Crompton Primary School

Special Educational Needs Policy

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Chair of Governors	Mrs L Dowd

CROMPTON PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Introduction

Crompton Primary school has a named SENCo, Mrs Rodriguez and a named Governor responsible for Special Educational Needs and Disabilities, Ms S Osbourne. They ensure that the Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), in line with the Local Authority and other policies current within the school.

At Crompton Primary school we believe that all of our learners have an equal right to a full and rounded education which will enable them to achieve their full potential. We recognise that some children will require provision that is additional to and different from that provided within the curriculum. At Crompton Primary we will respond to children's special educational needs under the four areas identified in the new Code of Practice. These are:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory / physical needs

What are Special Educational Needs?

"A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England…. Health care provision or social care provision which educates or trains a child is to be treated as special educational provision. "(Code of Practice 2014)

This SEND policy details how, at Crompton Primary, we will do our best to ensure that the necessary provision is made for any learner who has special educational needs and/or disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those learners with special educational needs and /or disabilities enabling them to join in all school activities together with learners who do not have special educational needs.

Aims and Objectives

The aims of this policy are:

- Through reasonable adjustments, to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/Carers and children's views in order to continue our high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.

- To ensure a high level of staff expertise to meet learners' needs, through well targeted continuing professional development and in-school training.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs/disabilities.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.
- To ensure that learners with medical conditions are fully included in all school activities by ensuring consultation with health and social care professionals.

Equal Opportunities and Inclusion

At Crompton Primary school, we ensure that we meet the needs of all learners, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we ensure inclusion for all and that all learners are prepared for full participation in a multi-cultural society at an age-appropriate level.

Our appropriate curricular provision, respects the fact that children:

- Have different educational, social and emotional needs and aspirations
- Require a variety of strategies and resources for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for learners who need help with Communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to regulate their emotions, particularly trauma, stress, sensory related, and to take part in learning effectively and safely.

Identification, Assessment and Provision

"All teachers are teachers of children with special educational needs." (Code of Practice 2014)

Provision for children with special educational needs and /or disabilities is a matter for the whole school. The governing body, the Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

At Crompton Primary we will assess each child's current levels of attainment on entry in order to ensure that learners build on patterns of learning and experience already established during their pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in the Early Years / school setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum

- Identify and plan action to support the child within the class

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's development to establish whether the needs are due to their knowledge and understanding of the English language or arise from a special educational need.

The Role of the SENCo and Provision at Crompton Primary School

The Special Educational Needs Coordinator's (SENCo's) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local feeder schools so that support is provided for children at transition
- Liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies
- Coordinating and developing school-based strategies for the identification and review of children with SEND

Monitoring Children's Progress

The School's system for observing and assessing the progress of individual children will provide information about areas in which a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review of progress may lead to the conclusion that the child requires support additional to or different from the core offer.

Good progress;

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour and/or social and mental health.

In order to help children with special educational needs and /or disabilities, Crompton Primary school uses a graduated response. This means that we may use specialist expertise if we feel that our interventions are not having sufficient impact on the progress of a child. We will record the steps taken to meet the needs of individual learners through the use of assessment, planning, review and record keeping. The SENCO will work in partnership with teachers to ensure that sufficient records are kept. If a child needs to be referred for an Education and Health Care Plan, we will provide the Local Authority with a record of our work with a child, following the appropriate guidelines.

When a teacher has a concern with a child's progress it is the responsibility of the class teacher to address the issue. Parents will be consulted and specific interventions put in place and monitored. If progress remains a concern the child may require SEND

support from outside agencies and specialist teachers. We will always consult with parents throughout this process.

The class teacher, following discussion with the SENCo and outside agencies as appropriate, will provide additional interventions (these will be tailored carefully to the individual child and will be additional to and different from those in our core offer). At this point, targets will also be discussed, agreed and recorded. A Support Plan will be monitored by the teacher and those working with the child and reviewed formally with the SENCo, parents and the child where appropriate as part of the graduated response.

