

Steeton Primary School



Policy for Special Educational Needs and Disability

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	Print name	Signature	Date
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On behalf of Governing Body	D Mullen		Oct 17

STEETON PRIMARY SCHOOL

Policy for Special Educational Needs and Disability

At Steeton Primary School we believe that the curriculum should be relevant to the individual needs of children. We aim to provide an inclusive education that gives all children access to a broad and balanced curriculum that challenges and motivates them. The school supports all children in raising their standards of achievement by setting high but attainable expectations.

This document provides a framework for supporting the children. The policy for SEND functions alongside all other school policies. It takes particular account of the statutory guidance in The SEND Code of Practice (2014), the Equality Act (2010), The Children and Families Act (2014) and The National Curriculum framework document (2013.)

OUR AIMS FOR SEN ARE TO:

- Identify a child's Special Educational Needs at an early stage and plan provision.
- Use our best endeavours to support the children and their families.
- Work in close partnership with parents.
- Build children's self - esteem, listen and respond to their views, raise their aspirations.
- Focus on outcomes for the children, consider barriers to learning and seek to remove them.
- Make S.E.N. an integral part of all staff's responsibilities.

OBJECTIVES:

1. Implement the Assessment Policy. Track progress and make provision accordingly.
2. Follow the Code's guidance on making a graduated response to children's needs.
3. Make S.E.N. an integral part of all staff's responsibilities.
4. Use a range of resources, both human and physical to enable access to the curriculum. Ensure that designated funding is spent on effective provision.
5. Involve parents in their child's education through newsletters, Recording of Achievement (R.o.A.), the home reading scheme, informal meetings, regular consultation and reviews.

6. Help children recognise their achievement through discussion and reward systems.
7. Include children in the target setting process.
8. Help children realise their potential in a caring, supportive environment where they have equal access.
9. Identify and provide relevant professional development for all staff.
10. Share expertise across the staff for mutual support.
11. Co-ordinate S.E.N. through the coordinator (SENCO)

EVALUATION OF SEN POLICY

The policy will be achieving its aims if:-

- High standards of attainment are maintained across the school. Every child makes progress.
- Needs are identified early and addressed.
- Individual targets are achieved.
- Children with SEN can access the curriculum.
- All children receive an inclusive education, participate, enjoy it and benefit from a range of personalised learning opportunities.
- Parents have confidence in school procedures and personnel and engage with them.
- All members of staff are committed to the policy.

GUIDANCE

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The guidelines set out in the Code of Practice with regard to identifying pupils in school who have a Special Educational Need are as follows:

.... A pupil 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.

.... Children have a learning difficulty if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that 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 authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.*

(SEND Code of Practice 2014)

Early Years

Special Educational Needs are initially identified by school assessment procedures and concerns by staff, parents or outside agencies.

Our aim is to identify most special needs within each pupil's first year at school or as soon as possible as they arise. All Reception children are assessed and this is formally recorded at the beginning and end of the year. Ongoing assessment also takes place and observations are recorded in the Foundation Stage Profile and shared with parents. Children starting at Steeton come with a wide variety of previous experience. Many individualised approaches take place to prevent them from needing to be placed on the SEN Register.

Differentiation through the school

Teachers try to ensure that tasks are challenging yet achievable by tailoring the task to differing levels of ability or providing different degrees of support even within ability groupings. Some children benefit from a differentiated curriculum but are not placed on the SEN register. The trigger for placing a child on the register is the decision that something different from or additional to differentiation needs to be provided.

English as an additional Language

Children with EAL are not placed on the SEN Register unless there are other concerns. Where language affects access, needs are recorded on the provision map and action is taken.

The SEND Code of Practice (2014) describes the 4 broad categories of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental

- Sensory and/or physical

These four broad areas give an overview of the range of needs that will be planned for within our school. The purpose of identification of a specific need is to work out what action the school needs to take with support from Local Authority Guidance.

At Steeton Primary School we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child. Barriers to learning are explored and steps are taken to remove them. We take into consideration needs which do not in themselves constitute a special educational need, but which may impact on progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium or Pupil Premium Plus Grant
- Being a Child who is Looked After

Identifying behaviour as a need is no longer regarded an acceptable way of describing SEN. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we will endeavour to identify through our knowledge of the child and with support from the Local Authority specialist services.

