

SEND POLICY

Presented to Staff: February 2018
Presented to Governors: February 2018

Review Date: Spring 2019

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

This Policy was created by the school's SENCO in liaison with the SEND Governor and the Senior Leadership Team.

The person coordinating provision of education for pupils with SEND is David Curran, who can be contacted through the school office.

INCLUSION STATEMENT

We believe that all children who attend our school should be able to access a stimulating learning environment and high quality teaching so that they can achieve their full potential. We recognise that it is the responsibility of all teachers in the school to identify and provide for those pupils who have special educational needs. We are committed to a whole school approach to special educational needs and disability. We ensure that parents and carers are involved in deciding whether a child or young person should be placed on the SEN register and that they are notified of a decision by the school that SEN provision is being made for their child. We believe that partnership and engagement with parents and carers plays a fundamental role in enabling children with SEN to achieve their potential. Therefore, we encourage parents and carers to play an active and valued role in their children's education. In addition, we recognise that children with special educational needs are often aware of their own needs and their views about the types of support they need are also respected. Therefore, we encourage pupils to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes.

Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SEN Support). All children are closely monitored and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCO.
- There are four broad categories of SEND:
 - **Communication and interaction** (such as autistic spectrum and speech and language disorders)
 - **Cognition and learning** (such as SpLD, dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
 - **Social, emotional and mental health** (such as ADHD, attachment disorders, emotional difficulties, mental health difficulties)
 - **Physical and sensory** (such as hearing or vision impaired)

We may have children in all these categories of SEN, and some children may have difficulties in more than one category. This includes children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

- We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEN at Evington Valley Primary School

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To focus on the child's strengths as well as their area of need
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children at SEN Support

Children with SEN are identified as part of the overall approach to monitoring progress of all pupils:

1. Class teachers are continually aware of children's learning and the progress of every child is monitored at regular pupil progress meetings. If they observe that a child, in spite of Quality First Teaching, is making less than expected progress, they will seek to identify a cause. 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

Concerns may also come from parents about their child's rate of progress. We take all parental requests seriously and strive to investigate them all.

2. Possible reasons as to why the child is not making progress are discussed with the SENCO and a plan of action is agreed with the teacher and shared with parents. Actions may include adaptations to Quality First Teaching and the child accessing interventions outside of the class. The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.
3. These suggested actions will be implemented and, after a short period of time, typically a term, further discussion will take place between class teacher, parents and the SENCO. This may result in the child being placed on the SEND register at SEN Support if it is felt that additional provision will continue to be appropriate over a longer period of time.
4. The teacher, with the support of the SENCO, will keep the targets/provision up- to- date. Targets are reviewed at least termly with parents and carers. Targets are agreed and shared with children to make them aware of how they can make progress. Information about progress towards outcomes will also be discussed at pupil progress meetings and actions or adjustments will be put into place where appropriate. Adjustments to provision may include acquiring additional equipment and resources needed to overcome barriers to learning.

Links with external support services

Sometimes we will need external support to fully meet the needs of the pupils. This will be apparent if a child still appears to have significant needs or difficulties despite receiving effective, evidence based interventions. If this is the case we request support from specialist services. Parents will always be informed if this is going to happen. The services who support this work are:

- Speech and Language Therapist (SALT)
- Educational Psychology Service (EPS)

- Complex Learning, Communication and Interaction Team (LCI)
- Vision and Hearing support service
- Primary Social, Emotional and Mental Health Team (SEMH)
- School Nurse
- Health professionals including CAMHS
- Early Help/ Children's Centre

We also encourage parents to engage with SENDIASS a local service which offers advice and information on key issues of Special Educational Needs and provision.

If we identify that additional funding and support are needed from the Local Authority High Needs Block we will submit evidence including, interventions or support already being given and progress made along with recommendations from outside agencies which have been put into place. Parents and carers will always be informed if this is intended.

Referral for an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- There is a significant and possibly widening gap between the child's attainment levels and that of their peers.

The Local Authority will consider an application for an EHC Plan. If approved, a 20 week assessment process will begin, during which time, parents, the child and the school, together with any health or social care professionals who are involved with the family will be consulted as to the suitability of a plan. At the end of this process, the Local Authority will call an Integrated Assessment Meeting (IAM) for parents and professionals. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. At the end of this meeting it will be decided if an EHC Plan is appropriate or if other options should be investigated. If agreed, the plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCO who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCO monitors interventions to identify their impact on individual children and groups of children. Progress achieved by children during and following the intervention is considered when deciding if the intervention provides good value in terms of the deployment of adults to deliver it. A report outlining the impact of interventions is produced by the SENCO annually and shared with the SLT.

Some of the following interventions are used at our school:

- Boosting Reading and Writing Power (BRWP)
- Book Talk
- Inference and Deduction (Reading Comprehension)
- First Class At Number
- Talking Partners
- Interactive Play
- Fun Time
- Positive People

Adaptations to the curriculum teaching and learning environment

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children who present with difficulties linked to SpLD, dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. During practical sessions such as PE and Design and Technology adaptations will be made to tasks through

differentiation of the use of additional resources in order to remove or reduce barriers to learning.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or externally provided CPD, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers. See also **Links with external support services** section of this policy.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered.

Needs in this area may present as behaviour and/ or emotional difficulties. As a school we are aware that often these stem from areas such as anxiety, attachment difficulties and experience of trauma. In other cases, there may be links to conditions such as ADHD or Autism.

If a child shows consistent difficulties in these areas, support from relevant outside agencies may be sought, to help meet need. In other cases, family circumstances and the child's known history of experiences may also be considered in order to meet need.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent

Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions. These are delivered by trained TAs or teachers who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. Work is carried out at a whole school level as well as through the curriculum to make children aware of what bullying is and what a child should do if they feel they are being bullied or observe bullying around them. In certain cases such work may be carried in small groups or on a 1:1 basis when key issues need to be addressed.

Transition arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENCO is invited to Annual and Transfer Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

CRITERIA FOR EXITING THE SEN REGISTER

Pupils will be removed from the SEN register if they no longer require individualised support in order to make good progress

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. Our School SEN link governor is Fiona Relf.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website:

<https://mychoice.leicester.gov.uk/Categories/362/SEND-Local-Offer>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

REVIEWING THE POLICY

This policy will be reviewed yearly by David Curran –SENCO in consultation with all other stakeholders

This Policy was last reviewed and amended in February 2018