

Ilketshall St Lawrence Primary School



Policy for SEND

Date: May 2019

Review date: May 2020

Ilketshall St Lawrence Primary School

SEN policy



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (July 2015) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and families act 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sep 2013)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Anti-bullying policy
- Teachers Standards (2012)
- Special Educational Needs and Disability Regulations 2014
- Safeguarding Disabled Children and Young People 2015
- Behaviour and Discipline Policy
- Equality information and objectives

As an academy, this policy also complies with our funding agreement and articles of association.

This policy was created by the academy SENCOs in liaison with the SEN Governor, SLT and all staff.

Our SENCO

Our Special Educational Needs Coordinator (SENCO) can be contacted via the school telephone number (01986 781315) or by emailing admin@ilketshallstlawrenceprimary.co.uk

Our School Aims

We are an inclusive, mainstream primary school. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community, working with parents and other agencies to provide the best possible support in order that all learners achieve their potential. Every teacher is a teacher of every child including those with SEN.

Objectives of SEN Policy

- To identify, assess and provide for pupils who have special educational and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the guidance given in the SEN Policy.
- The SENCO to provide support and advice for all staff working with pupils with special educational needs
- The SENCO and staff to work cohesively with parents and other agencies to ensure a joint approach for supporting children with special educational needs.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identifying Special Educational Needs

Identification is a whole school responsibility that involves identifying particular children whose difficulties are preventing them from making progress. Issues may be identified in one of the following four categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The purpose of identification is to work out what support needs to be put into place to support the child, rather than fit individuals into categories. As a school we consider the needs of the whole child not just their special educational needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Information is gathered in a variety of ways to support the identification of need. This includes:

- Regular in-school assessment
- Discussions with and input from parents
- Discussions with individual children
- Education and Healthcare Needs assessments

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language therapy
- CAMHS
- Community Paediatrician
- Educational Psychologist
- County Inclusive Support Service
- Dyslexia Outreach
- Ashley Outreach
- Early Years Team

A Graduated Response to SEN Support

- All children are entitled to quality first teaching and, where necessary, intervention programmes and adjustments to ensure good quality personalized learning.
- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Learning and teaching is carefully monitored by the Senior Leadership of the school: the quality of teaching is reviewed regularly for all pupils, including those at risk of underachievement. Training and support is provided to teachers to improve understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Where a child is underachieving despite good quality, personalised teaching and intervention, the class teacher together with the SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, in discussions with parents referrals may be made to request more specialized assessment from external agencies and professionals.
- Following both assessments made in school and those by external agencies, where a child requires support or intervention that is different from or additional to that which is normally provided for children of that age, a plan is drawn up to put in place additional actions to support the child to make progress. This is reviewed on a regular cycle.

- Throughout the process there is open dialogue with parents, families and the children themselves. School will seek the views of parents during Parents evenings, additional needs meetings and will talk to the children in school.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
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Managing Pupils on the SEN Register

In school we use a system of Individual Education Plans (IEPs) to indicate individual need, plan for delivery of support to overcome barriers and to review the effectiveness of support. Parents and the child are encouraged to contribute to the IEPs. These documents outline how we will support the child with overcoming their barriers and how we will work with parents and child to do this.

Class teachers are responsible for writing and reviewing the learning targets for children in their class. The SENCO works alongside class teachers to advise and support them during this process, however, it is the class teacher's responsibility to evidence progress according to the outcomes described in the IEP.

IEP are working documents and are constantly being reviewed. However, there are three formal reviews per year:

- September– allowing a new class teacher time to get to know the children before reviewing the IEP.
- January – mid-year review.
- April – review to include planning for transition to next class.

Parents' and child views are sought at the Individual Education Plan meeting during which the IEP is discussed, edited and completed. It is important that class teachers, parents and the child all contribute to this process.

Progress of children with SEN is looked at as part of the Pupil Progress Meetings. This happens every term.

The level of provision for a child is agreed on an individual basis. Plans are based on the child's individual needs and the unique barriers to learning that they face. As part of the provision identified in the IEP there may be small group work or work on a 1:1 basis with an adult. Some children may require several types of intervention.

We make various adaptations to ensure all pupils' needs are met these include, differentiating our curriculum to ensure all pupils are able to access it, for example, by

grouping, 1:1 work, teaching style, content of the lesson, etc. Adapting our resources and staffing. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We endeavour to meet the needs of all children in school. However, where in-school intervention or support has had limited impact, or where the school feel they need further support or advice with planning a programme of support for a child, the SENCO will seek parental permission to refer the child to a specialist service or outside agency. The parents' and child's views are sought and recorded as part of this process.

Where a child has a particularly high level of need, additional funding may be sought through Suffolk's High Tariff Need top-up funding process. This involves submitting a claim to the Local Authority evidencing the support received in school and the needs of the child involved, including any reports from outside agencies or services.

School request for Education, Health and Care Plan Assessment

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment bands in reading, writing and maths.
- Education and other assessments from external agencies.
- Views of the parents.

This referral is considered by a multi-agency panel to decide whether or not an Educational, Health Care Plan (EHC) is required. For further details, please see Suffolk's local offer website

Education, Health and Care Plan Reviews

Children who currently have Statements of Special Educational Needs, and those with new EHC Plans, will have formal Annual Reviews. The SENCO will contact parents to arrange this meeting and invite relevant outside agencies. Views from the child,

parents, the child's class teacher and any involved agencies are sought. A formal record of the meeting will be sent to the Local Authority and copies provided for those invited.

