

Grange CE Primary School

Policy for Special Educational Needs and Disability

Status: Final

Special Educational Needs Co-ordinator (SENCO): Mrs. Phillipa Summers.

The SENCO/Headteacher can be contacted at the school through the office on 015395 32392 or by emailing head@grange.cumbria.sch.uk

We, the pupils and staff, supported by the governing body, at Grange CE Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, "We at Grange CE School seek to help children achieve their full potential by encouraging a love of learning. Self-belief, resilience and curiosity are developed through our enriched and stimulating curriculum which is delivered in a happy and caring environment. as a church school we aim to develop strong Christian values and an acceptance of all to promote positive attitudes, self-discipline and a high standard of behaviour. " Every teacher is a teacher of every child or young person including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance for supporting pupils at school with medical conditions April 2014
- National curriculum in England framework document Sept 2013
- School Safeguarding Policy
- Teachers Standards 2012

This policy has been created by the school's SENCO, Phillipa Summers in consultation with governors, staff and parents & carers of pupils with special educational needs and disability and pupils.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess and monitor children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs and disabilities to make the greatest progress possible.
- Work towards developing and fostering expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Engage children as active learners in recognising and understanding their own differences and those of other learners.
- Support children in understanding what provision is available and how their learning needs will be met.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed and monitored as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of term tests, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out or initiate the carrying out of some additional assessment. The SENCO will keep updated all records of individual provision and will maintain a school provision map. The impact of that provision will be monitored by the SENCO. The class teacher will maintain the personalised plans and class provision maps and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child’s current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school’s usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school’s Local Offer can be found on the school website www.grange.cumbria.sch.uk. This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually by the Headteacher/SENCO and the Governing Body. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (Cumbria LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher, such as for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.cumbria.gov.uk

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans. From September 2014 the LA will be leading and setting the date for all conversions from a Statement of SEN to a EHCP.

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Cumbria's Local Offer can be found at <http://www.cumbria.gov.uk>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and carers. Parents/Carers meet

regularly with school staff and concerns and successes are shared. Parents/Carers are made aware of parent partnership and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse service may be contacted or the child may then be referred for assessment through his/her GP.

The school buys in to a Family Support and a Pupil Counselling service through South Lakes Rural Partnership, this can also provide access to an Educational Welfare Officer who can offer advice. In addition the LA has an Inclusion Service that supports pupils having difficulty accessing regular schooling due to SEND or other issues.

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, mental health service.

The School's Child Protection Co-ordinator is Mrs P. Summers. Mrs L Phillips is also a Child Protection Coordinator.

The position of the School's Child Protection Governor is currently Mrs K Walsh.

Admissions

Pupils with special educational needs will be admitted to Grange CE Primary School in line with the LA schools' admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Grange CE Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the Cumbria LA website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher will meet/contact the designated teacher of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found in the school office. Guidance for schools is published by the DFE at www.sendgateway.org.uk

Monitoring and evaluation of SEND

The following will be used as indicators of the successful intervention on behalf of the SEN pupils:

<u>Quantitative Judgements</u>	<u>Qualitative Judgements</u>
Movement up and down stages – and off the register	Staff views (teacher, SENCO, TA)
PIVATS profiles	Parental views (noted at review meetings or parents' meetings)
SATS' scores/levels	Pupil views
Tests completed	Outside agency views
IEP targets met	Pupils' books
Complaints	

This policy will be reviewed annually by the SEND Governor and updated in the light of new developments. Progress on the annual targets will be reported to the full Governing Body and minutes of the meeting will be available to parents after they have been confirmed.

The SEND Governor may meet with representatives of parents/carers of pupils as part of this review process to evaluate the effectiveness of the policy and SEND procedures.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements/EHCPs and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters. Where possible will attend local SEN network meetings.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- SENCO release time for the Headteacher and teachers where necessary
- increasing the number of classroom assistant hours to support the running of Government 'catch-up' initiatives and other support programmes
- providing one to one or small group teaching
- buying materials and resources

Money received for a statement/EHCP is allocated according to the pupil's identified needs and the LA threshold document to ensure appropriate provision, which is mainly allocated to the provision of Teaching Assistant support.

Roles and Responsibilities

The Governing Body

The SEND Governor, Mrs Gill Webster, has experience of working with children and young people with learning disabilities and is herself a SenCo. Mrs Webster will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every Curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the Local Offer is reviewed annually,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.
- the school website is reviewed in accordance with these reviews to ensure that all information is up to date and accurate
- that pupil voice is key in developing a child-friendly version of the policy, to be reviewed in line with this policy.

The Headteacher

The Headteacher is currently the school's 'responsible person' and SENCO and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher/SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN list and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are 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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification,

curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognized at Grange CE School. Hard copy files are stored in the Head Teacher's office and additional papers securely stored in the main office, whilst electronic files are stored with the Headteacher on the HT PC. Documents are stored until the pupil leaves the school, when they are transferred to the receiving school. Some copies of documents may be kept for a year to ensure that the next school has received them before they are destroyed. Class teachers maintain a file with SEN information relating to current pupils which is accessible to other teachers who are teaching the class.

Reviewing the policy

This policy will be reviewed annually by SENCO/Head and other staff, governors and parents of children with SEND.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Grange CE School's accessibility plan and equality policy can both be found in the school office and website.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO/Headteacher,
- the Headteacher may refer the matter to the Area Special Needs Officer. Parents are informed about Information Advice and Support Services <http://www.iassnetwork.org.uk/> (formerly Parent Partnership) and how to make representations to the LA
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors, School Adviser, or the LA SEN Adviser as appropriate.

Bullying

Bullying is taken very seriously at Grange CE School. To view the school's policy on behaviour and anti-bullying, see the school's website at www.grange.cumbria.sch.uk Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Grange CE School endeavour to generate a culture of support and care among pupils.

Glossary of terms

EWO – Educational Welfare Officer

IEP – Individual Educational Plan

Key Stage 1 – Infants

Key Stage 2 – Juniors

LA – Local Authority

PIVATS – Performance Indicator Value Added Target Setting

SATs – Standard Assessment Tests

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Co-ordinator



Chair Govs Signed



Headteacher/SenCo

Date: _____ Review date: Sept 18 _____