A child may need SEND support, if he/she:

- Makes little or no progress, even with targeted teaching approaches particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which results in limited progress in certain curriculum areas.
- Presents persistent emotional difficulties which are not improved by the social and emotional health interventions available in school
- Has sensory or physical needs, and continues to make limited progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make limited progress.

Partnership with parents

Partnership plays a key role in enabling children with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process in an age appropriate way.
The school website contains details of all of our policies including this one and our Special educational needs information report.

At all stages of the need's identification process we will keep parents fully informed and involved. We will take account of the wishes, feelings and knowledge of parents at all stages.

We invite parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child.

The Types of intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment

- Some group or individual support, which may involve small groups of children working with teaching assistant or with a teacher
- Additional time to participate in a planned intervention, which is monitored for effectiveness
- Staff development and training to support need

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

<u>The use of outside agencies</u>
These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will consult with teachers and the SENCo and look at what has already been tried. They may observe the child in the classroom setting. The external specialist may act in an advisory capacity to provide additional specialist assessment or be involved in supporting the child directly. The child's support plan will set out recommendations. These will be implemented as far as possible within the classroom setting. The delivery of the interventions recorded in the support plan continue to be the responsibility of the class teacher.

Outside agencies may become involved if the child:
- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at a level substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional, mental health and or social difficulties which regularly and substantially interfere with the child's own learning or that of the class or group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the gap between the child's attainment and that of his peers continues to widen.

<u>School request for an Education Health Care Plan</u>
A request will be made by the school to the local authority if the child has demonstrated a significant and ongoing complex need. 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 support with those needs, including any resources or special arrangements put in place.

Evidence will include:
- Previous support plans and outcomes for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate

- Attainment levels in literacy and numeracy
- Education and other assessments, e.g. from an advisory specialist support teacher or educational psychologist
- Views of parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education and Health Care plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with a transition to another school, the SENCo from the new school will be invited to the review.

Support Plans

Strategies employed to enable the child to progress will be recorded within a Support Plan which will include information about

- Short term targets set for the child and how these will be achieved
- Strategies/resources to be used
- The provision to be put in place
- Who is responsible for carrying out the actions to support the targets
- The review date
- The child's own views will be sought and considered, as will those of the parents whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff use adaptive teaching. The use of assessment informs the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, we ask the children to work in a small group or one to one situation in a quieter area which may be out of the classroom.

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCo agree how funds directly related to statements should be used and organised.

Transition Arrangements
Children who are transferring from Key Stage 2 to Key Stage 3 will have all information held by the Primary SENCo passed to the relevant Secondary SENCo.

Staff Development
Staff will also attend relevant training provided by the LA and in-school training. This will help staff to provide suitable learning challenges, respond to pupil's diverse learning needs and overcome potential barriers to learning and consider the appropriate assessment for individuals and groups of pupils.

The role of the governing body
The governing body challenges the school and its members to secure necessary provision for any child identified as requiring SEND support.
The SEND Governor will help to raise awareness of SEND issues at governing board meetings. They will endeavor to monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this. They will also work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The governing body reviews this policy annually.

Monitoring and Evaluation
The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO supports teachers in drawing up Support plans for children. The SENCo reports back regularly to all senior leaders, the head teacher and the SEND Governor to inform and review work around SEND.

Outside agencies and external specialist information

Name	Contact details	Referral made by
Speech and Language Team (SALT)	ICC Building Oldham 01616213666	SENDCo
Child and Adolescent Mental Health Service (CAMHs)	Reflections Building Oldham 01617162020	SENDCo Parents
Occupational Therapy (OT)	ICC Building Oldham 01616213604	SENDCo GP
Community Paediatrics (CPT)	Oldham Hospital 01614841252	SENDCo GP
Education Psychologist	In school referral	SENDCo
QEST Team	In school referral	SENDCo