Removing a child from the SEN Register

Where a child has made progress and no longer requires support that is additional to and different from that of other children of the same age, the class teacher will talk to the child's parents and the SENCO about removing the child from the register. If all are in agreement the child will be removed from the register, but closely monitored to ensure the progress continues. This is done through the termly Pupil Progress Meetings in school.

Supporting Children and Families

Ilketshall St Lawrence Primary School is a non-selective school which is open to any child. We have a Pupil Admission Number (PAN) of 15. This is the maximum number of children we can have in a year group. Should we be full alternative school places will be found by the local authority. However, there is an appeals process available for any parents that wish to appeal against the decision. Details can be found on the Suffolk County Council website or via our school website, www.islschool.co.uk.

There is further information on Suffolk's Local Offer and support for children and families on Suffolk's local offer website

www.suffolklocaloffer.org.uk

School has a statutory requirement to provide an SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) which can be found on the school website (www.islschool.co.uk) or in the appendices of this policy.

Transition between classes can be a difficult time, particularly for children with special education needs. To support them and their families, we have a number of activities and strategies that we use in school to make this process easier for the children.

When a child moves from our school to another school we work with the new school to ensure information is transferred and prepare the child as much as possible for the change. We work with all the local high schools on both their own transition programmes and also arrange additional visits if required to ensure the move is as smooth as possible.

Supporting children with Medical Conditions

The school recognises that pupils as 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 maybe disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Some may also have special educational needs (SEN) and may have a statement or Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEN

The school monitors and evaluates the quality of provision of all pupils. This includes:

- Lesson observations
- Data analysis
- Pupil Progress Meetings (discussions between Headteacher, SENCO and Class Teachers)
- Children's work scrutinies
- Provision maps

During this monitoring and evaluation, there is always as specific focus on the progress, attainment and quality of provision for children with SEN. The SENCO is responsible for this monitoring and reports the outcomes to the SEN Governor. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- SEN is funded through pupil premium grant, LAC funding and HTN funding.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes 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 school's SENCO regularly attends SENCO Network Meetings in order to keep up to date with local and national updates in SEND.

- Training needs of staff are also identified and planned through Pupil Progress Meetings or as a result of performance management. This is always based on the needs of the children currently on roll.

Roles and Responsibilities

The Headteacher

- Is responsible for managing the Pupil Premium Grant and Looked After Child Funding.
- Line manages the SENCO.
- Ensures the appropriate allocation of SEN funding.
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEN Governor

- Helps to raise awareness of SEND issues at governing body meetings.
- Ensures that the school's notional SEN budget is appropriately allocated to support pupils with SEN.
- Gives up to date information to the governing body on the quality and effectiveness of SEN and disability provision within the school.
- Helps to review the school's policy on provision for pupils with SEN.
- Assures the governing body that the school website publishes the school's SEN offer in accordance with the Code of Practice.

The SENCO

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Is responsible for day to day operation of the SEN Policy.
- Co-ordinates provision for all children with SEN.
- Leads the planning of intervention.
- Monitors and evaluates the quality of provision for SEN pupils.
- Delivers training for staff in school;
- Identifies staff training needs.
- Is responsible for managing the schools responsibility for meeting the medical needs of pupils.

- Communicates with members of staff in an advisory capacity for children who are causing concern.
- Maintain the school's Special Educational Needs Register and over-seeing the records of all children with Special Educational Needs.
- Liaises with parents of children with SEN.
- Supports teachers within the Foundation Stage, Key Stage 1 and Key Stage 2 in helping to identify and provide for children with SEN.
- Liaises with external agencies where appropriate.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Class Teacher

- Contributes to the identification of children with SEN.
- Provides appropriate differentiated tasks within the class.
- Write and implements Individual Education Plans where necessary.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Teaching Assistants

- Work under the direction of the teacher, whether with the whole class, a small group or an individual pupil.
- Support the learning of all children, including through carrying out assessments, delivering interventions and creating resources in order to implement Individual Education Plans.
- We have 6 teaching assistants who are trained to deliver interventions such as Catch Up Literacy and Maths, Plus 1, Beat Dyslexia, Elklan. Nessi etc.

Expertise and training of staff

- Our SENCO has 4 experience in this role and has worked as ...
- They are allocated 6 hours a week to manage SEN provision.
- We have a team of 6 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- In the last academic year, staff have been trained in ELSA and Thrive
- We use specialist staff for Speech and Language.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential visits

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.

Pupils with SEN are encouraged to seek support and advice from the pastoral support team as required.

We have a zero tolerance approach to bullying

Storing and Managing Information

SEN Records are kept in locked filing cabinets. For further details of how documents are stored, please see the school's Data Protection Policy.

Accessibility

The accessibility plan forms part of the school's Equality Policy.

Dealing with complaints

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with SEN, parents will be invited to participate in the development of targets for their children, planning for support in the review process. However, if a parent has a concern they should first discuss this with the class teacher, the SENCO and/or the Headteacher where every effort will be made to resolve thereafter. If a parent is still concerned then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied there is a copy of the school's Complaints Procedure available from the school office or website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

www.suffolklocaloffer.org.uk

Reviewing the Policy

The SEN policy will be reviewed annually.