

# PRIESTLEY PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed January 2017



### Introduction

**At Priestley Primary School we are fully committed to providing a curriculum in which every child can participate and achieve their full potential.**

### Definition of Special Educational Needs

Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

“A child ... has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools?

This provision is defined as any education or training provision which is additional to or different from that generally made for other of the same age in mainstream schools. *Code of Practice (June 2014)*

The Wiltshire Graduated Response to SEND Support (WGRSS) is used to identify children whose difficulties may mean they should be placed on the SEND register.

### Purpose

Every child matters at Priestley and we believe in providing every possible opportunity to develop the full potential of all children. All children will have a right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted.

### Our aims

- To identify and provide for all pupils who have Special Educational Needs and Disabilities.
- To ensure that every child feels valued, is respected as an individual and is able to recognise they have skills and strengths to offer.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for Special Educational Needs.
- To provide support and advice for all staff working with young people with Special Educational Needs and Disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To develop and maintain effective engagement with outside agencies
- To ensure access to the curriculum for all pupils.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To ensure that all children with special educational needs participate in activities in line with other pupil across the school.

### Objectives

The objectives of our policy this year are to continue to:

- Identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- Work in close partnership with and involve parents/carers of children who have special educational needs.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Involve children and parents in the identification and review of their personalised targets.
- Raise the self-esteem of children having SEND, acknowledging the progress they have made.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

- Ensure children are appropriately placed at SENS (SEND support) and targets set through the use of a One Page Profiles, IEPs and My Support Plans.

### What is SEND Support?

The new SEND Code of Practice (2014) refers to a single group of children or young people who have SEND as receiving 'SEND Support'.

### What are Education, Health and Care Plans?

**Statements** of Special Educational Need have been replaced by Education, Health and Care Plans (**EHCP**) through the Local Authority. Wiltshire council call these Education Health and Care Plans 'My Plans'. More information can be found at <https://www.wiltshirelocaloffer.org.uk>

### What are the categories of need?

The SEN Code of Practice describes four broad categories of need:

- **Communication and interaction;** this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech and language difficulties
- **Cognition and Learning;** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching.
- **Social, Emotional and Mental Health Difficulties;** these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour.
- **Sensory and/or Physical Difficulties;** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided.

Many children and young people have difficulties that fit clearly into one of these areas, while others have needs that fall into two or more categories. For some the precise nature of their need may not be clear at the outset.

Therefore, timely individual assessments are vital in identifying a young person's needs (SEN COP 2014).

A young person will remain on the SEND register unless something changes for them individually which means that they no longer need Special Educational Provision.

## Roles and Responsibilities

### Governors' Role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has SEND.
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor - has been informed by the LEA that a child has SEND, those needs are made known to all who are likely to teach them.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary, or desirable, in the interests of co-ordinated special educational provision as a whole.
- Ensure that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for children with SEND.
- Have regard to the SEND Code of Practice when carrying out its duties towards all children with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND Policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.

The Headteacher must:

- Ensure that where the school has been informed by the LA that a child has SEND, their needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND.

- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **SENCO Role**

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day-to-day operation of SEND policy
- Providing advice to staff supporting, liaising with them and overseeing the completion of one page profiles and targets, My support Plans and My plans (Education Health and Care Plans)
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- Monitoring, evaluating and reporting on the provision for children with SEND.
- Co-ordinating the range of support available to children with special educational needs and disabilities
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs and disabilities.
- Monitoring and analysing the progress of children at SEND support or those with an Education Health Care plan or statement.

### **Special Educational Needs Provision**

#### Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children are met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it is necessary for them to spend time in small group work or being withdrawn from the classroom for specific targeted activities and interventions. This may be delivered by the teacher or teaching assistant and complements classroom work so that the skills, knowledge and understanding is transferred to the classroom.