Where a parent or carer has concerns about their child with regard to SEN, they should discuss their concern with the class teacher who will act on the concern. If progress is not made, a meeting will be arranged with the teacher, parents and SENCo to discuss the concerns in more detail and talk through what can be done to help and support the child and family.

A GRADUATED APPROACH TO SEN SUPPORT

This section of the policy outlines the process which will take place to identify and manage the needs of the pupils who have additional, or special educational needs. It takes the form of a graduated approach.

Quality first teaching

The class teacher is responsible for planning differentiated lessons and making provision which meets the needs of all pupils. The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEN. This 'quality-first teaching' approach is continually monitored by the leadership team of the school through lesson observation, book scrutiny and regular pupil progress reviews. This ensures we can identify early any pupil who may be at risk of underachievement. It also feeds into the professional development opportunities offered to staff.

“All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.” (Children and Families Act 2014)

Intervention

Many interventions fall into the category of quality first teaching and are accessed as part of the daily lesson provision. The groups of children who access these across the school change regularly and these short intervention sessions may not continue for prolonged periods of time. This might include additional reading, phonics or maths support. Parents will be informed of their child’s participation in these at parent consultation evenings or verbally at another time by the class teacher. Parents are also advised by teachers how they can support their child at home. The child’s progress is monitored by the class teacher through ongoing assessment and record keeping. A whole school tracking system enables the Senior Leadership Team to check the progress of every child. Pupil Progress Meetings are held throughout the school to discuss progress of individuals and groups of pupils.

Where progress is made and attainment is in line with age expectation, no further additional provision is made.

The decision is made to add the pupil to the school SEN register only at the point that they do not make adequate progress having had good quality personalised teaching and normal adjustments in class. This is in line with the guidance in the Code of Practice. (p.88 section 6.37 onwards.)

School Support (Special Educational Provision)

When teachers and parents identify a Special Educational Need, SEN provision is made. Together they consider all of the information gathered around the pupil’s progress, against national data and expectations of progress. Additional assessments may then be undertaken within school to identify specific areas of need. Following this more in depth assessment, the pupil may take part in a specific intervention, for example to target language development, social skills, or specific literacy support sessions. Participation in such sessions is discussed with parents and written into the individual provision map provided for parents. We also take care to ensure that the child is involved in this process, and sees it as a positive opportunity.

The school makes a “graduated response” according to the level of need. The child’s needs are described within a range of 1 to 4. Guidance by the LA is helpful in determining the “range of provision” to be made according to descriptors of need. (See the link below to Bradford School’s Online)

- Range 1
 - When a child’s additional needs are identified, the class teacher will discuss the need with parents, explain any additional approaches being used and ways in which they can help. He or she will plan suitable learning activities to address the need but mostly the child will be working on similar objectives to others in the class. The child’s teacher will review progress and the provision being made and discuss it with parents. The concern will be recorded on the “Concern Form” and a copy given to parents.

- Ranges 2 and 3 SEN Support
- Other staff members or outside agencies may collaborate with the class teacher. (For further information about the ranges of provision, see guidance from Bradford Metropolitan District Council’s Children’s Services for SEND). Bradford Level Descriptors will be used to inform this decision <https://bso.bradford.gov.uk/content/sengui>.
- Some additional provision will be made to address the area of need. Pupils may have group support in class or be involved in a special programme of work or intervention group for a short time in their day.
- Parents will be actively involved in the provision made for their child and their involvement will be recorded on the child’s “provision map”. Parents will be invited to a termly review meeting by the SENCo.
- The SENCO may also, with parents’ prior consent, access other services e.g. health, educational, social care, as needed.
- Range 4
- A few children will have an Education Health Care Plan (EHCP). This will replace the Statement of Need. It will include SEN, health and social care provision, in one document and will be fully reviewed every year, with parents.
- The school employs trained Teaching Assistants who support the teacher in providing a high quality of care, guidance and support to ensure the child does well at school.

PROVISION MAP

The School Provision Map is drawn up by the SLT and indicates:

What the school provides for children with SEN. It is reviewed termly.

Who will receive additional provision by year group. The trigger for this is teacher assessment and the outcomes of SEN reviews. Children with the greatest need can expect more specialised provision.

