

# Little Digmoor Primary School

*“Where children grow”*



## LITTLE DIGMOOR PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY 2015

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## Section 1

### INTRODUCTION

This policy is linked to the following school policies:

- Behaviour for Learning
- Complaints
- Attendance
- Anti-Bullying
- Gifted and Talented
- Medical

Our SEN policy reflects the SEND Code of Practice, 0-25 guidance, 2014.

At Little Digmoor, working with children with Special Educational Needs is regarded as a whole school responsibility. A child has special educational needs if he/she has a learning difficulty for which special educational provision needs to be made.

A learning difficulty means that the child has either:

- A significantly greater difficulty in learning than the majority of children of the same age or
- A disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. At Little Digmoor we are committed to meeting the special educational needs of pupils and ensuring that they make progress.

During their school career, many children encounter difficulties with learning. Sometimes these difficulties are specific and of short duration, or more complex and prolonged. The initial concern may be of an academic, medical, physical, social, behaviour or emotional nature; exceptionally able children many also require special educational provision to be made for them.

Every child is unique and therefore any child's Special Educational Needs must be assessed on an individual basis. However, a key indicator will be when a pupil is falling significantly behind his/her peers. Teacher and parental observations and concerns are also pivotal in early intervention. At Little Digmoor, we believe that all children are entitled to receive an education, which is tailored to their individual needs, within their normal classroom environment. Teachers use a range of strategies to ensure that children with Special Educational Needs can access the curriculum. This policy applies to all children at Little Digmoor, including Foundation Stage, Key Stage 1 and 2.

Parents and Carers are encouraged to work in partnership with the school to ensure that children fully benefit from any provision put in place.

## Section 2

### AIMS AND OBJECTIVES

#### Aims:

- Ensure that the learning needs of pupils with SEN are identified and addressed as early as possible.
- Build upon the good working relationship we have with parents, to further benefit our children with SEN.
- Raise the aspirations and expectations for all pupils with SEN.
- Have a clear focus on the outcomes for our SEN children.
- Ensure that all staff have the knowledge, understanding and confidence to competently and compassionately support children with SEN.

#### Objectives:

- At the earliest opportunity, identify and provide for pupils who have SEN.
- Closely monitor the progress of, and review the provision for, children with SEN.
- To work within the guidelines of the SEN Code of Practice, 2014.
- To provide a Special Educational Needs Co-ordinator (SENCO), who will oversee the implementation of the SEN policy.
- 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.
- Work effectively in partnership with parents/carers and outside agencies to meet the needs of children with SEN
- Provide support, advice and training for all staff working with SEN pupils.
- Help every child with SEN to increase their responsibility for the learning and behaviour, to improve their self-confidence and to develop a positive self-image.

## Section 3

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice describes 4 broad categories of need:

*5.32 Children's SEN are generally thought of in the following four broad areas of need and support –*

- *communication and interaction*
- *cognition and learning*
- *social, emotional and mental health*
- *sensory and/or physical needs*

*(SEND Code of Practice 0-15 January 2015)*

At Little Digmoor we recognise that the earlier intervention is begun, the more effective it is. These four broad categories give an overview of the range of needs that should be planned for. However, we recognise that individual children may have needs which cover more than one area, and may change over time. The purpose of identification is to determine the type of provision which will be most effective. At Little Digmoor, we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their Special Educational Needs.

It is important to remember that although factors other than Special Educational Needs may impact on progress and attainment, the following are not considered SEN:

- Disability (all schools have a duty to make "reasonable adjustment" under current Disability Equality legislation although this alone does not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a child of a Serviceman/woman

## Section 4

### A GRADUATED APPROACH TO SEN SUPPORT

Teachers at Little Digmoor are all responsible and accountable for the progress and development of all children in their classes, including those with Special Educational Needs. Quality first teaching, differentiated for individual pupils, is at the heart of this; but occasionally this will not meet the educational needs of a child and additional support, by way of interventions, will need to be provided. At Little Digmoor, we regularly review the quality of teaching for all pupils, including those at risk of underachieving, as additional support cannot compensate for a lack of good quality teaching. Termly pupil progress meetings are held to discuss the progress of all children and in addition to this, the Senior Leadership Team review and, where necessary, improve teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Class teachers and the SENCO decide whether to make special educational provision, having carefully considered all the information gathered from within the school about the pupil's progress compared to national data and expectations of progress. It is essential that this decision is based on high quality and accurate formative assessment. For higher levels of need, arrangements will be made to draw on more specialised assessments, from external agencies and professionals. Where it is determined that a child has SEN, parents will be informed and the child placed on the SEN register.

Little Digmoor uses the ongoing Assess-Plan-Do-Review cycle, which enable support to be regularly reviewed and revised. This cycle also enables identification of those interventions which are most effective in supporting good progress and outcomes.



## **Assess**

This stage of the cycle involves building up an accurate picture of a child's needs, based upon a range of evidence such as teacher assessments, observations, data relating to previous progress and attainment and comparisons with peers and national data. The views of the parents are also sought along with those of the child where appropriate. Where outside agencies are involved, their advice will also be considered.

