervention and booster groups and these will be evaluated by the staff member responsible – progress will be reviewed and monitored. Any child, at some time, may be offered additional support through small group or 1:1 activities in order to boost their skills and confidence

At Lower Peover Community Primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards.

7) Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. LSAs' requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan

8) Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice 2015 outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

9) Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practise, each year, at the joint meeting of staff and governors This policy will be reviewed in Autumn 2018.