



SEND
SPECIAL EDUCATIONAL
NEEDS and DISABILITY
POLICY

Overview

This policy complies with the guidance given in Statutory Instrument 1999 No. 2506. It has been written with reference to the following guidance and documents.

Every Child Matters - Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) DfES 2004

Implementing the Disability Discrimination Act in schools and early years settings. DfES 2006

SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2015) DfES 2015

In line with the Lamb Inquiry this document must be provided to ALL parents whose child has been placed on the Special Educational Needs register and the LA. A copy of this document must also be published on the school website.

School Aims

Our aims are that:-

- Each member of our community will develop the confidence to reach his/her full potential in a secure, happy, challenging and rewarding environment so that each is equipped with the necessary knowledge, skills and understanding in order to fulfil his/her hopes and aspirations for the future.
- All members will show respect for their community and ALL others within it.

We will achieve these aims by:-

- promoting positive attitudes such as courtesy, honesty, responsibility, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT.
- ensuring that an effective partnership exists between home, school and the wider community

- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on our School Equality Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. At Allanson Street we value the abilities and achievements of all pupils, and are committed to providing, for each pupil, the best possible environment for learning.

Aims and Objectives of SEND Policy

The following principles meet the 5 outcomes of Every Child Matters:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well being

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Allanson Street is a St Helens Council Primary School and pupils are admitted through the admissions section.

Management of SEND Within School

The Headteacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENDCO. The management of SEND is supported and overseen by the head teacher. All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether pupils have an Education Health Care Plan or not. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. Learning Assistants (LAs) play a major role in the support of pupils with SEND. The rationale for the deployment of LAs is year group based and support is delegated based on individual year group needs.

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND alongside class practitioners and key stage managers
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority support and Educational Psychology services, Health and Social Services, and voluntary bodies

The SENDCO is responsible for reporting to the Headteacher and the Governors with responsibility for SEND on the day-day management of the SEND policy. The school SENDCO is Mrs Range the name of the Governors with responsibility for SEND are Klara Lee and Sandra Burrows. Regular discussions take place during Governors' committee meetings and children on the SEND register have progress monitored closely.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDCO works closely with the school leader of interventions using whole school tracking data as an early identification of children needing support.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages and termly as well as annual pupil assessments
- early practitioner identification of pupils as cause for concern or following up parental concerns about a child
- tracking individual pupil progress over time
- information received from previous schools
- information received from other services

The SENDCO maintains a list of pupils identified through the procedures listed. This list is reviewed termly and added to if a concern is made directly. A detailed analysis of the list takes place termly through review meetings and coincides with Individual Education Plan (IEP) deadlines.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual needs and tracks interventions in place to support the progress of these children.

The range of provision includes:

- in class support for small groups with an additional teacher or Learning Assistant (LA)
- small group withdrawal with LA or an additional teacher or voluntary support
- individual class support / individual withdrawal
- further differentiation of resources
- a variety of specific interventions tailored to meet year group needs ie Read Write Inc, RM maths, Beat Dyslexia
- deployment of extra staff to work with SEND pupils
- group support
- staff development/training to undertake more effective strategies
- access to specialist teaching and Educational Psychology Service
- opportunities for one to one drop in sessions to seek advice regarding concerns
- access and point of contact for a variety of other support services for advice on strategies, equipment or staff training

The Local Offer

As part of the new Special Educational Needs and Disability system the schools 'Local Offer' highlights what services and provision are available for all children with SEND within the school. The Local Offer is available to the parents of all children with SEND and is freely available to view on the school website. Parents will be directed to view the provision available within the setting as well as provision, services and support networks within the LA.

The Local Authority Local Offer information can be accessed on the GOV.UK website:

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Regular IEP and review information
- Information from parents/practitioners
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Individual Education Plans (IEP) or Individual Behaviour Plans (IBP)

All pupils on the school's SEND register will have Individual Education Plans or Behaviour plan setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with Education Health and Care plans (EHCP), provision will meet the recommendations outlined by the Local Authority.

Strategies for pupils' progress will be recorded on an IEP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- Areas of concerns leading to implementation of IEP / IBP
- Pupil/parent voice
- The outcomes recorded at review

IEP's or IBP's will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three individual targets that closely match the pupil's needs. IEP's and IBP's will be discussed with the pupil and the parent and will be reviewed at regular intervals and parents' and pupils' views will be sought.