The SENCO monitors this provision to ensure it meets the objectives of this policy. A detailed list of children with SEND is maintained. It is cross-referenced to the PPP, EAL, CAF, FSM and forces lists.

#### **Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met, taking into account that Priestley is a school on two floors. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

#### **Specialist Facilities**

There are no specialist facilities or special centre in the school. The nearest is a Specialist Learning Centre (SLC) at Marden Vale Academy in Calne.

#### **Resources**

Most of the resources used by children with special educational needs are available within the classroom. Any particular requests for additional resources are made to the SENCO. An amount from the total school budget is allocated to special educational needs. The money is spent on additional resources, staffing costs and time allocated to the SENCo to manage the support for inclusion and meet the objectives of this policy. Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCo. An Education, Health and Care Plan may involve extra funding to the school from the LA. Outside agencies usually offer advice on the support to be given to these children and the school acts on this advice.

## Identification, Assessment, Monitoring and Review Procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014) and the Wiltshire Graduated Response to SEND Support (WGRSS). This recommends a graduated approach. The code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within, or across, 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Sensory and/or Physical needs within the classroom

Where possible, we will try to meet every child's needs within the classroom through ensuring that our planning teaching and approaches meet the needs of the majority of the children in our school.

### Stages of Intervention:

**Wave 1** - At Priestley, we ensure that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, at times some children may need extra support within the classroom, for example, extra reading, differentiated resources, fewer spellings, writing frames, etc. These children are 'Wave One' and their progress will be carefully monitored. No extra recording will be done for this category, apart from the differentiation element on our planning.

**Wave 2** - Through careful identification and assessment, and consultation between the class teacher, parents and SENCo, we and/or the parents may determine that a child is not making satisfactory progress.

It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the routine behaviour and discipline approaches used in school.
- Has physical or Sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we consider with the parents and the child the next strategy for action. Where this review leads to the conclusion that the child needs help above and beyond which is normally available within the class or school we will help the child through a programme of interventions, designed to help the child on a short term basis, possibly one or two terms.

The interventions run on an eight-week basis, on an assess-plan-do-review cycle. Progress will be recorded on an Intervention Tracker and pupil Education plan and monitored fortnightly.

**Wave 3** - This is similar to Wave Two, but in this case the child will have been identified as having longer term barriers to learning and the interventions which have been planned may need to be continuous or longer term. It may also involve us in contacting external support services provided by the Local Authority (LA) and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. We ensure parental consent is sought before any external agencies are involved. This will be recorded on a My Support Plan.

**Education, Health and Care Plan (EHCP – called a 'My Plan' in Wiltshire)** - Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we discuss with the parents and child the need for us to approach the LA to request an assessment for an Education, Health and Care Plan (EHCP or 'My Plan'). This may or may not result in the LA issuing a My Plan. Where a child has a My Plan we carry out an annual review which parents, outside agencies, SENCo, class teacher and teaching assistant are invited to attend. Where appropriate, the child is invited to attend the meeting. In any event their views are sought usually through an interview conducted by the SENCo with the support of their Teaching Assistant.

### In-service training

This involves the SENCo, teachers, support staff and SEND Governors in order to help them work effectively with children having special educational needs and is linked where appropriate to the School Development Plan. Continuing Professional Development (CPD), priorities are identified by the Head, Senior staff and the SENCo. Courses are recommended as part of the professional development of staff. INSET training is also provided on TD days and during TA meetings. Staff who attend courses feedback to colleagues at staff meetings. The effectiveness of such training is monitored and evaluated by the SENCo.

### **Links and use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCo makes the necessary arrangements and informs parents accordingly. These agencies normally include the Specialist SEND Service (SSEDS), Behaviour Support Service (BSS), Physical Impairment Support Service, Speech Therapy, Social Services, Health and other LA personnel.