At Ranges 2-4, a child’s provision is highlighted on an individual chart of provision specific to the school.

- Targets relate to the additional provision being made. SMART targets are recorded on plans. They must be: specific, measurable, achievable, realistic, time related.
- All targets are reviewed termly with parents.
- Assessments are completed prior to the review.
- Teachers and assistants seek the child’s views and report on strengths.
- New targets are set by class teachers following a review and pupils and parents are involved.
- Copies of the individual provision will be kept in chronological order in the class teacher’s SEN file and in a central system.

- Where children are taught in ability groupings, the individual target will be written and distributed to the class teacher by the subject teacher. Subject teachers will assess progress with the targets and inform class teachers of updated targets.
- Class teachers will be responsible for providing parents with a copy of the termly provision.

EFFECTIVENESS OF PROVISION

- School will know how effective its provision is for children with SEN by tracking and monitoring progress and the impact of any interventions on attainment.
- Children are assessed and given a level or stage each term for reading, writing and maths which indicates where they are in relation to age expectation.
- All children have targets to work towards and these are reviewed at the termly meeting with parents. New targets are set as appropriate.

At each stage or range an ASSESS – PLAN – DO – REVIEW cycle is followed. We:

- **Assess** the progress of the child and the effectiveness of any intervention or specific strategy so far. What helps, what doesn't? What is their specific need?
- **Plan** the next steps – how can we move forward and address the need. What is the aim and how could we achieve it?
- **Do** or implement it.
- **Review** the action taken.

A child will be taken off the SEN register where the school cycle of 'assess, plan, do and review' clearly shows that either:

- the needs of the child can be met through 'quality first' provision and so the pupil does not meet the criteria outlined by the specialist range descriptors
- and/or where academic progress and achievement lays within the guidance set by the government in light of the new curriculum. The early years attainment grid provided by the LA will support decision making for children in the foundation stage and year 1:
[https://bso.bradford.gov.uk/userfiles/file/SEN/paula%20hart/EY%20SEN%20Support%20Grid%20191113%20RD%201002%20\(3\)\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/SEN/paula%20hart/EY%20SEN%20Support%20Grid%20191113%20RD%201002%20(3)(1).pdf)

The 'Concern List'

At Steeton Primary School we also monitor closely the progress of children who are not considered to have SEN, but for whom we know that *long term* guidance and support by the class teacher or a specific type of practice is necessary to maintain their levels.

SUPPORTING PUPILS AND FAMILIES

School partnership with parents/carers:

- All parents/carers of children with additional needs will have access to a copy of the School's 'Local Offer, A Guide for Parents and Carers' via the school website, which provides a guide to provision at Steeton Primary School.
- Staff and parents/carers will work together to support pupils identified as having additional needs
- Termly meetings are held with parents, class teachers and SENCo for children at Range Provision 2-4.
- At review meetings with parents/carers we believe it is essential to try to always make sure that the child's strengths as well as difficulties are discussed
- The class teacher will keep parents informed of the provision their child is receiving by sharing details of additional intervention, and where appropriate individual targets with them. Teachers will also draw upon parents for additional information.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress
- Parents/carers are able to make other appointments on request
- Teaching staff will work alongside the SENCo to ensure that information is passed on in transition to the next year group

We have a designated Teaching Assistant who works with pupils with personal, social and behavioural issues and their parents.

Local Authority support for parents/carers:

- The Bradford Authority 'Local Offer' can be accessed via the following internet link:
<http://localoffer.bradford.gov.uk/>
- The Bradford 'Families' information Service' also has a website outlining the support it can offer families within the Local Authority

Standard Attainment Tests

- The class teacher, Key Stage Coordinators and Headteacher will work with families to decide whether or not a particular assessment or examination is appropriate and accessible to the individual concerned.
- For statutory assessments in Year 6, (SATs) the government releases annually the most recent guidance for schools for checking accessibility. This details how schools must assess accessibility with regard to a specific need, such as visual impairment, if they believe a pupil may struggle to access the test. Such screening takes place several weeks prior to the SATs. The outcome may result in a pupil being allocated extra time, a reader, a scribe or a coloured / enlarged text. Where needs are more complex, specialist services such as the Educational Psychologist will provide reports to support decisions. The Year 6 class teacher will communicate throughout this process with parents of those involved.