SEND Support

When a child is identified as having SEND, the school will intervene placing them onto the schools SEND register. Their category of need will be identified as SEND support. SEND support identifies that a child will be receiving interventions that are different from or additional to the normal differentiated curriculum.

Children will be identified as SEND support if despite receiving differentiated teaching and interventions pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment

- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Additional specialist support from external agencies will be requested if a pupil:

- Makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for an Education and Health Care Plan

The school will request an EHCP from the LA when, despite being on an individualised programme of sustained intervention, the pupil remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at SEND support stage
- Current and past IEPs or IBPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels/age related expectations
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports

Any other involvement by professionals

Education Health and Care Plans

An Education Health and Care plan will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer alone. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Shorter term
- Established through parental/pupil consultation
- Set out in an IEP or IBP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Supported by external agencies

Reviews of EHCP

EHCP must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person/agencies the SENDCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHC plan
- Review the provision made to meet the pupil's need as identified in the EHC plan
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage 2 to Key stage 3 transition reviews the transitioning schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease EHC plans.

Transitional support

All children on the SEND register will have transition support from one class to another. When a transition is from one key stage to another additional support is provided. Staff liaise closely with each other to ensure that hand over is thorough and that provision is in place to support each child's need in a new classroom. Key stage transition is supported with additional support from external agencies to ensure children are aware of expectations and can understand and cope with new routines and changes.

Partnership with parents/carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed
- informing them of any related decision-making process about SEND provision
- encouraging SENDCO drop in sessions to discuss parent concerns and discuss next steps
- valuing the importance of an open door policy and consistency approaches to SEND between home and school
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Information, Advice and Support Service (IASS)
- direct them to the schools and LA's Local Offer web page for extended support awareness

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning during the review process or during pupil voice conferences
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- direct them to the schools and LA's Local Offer web page for extended support awareness

In addition pupils who are identified as having SEND are invited to participate in:

- IEP reviews and setting of IEP targets if appropriate
- Annual reviews if appropriate

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils identified as SEND support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Educational Welfare Service EWS
- Learning Support Services LSS
- Children with Disabilities Team CDT
- Outreach services from schools within the Local Authority

The SENDCO will maintain links with other SENDCOs through the SENDCO network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Learning Support Service
- Community Health Service
- Behaviour Intervention Team (BIT)
- ASD support
- ADHD foundation
- Advanced Solutions
- Family support and safeguarding
- Counselling support from Barnados
- Information, Advice and Support Service (IASS)

Training

The SENDCO regularly assesses training needs throughout school. Training is matched to meet SEND needs in each cohort. Regular in house training targets SEND identification, monitoring, tracking, IEP/IBP writing and how to adapt the curriculum to meet learning needs.

Training is matched to meet current SEND needs within school and is an important part of staff professional development.

Resources

The provision for SEND is funded through Local Authority formula funding. Funds are deployed to implement the SEND policy.

Child Protection

If any disclosure occurs in relation to Child Protection during meetings or concerns are raised, teachers will follow the school's procedure for Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving parent/carers abusive/bullying behaviour) must be treated as a Child Protection issue.

Procedures and guidance are given in the school's Child Protection Policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The school has a Complaints Policy which will be followed.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Policy Date: Oct 2017

Review Date: Oct 2019

Appendix 1

Title of Policy: SEND Policy

Responsible Officer: C Range

Date Completed: Oct 17

Date Review Required: 2 years

1. **Aims:** Please identify the main aims of the policy, decision or function?

To outline provision within school for pupils with SEND.
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2. **Impact Assessment**

Issue	How will this be taken into account
All learners are of equal value.	This policy provides information regarding additionality to meet the needs of pupils with SEND. This policy does not override the expectation that the individual needs of all pupils will be met through regular assessment, individualised planning, pupil progress meetings and SEND planning.
Equality of opportunity	All pupils will be offered opportunities to access the curriculum and extra curriculum provision at their own level to ensure that provision meets identified needs and ability.

3. **Indirect discrimination**

Are there any rules or requirements in this policy that:
Can be met by a considerably smaller proportion of people from a particular section of the community?
Is to the disadvantage of that group?
Cannot be justified by the aims and importance of the policy?

No

4. **Publishing the results of the assessment:**

The Equality Impact Assessment must be used to inform key policy decisions.

The equality implications must be visible to Governors when they make decisions.

The Equality Impact Assessment will be included as an appendix to the policy.