### **Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are encouraged and given the opportunity to be fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their education is valued highly by all staff. Parents/carers are encouraged to involve their child in the decision-making processes. Parents/carers are updated regularly with their child's progress through reports and parents' consultation meetings, parents/carers can make an appointment with the SENCo through the school office. We show Sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

### **Transition**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit us for induction visits in the term before they start school. If necessary, the SENCo liaises with pre-schools and other agencies at this stage.

Close links are maintained with local Secondary Schools to ensure smooth transition between Years 6 and 7. Year 6 pupils make visits to the Secondary School of their choice during the summer term prior to transferring, and extra visits can be arranged by the SENCo. The Year 6 teacher completes transfer documents for all children. Additional information for children with SEND is provided by the SENCo who co-ordinates transfers with the special needs department at the chosen schools and meets with secondary colleagues to discuss transition and support for individual pupils.

### **Criteria for Evaluating the Success of our Policy**

- All teachers' planning will reflect differentiation so that the learning objectives and support are identified for targeted children.
- Parents/carers made aware of individual targets set for children by discussing, receiving and having their views recorded on copies of IEPs for their child.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own IEPs.
- IEP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Ensuring that outside agencies, where appropriate, have their comments recorded on the IEPs and are involved in their development.
- Monitoring of procedures and practice by the sub-governors.
- The School Improvement Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our SEND funding.
- Any external evaluation or inspection.

### **Arrangements for Monitoring and Evaluation**

The school utilises a wide range of processes to monitor and evaluate the effectiveness of the SEND Policy and provision for SEND children. The following outlines some of the processes, but is not intended to provide an exhaustive list:

- Reports to the Board of Governors
- Annual review of SEND Policy
- Ofsted
- Governor visits to school
- Pupil/Parent questionnaires
- School Council
- Complaints Procedure

**Criteria for evaluating the success of the policy:**

The policy is evaluated against the objectives stated and measured by:

- Teachers' planning reflecting the learning objectives for children with SEND.
- Parents being aware of individual targets set for children.
- Children being involved in discussing, constructing and reviewing their own targets, where appropriate.
- Child attainment/progress (measured by objective testing & teachers' professional judgement) being raised.
- Termly monitoring of procedures and practice by the SEND governor.
- Governor School Profile.
- The School Development Plan priorities which include the provision for SEND.
- Any external evaluation or inspection.

**Complaints Procedure**

If parents or carers have a complaint concerning provision for their child they should, initially, attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO before being heard by the Headteacher. Should the matter still be unresolved, the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and, finally, the complaint should be taken to the LA and/or Secretary of State.

**Monitoring**

The Governing Body's Leadership and Management Committee will monitor and review this policy annually as part of its terms of reference.

**Links with Other Schools**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings alongside a structured series of induction visits before the child starts school. A home visit undertaken by the FS2 teacher in the autumn term as the child starts school is also offered so the parents can raise any issues they may have. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, Inclusion Managers, SENCo and by classroom buddies to ensure that they have a smooth transition.

Close links are maintained with The John Bentley School (JBS) to ensure smooth transition between Years 6 and 7. Transition arrangements include a pro-forma and pre-visits by all children to the secondary school. Parents of Y6 pupils also have opportunities to visit JBS.

Liaison meetings/telephone calls are held between the SENCo's from both schools to ensure that all necessary information on children with SEND is transferred across with their individual special needs files.

During the Summer Term some special needs children may attend additional sessions at JBS. These are organised by the Inclusion Team at the secondary school.

Children with SEND who do not transfer to JBS are subject to similar arrangements with the receiving school.

The SENCo will attend SENCo cluster meetings, to receive joint updates/training with other school SENCos at other local schools, 3 times a year. The SENCo conference is held annually, this is another opportunity to keep updated with change.

This policy should be read alongside government guidelines 'Keeping Children Safe in Education' (July 2015). The SEND Code of Practice 2014 and other school policies including:

- The School SEN Information Report
- Equality and Diversity Policy
- Subject policies
- Child Protection Policy
- This policy should be read in conjunction with the School's Assessment Policy.

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**To be reviewed Spring 2018**