## **Plan**

The planning stage involves the SENCO, class teacher and parents, as appropriate, working together to agree the support and interventions that are required. The needs of the child will be conveyed to all of those working with the child and a School Support Plan (SSP) will be put in place. This details what the child can currently do, their next steps targets, and the exit criteria. The SSP will be shared with parents and they will be given the opportunity to discuss this further with the class teacher and/or SENCO. Parents will then be invited in termly to discuss their child's progress, for the duration of the SSP.

## **Do**

The class teacher has overall responsibility for the progress and development of each child, even where interventions may involve group work or 1:1 which is delivered by another adult. Class teachers will work closely with other adults to assess the impact of interventions and to ensure that targets are current. Once an SSP target has been achieved, another will be set by the class teacher. A class file is kept of all children's SSPs alongside a monitoring sheet which is filled in to indicate that the intervention has taken place.

## **Review**

Class teachers will review each child's progress on a regular basis and each term, SSPs will be updated to reflect the current targets. The review process involves evaluating the impact of interventions and support. The views of the child, and parents is appropriate, will be taken into account. Outcomes will be recorded on the previous SSP and a new one written for the forthcoming period.

## Section 4

### MANAGING PUPIL NEEDS ON THE SEN REGISTER

Children who receive SEN support will be on the school SEN register and will have a School Support Plan (SSP) written in conjunction with pupil, parents, class teacher, SENCO and any other professionals involved.

SSPs will be reviewed termly as part of the Assess-Plan-Do-Review cycle. Once updated plans are written, they will be shared with parents (see section 4) and the information from them used to update the provision maps.

The SENCO is responsible for the overseeing the writing of SSPs and the Head Teacher is responsible for updating provision maps. Class teachers are responsible for reviewing and updating SSPs as appropriate in between formal reviews. The SEN register is updated each time SSPs are written (either initially or following review) by the SENCO.

All children with SSPs are discussed at the termly Pupil Progress meetings between the class teacher and Head teacher.

The level of provision a child receives depends on the individual child's needs and is decided taking into account professional judgements as well as the views of the child and parents/carers where appropriate.

If, despite intervention, a child remains a concern and is not making the progress expected, a referral may be made to appropriate outside agencies and/or specialist teachers. At this stage a CAF (Common Assessment Framework form) will be used for gathering information about the child. A CAF is completed with the parents/carers by either a member of school staff and/or by any outside agency involved. Once the CAF is completed, regular Team around the Family (TAF) meetings are held between parents and all agencies working with the family.

The Head teacher is responsible for costing additional support and this is recorded on the provision map.

If a child has significant difficulties, a statutory assessment process may be requested (usually by school or sometimes by the parents). The application for an EHC combines information from a variety of sources including parents, teachers, Social care, health and educational professionals. Once the information is gathered, the decision as to whether the child is eligible for an EHC plan is made by a panel of professional. Parents have the right to appeal, should an EHC plan be declined.

Further information about EHC's can be found via the SEND local offer on the school website.

## Section 5

### CRITERIA FOR EXITING THE SEN REGISTER

If a child has, through targeted intervention, made significant progress, and their attainment in relation to their peers and national expectations is no longer a cause for concern, they should be removed from the SEN register. These children will continue to be monitored in class to ensure that progress continues.

## Section 6

### SUPPORTING PUPILS AND FAMILIES

Further information about EHC's can be found via the SEND local offer on the school website.

For information on Little Digmoor's SEN Information Report please see our school website.

#### Outside Agencies

There are a number of outside agencies that the school will need to liaise with if the needs of the pupils are to be met. The following agencies are regularly used by the school:

#### Education

- IDSS (Inclusion Disability Support Service)
- Link EP (Educational Psychology Service) Chris Watkinson
- Acorn Psychology – Jen Waite
- School adviser – Steve Belbin
- SENDO – Richard Farbon
- Outreach support from specialist schools

#### Health

- School nurse - Leanda Ponsonby
- Speech and Language Therapy Service -
- Occupational therapist / physiotherapist
- LEMS (Lancashire Education Medical Service)
- CAMHS (Child and Adolescent mental Health Service)

Children's Social Care including CAPPs

Children's centre

Pupil Attendance team – Julie Ascroft

Police Community Support Officer

Parent Partnership

### **ADMISSIONS**

Children with special educational needs are admitted to Little Digmaor Primary School in accordance with the Admissions Policy, a copy of which can be found on the school website.

Prior to any child being admitted to Little Digmaor, discussions will take place with parents to identify and special educational needs the child may have. Wherever possible, relevant information will be gathered from previous educational settings and other agencies in order that a relevant curriculum can be provided.

