

Ghyllside Primary School



Special Educational Needs Policy

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This policy has been reviewed by staff and the Governor's Progress and Attainment Committee and approved in 2015

1. Introduction

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have Special Educational Needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning a student's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. Definition of special educational needs (taken from section 20 of the Children and Families Act 2014).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. New legislation

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Early Help Assessment

This information is also available on the Cumbria Local Offer Website.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cumbria who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

3. Aims and objectives

The aims and objectives of this policy are:

- to identify students with special educational needs as early as possible
- monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS). Health Visitors, Occupational Health Therapists and Physiotherapists.
- create a school environment where pupils can contribute to their own learning. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and sports teams.

5. Responsibility for the coordination of SEN provision

In this school provision for students with special educational needs is the responsibility of all members of staff.

The Special Educational needs Co-ordinator Inclusion Manager is responsible for the day to day operation of the Special Educational Needs (SEN) policy. The main duties are: - □ overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing teaching support assistants
- overseeing the records of all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff

- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Governing Body does its best to secure the necessary provision for any student identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs. A governor has special responsibility for SEN. They liaise regularly with the inclusion Manager both on a formal basis and will meet informally as needed.

6. Arrangements for coordinating SEN provision

The Inclusion Manager will hold details of all SEN records for individual pupils.

All staff can access:

The Ghyllside School SEN Policy

All copies of the class SEN Registers Guidance on identification of SEN in the Code of Practice Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map. Practical advice, teaching strategies, and information about types of special educational needs and disabilities Information available through Cumbria's SEND Local Offer In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEN provision.

7. Admission arrangements

Please refer to the information contained in our Admissions Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

8. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

9. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

10. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget.

Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The Cumbria SEND Handbook provides information on accessing resources.

11. Identification of pupils needs

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure

that effective provision is put in place and so remove barriers to learning. The support provided consists of



a four – part process:

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Parents
Child
Teachers
Inclusion Manager
Social Care
Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.cumbria.gov.uk/localoffer

or by speaking to an Education, Health and Care Plan Coordinator on:

01539 713538

or by contacting the Parent Partnership Service on:

07769935446

Cumbria Parent Partnership Service 2nd Floor,
Jubilee House, 15 Abbey Road,
Barrow, Cumbria LA14 5UD

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Cumbria Children's Services, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

12. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

13. Inclusion of pupils with SEN

The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the Early Help Assessment Form

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through parents evenings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map. These reflect information passed on by the Inclusion Manager at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly at pupil progress meetings by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Inclusion Manager. The school's complaint procedures are set out in the school prospectus.

16. In- service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The Inclusion Manager attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Inclusion Manager, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

17. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Manager who will then inform the child's parents.

18. Working in partnerships with parents

Ghyllside Primary School believes that a close working relationship with parents is vital in order to ensure a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEN

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

19. Links with other schools

The school works in partnership with the other schools in the area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

The Inclusion Manager liaises with the Inclusion Managers of feeder secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Yr 6 students or sooner if necessary (e.g. for those children with Education Healthcare Plans).

When students move to another school their records are transferred within 15 days of ceasing to be registered at Ghyllside School.

20. Links with other agencies and voluntary organisations

Ghyllside Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Manager is the designated person responsible for liaising with the following:

Cumbria Education Psychology Service

Behaviour Support Service

Social Services

Speech and Language Therapy Service (Class teacher also liaises)

Specialist Advisory Teacher Service

Specialist Health Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed _____

(Headteacher)

[Name]

Date _____

Signed _____
_____ (Inclusion Manager)

[Name]

Date

Signed _____
_____ (SEN Governor)

[Name]

Date

This policy will be reviewed annually.