Pupils with Medical Needs

The school recognises that pupils at school with medical needs 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.

See the separate policy for children with medical needs.

ADMISSION ARRANGEMENTS AND ACCESS TO THE SCHOOL

Normal school procedures will apply to the admission of children with SEN. (see Admission Policy) However, the following additional arrangements will be applied.

(a) Where a statement or proposed EHC Plan is in place, a detailed description of the child will be included. The LA will consult with the school prior to naming it or amending part 4. The head teacher, SENCo and governors will discuss whether the school can make the provision outlined.

(b) If a child is admitted directly from home, parents will be asked to complete an "All about me" booklet to provide detailed information regarding the child's preferences, strengths and needs. All known outside agencies will be consulted by the SENCO or Headteacher.

(c) If a child is admitted from a nursery/other school, the SENCO will gather all relevant information from the feeder school and discuss needs with the parents.

Following the consultation process the Headteacher and SENCO will advise the parents how the child's needs can be met within the school. The school will take measures to prepare for the entry of children with particular needs. The school governors have reviewed access and a plan is in place. Only parts of the school building currently have wheelchair access and specially adapted hygiene facilities.

(d) The school will participate in dual placement schemes where these are considered to be the best option for the child. However the placement must not interfere with the provision of an efficient education of other children.

Prior to admission, all relevant staff will be informed of the child's needs and training will be arranged if necessary. A plan will be devised and shared with parents at the earliest opportunity.

TRANSFER ARRANGEMENTS AND LIAISON

When pupils are transferred to Secondary School the Class Teacher and SENCO will liaise with the school and discuss the needs of pupils with SEN.

Secondary School staff visit our school to meet the pupils.

Secondary School SENCO visits our school to meet students with a Statement of Need or EHC Plan and their parents and attends their final termly review in Year 5 or the Transfer Review in Y6 or both.

Pupils visit the secondary school prior to the new term, individual arrangements are made.

All SEN records for Y6 children are passed to the receiving school by the SENCO. Information on the school SEN database is held until pupils are 25 years old.

When children on the SEN Register transfer schools other than in Y6, the SENCO is informed and SEN documentation is forwarded to the receiving school. The usual information is forwarded electronically as CTF (Common Transfer File) by the Administrator.

Contact and liaison with Special Schools is undertaken by the SENCO.

Contact with outside agencies is undertaken through the SENCO.

TRAINING AND RESOURCES

- All teachers and support staff undertake induction upon taking up a post, which includes a meeting with the Unit Leader / SENCO to explain the systems and structures in place around our SEN provision and practice and to discuss the needs of individual pupils. The Two Valley's Collaborative organises sessions for NQT's.
- In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff undertake training within school, within the Local Area Partnership, provided by the LA or established private companies.
- The SENCO attends the local network meetings within the Two Valley's Collaborative in order to access further training; moderate the provision offered by our school in line with other local schools; share information and best practice and access resources.

- Budget- Education Bradford advises the school on the SEN allocation annually. Additional funding may be attached to an EHC Plan to meet a child's needs. The head teacher and SENCO ensure that sufficient resources are deployed to meet children's needs.
- SEN Coordination is funded from the main school budget.
- External agencies - a range of external agencies are used to help identify needs and make provision particularly at Ranges 3 and 4, to give specialist advice and to train staff. These include: Educational Psychologists, Support Services for Cognition and Learning, Autism, Visual and Hearing Impairment, Health Service, Speech and Language Therapy.

ROLES AND RESPONSIBILITIES

The role of the SENCo

The Special Educational Needs Co-ordinator's (SENCo's) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision and support for children with SEN
- Liaising with and advising colleagues
- Keeping the School Leadership Team (SLT) informed about relevant issues;
- Overseeing the records of all children with SEN, maintaining the school database.
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support can continue for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Monitoring the progress of children on the SEN register

The class teacher will:-

- be aware of and implement the school's SEN policy;
- identify the learning needs of pupils through ongoing assessment;
- keep informed of the content of SEN documentation;
- provide differentiated curriculum planning to address learning needs;
- provide relevant resources to support access to the curriculum;
- consult with parents of children causing concern;
- consult with the school nurse to check eg a child's hearing;
- produce action for the targets for children causing concern;
- keep the SENCO informed about children causing concern;
- share lesson planning, including teaching strategies and resources with Teaching Assistants prior to the beginning of a lesson whenever possible;
- ensure that relevant and appropriate information is available for supply teachers taking a lesson;
- involve support staff in monitoring and evaluating pupil's progress;
- liaise and cooperate with professionals from outside agencies;
- follow the agreed end of year procedures, ensure that key, achievable targets are in place for the beginning of the next academic year.