### **TESTING ARRANGEMENTS**

If a child has a special educational need or disability, they may qualify for extra time and or/support in test situations. This could for example consist of a reader or scribe. Such arrangements will be put in place in line with the access Arrangements as defined on NCA tools website

### **TRANSITION**

All children are involved in transition days during the summer term, where they visit their new classroom and meet their new teaching and support staff. Little Digmaor works closely with local secondary school to ensure that the transition is as smooth as possible for all children. Key Stage 2/3 transition work is carried out on an individual basis for children with SEND and may involve extra-preparatory work or visits.

### **CHILDREN WITH MEDICAL CONDITIONS**

Children with medical conditions are managed in accordance with the schools policy.

## **Section 7**

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Little Digmaor recognises that pupils 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.

Children with a medical condition will be placed on the school medical register. In some circumstances, a child will need a care plan, which will be written by the school nurse alongside parents and school staff.

Should parents require medicine to be administered to their child during school hours, they will be required to complete a medical form.

Medication will be kept in a locked medical cabinet or, if requiring refrigeration, in the staff room fridge.

Please refer to the 'Supporting Pupils with Medical conditions' policy available from the school office or on the school website.

## **Section 8**

### **MONITORING AND EVALUATION OF SEND**

At Little Digmaor Primary School, the provision offered to all pupils is regularly and carefully monitored and evaluated.

The school has a cycle of monitoring and evaluation which involves lesson observations, book scrutinies, planning scrutinies, data analysis, pupil progress meetings, monitoring of staff CPD, termly SENCO network meetings.

The SEN governor meets with the SENCO termly to discuss current provision.

SEN provision is recorded on an SEN provision map. This is updated termly. Children are assessed either termly or at the end of a programme of intervention which indicates whether the intervention is effective.

Parents of children with SEN are invited into school termly to meet with the class teacher and/or SENCO to discuss their child's progress.

## **SECTION 9**

### **TRAINING AND RESOURCES**

- SEND provisions are funded through the school budget and in certain cases through high needs block funding (Staterment & EHC Plans)
- Staff training needs for both teachers and support staff are identified through the staff performance management/appraisal systems. All staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **Section 10**

### **ROLES AND RESPONSIBILITIES**

#### **SENCO**

The Special Needs Co-ordinator at Little Digmoor Primary School is Karen Rowat. The role of SENCO is:

- Oversee the implementation of the SEN policy and co-ordinate provision of children with special educational needs
- Liaise with and advise teachers and learning support assistants
- Maintain the school's special needs register and oversee individual children's needs
- Liaise with external agencies
- Develop a school support plan for children having SEN support
- Monitor the maintenance of records in relation to SEN
- Keep staff informed about changes to the SEN Code of Practice, to arrangements and to provision.

#### **HEAD TEACHER AND GOVERNING BODY**

The Governing Body has identified a governor (Yvonne Gagen) to have oversight of the special educational needs provision in the school and keep the full governing body informed of how the school is meeting the statutory requirements. The Head teacher and SENCO will identify areas for development in special educational needs and this will be included in the school's development plan. An SEN report by the SENCO is presented to the Governing body annually. The Governing body then produces an annual report on the school's provision.

#### **TEACHERS AND TEACHING ASSISTANTS**

All teaching staff and teaching assistants are responsible for differentiating the curriculum for children with special educational needs and for monitoring their day to day progress in order to plan for their needs. All staff will work closely with the SENCO to keep her fully informed of pupil progress and need.

#### **DESIGNATED TEACHER WITH SPECIFIC SAFEGUARDING RESPONSIBILITY**

Andrew Proctor (Head teacher and DSP) and Karen Rowat (Back-up DSP)

#### **MEMBER OF STAFF RESPONSIBLE FOR MANAGING PPG/LAC FUNDING**

Andrew Proctor

#### **MEMBER OF STAFF RESPONSIBLE FOR MANAGING SCHOOLS RESPONSIBILITY FOR MEETING THE MEDICAL NEEDS OF PUPILS**

Andrew Proctor

## **SECTION 11**

### **STORING AND MANAGING INFORMATION**

Once pupils have left the school, SEND documents will be stored in boxes, clearly labelled and kept in a locked store room. These records will be destroyed by shredding 45 years after the date of birth of the child.

## **SECTION 12**

### **REVIEWING THE POLICY**

The SEN policy is reviewed annually.

## **SECTION 13**

### **ACCESSIBILITY**

To ensure that pupils or parents/carers with disabilities have access, the school has disabled access as described in the school's Accessibility Plan.

## **SECTION 14**

### **DEALING WITH COMPLAINTS**

Any parent/carer who has a complaint is encouraged to speak to their child's class teacher in the first instance. If the complaint relates to a special educational need they may also speak to the SENCO. If the concern continues, a meeting will be held between the parent/carer, class teacher and SENCO in order to try and resolve it.

If the concern still cannot be resolved, the Head teacher will be notified and will try to solve the issue. In the event of this proving impossible, the parents involved should put their concerns in writing to the SEN Governor. The Chair of Governors will be involved as a last resort, should all other avenues to resolve the situation be exhausted.

## **SECTION 15**

### **BULLYING**

Please see the schools Bullying Policy.