The teaching assistant will:-

- work under the direction of the Class Teacher;
- keep themselves informed of targets for pupils with whom they work;

- become familiar with teaching strategies and resources to be used prior to the lesson;
- support the teacher in addressing learning needs by applying agreed teaching strategies;
- keep records and share information with the teacher about pupil's progress in meeting targets or learning objectives set by the teacher;
- collaborate with the teacher in the production of progress reports
- under the direction of the teacher, prepare materials;
- implement school policies;
- collaborate and meet with the SENCO as requested;
- maintain confidentiality.

The parents will:-

- ensure that children attend school punctually and in good health;
- participate in discussions about their child's progress, attend reviews.
- discuss matters with teachers relating to the child's happiness, progress and behaviour;
- take an active interest, support the child's learning as detailed on the IEP.

allow the child to take increasing personal and social responsibility.

The key stage coordinator will:-

- coordinate curriculum planning across the Key Stage to ensure access to a broad and balanced curriculum for all pupils;
- ensure that planning is based on assessment;
- monitor the implementation of the school's recording system;
- place SEN issues on the agenda of Key Stage planning meetings in order to provide support for Class Teachers and SENCO;
- help to identify and support professional development needs and inform the SLT.

The ancillary helper e.g. Lunch-time Supervisor will:-

- implement the school Behaviour Policy;
- collaborate with the Teaching Assistants, SENCO and Class Teacher as appropriate;
- maintain confidentiality.

The voluntary helper including parents will:-

- work under the direction of the teacher;
- observe confidentiality
- be directed to work in a class other than their own child's
- sign in on arrival, sign out on leaving.

The Headteacher will:-

- monitor the effectiveness of the Behaviour Policy and rewards system;
- ensure that Annual Reviews take place for children with statements or EHC Plans.
- identify SEN professional development needs through Performance Management
- Deploy sufficient resources to meet children's needs

The **SEN governor** will:-

- keep herself informed of SEN issues;
- be represented in appointments of SEN staff;
- keep the governing body informed of SEN provision and developments;
- be proactive in obtaining the best SEN resources and provision;
- be aware of the review and formation of SEN policies;
- meet with parents in the event of a complaint.

The role of the Governing Body

The governing body is consulted by the LA when parents request admission of a child with an EHC Plan to ensure that provision can be made by the school.

The Governing Body reviews this policy and considers any amendments.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of practice 2014.

The named SEN governor is Mrs Sue West

Name (s) of designated teacher with specific Safeguarding responsibility: Mr K Wheeler, Ms C Redman.

STORING AND MANAGING INFORMATION

Paperwork on individual pupils is kept in a designated filing cabinet. Documentation on individual pupils is passed on to the receiving school when a pupil moves setting. The SEN database is managed by the SENCo and accessed by the SLT. All tracking information is stored electronically on the secure school system.

REVIEWING THE POLICY

This policy will be reviewed every 2 years. This process involves the scrutiny of the policy by staff and governors in order to ensure it reflects accurately the practice we are required to undertake in school in line with government legislation. Staff and governors will discuss any need for alteration or change in practice. Where significant change occurs in terms legislation, the policy will be updated as soon as possible.

DEALING WITH COMPLAINTS

As the Class Teacher is the initial contact person for a parent expressing concern, the Class Teacher should use their professional judgement in dealing with the concern. This may include supporting the parent in making an appointment to discuss the issue with the SENCO or other SLT members. If concerns are unresolved, an appointment with the Headteacher will be made. He

will hold a fact finding meeting and report back to parents. The school has a formal complaints policy adopted by the governors.

APPENDICES

- Local offer
- Anti – Bullying policy
- Equal opportunities policy
- Child protection policy
- Safeguarding policy
- e-safeguarding policy
- Behaviour policy.
- Medical Needs Policy

S. Appleyard updated October 2017