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Special Education Needs POLICY 2020

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.



SPECIAL EDUCATIONAL NEEDS POLICY (statutory)

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SPECIAL EDUCATIONAL NEEDS POLICY (statutory)

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (May 2015)
- Education for Children With Health Needs Who Cannot attend School May 2013
- Supporting Pupils at School with Medical Conditions Dec 2015
- Schools SEN Information Report Regulations (2014)

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Skelton Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Skelton Primary School supports the stated ethos of the school that:

“At Skelton Primary School we believe in giving all children full access to a high quality, broad, balanced and differentiated National Curriculum which recognises individual strengths, interests and abilities.

Within this, we recognise that for some children, additional SEN support will be required.

Assessment and provision will be made in partnership with the pupil, parents/carers and support agencies.

Opportunities for integration with the peer group will be maximised.

Every teacher is a teacher of every child or young person including those with SEN.

This policy has been developed with consultation with the stakeholders of the academy, including parents and families. ”

This policy will be kept under review in the light of legal developments and best practice

Next review: Autumn 2020

SLT responsibility: A.Woolf



SPECIAL EDUCATIONAL NEEDS POLICY (statutory)

Policy objectives

In order to meet the special educational needs of our children at Skelton Primary School we must

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEN.



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Co-ordinating provision

The Care team at Skelton Primary School :

The SEN Governor

Emma Mcleod is the current Governor with responsibility for inclusion. She has regular contact with the SENCO and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEN provision.

The Special Educational Needs Co-ordinator (SENCO)

Mr Woolf is responsible for the arrangements for SEN provision throughout the school. He is a member of the Senior Leadership Team The post is full time in conjunction with the role of Designated Safeguarding Lead. As SENCO Mr Woolf:

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to date.
- works closely with the Head teacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- manages the Intervention/Nurture Team and SEN Support Teaching Assistants employed to work with children with SEN throughout the school.
- manages those Teaching Assistants attached to individual children with funding through the EHCP.
- is a nominated person for and liaises with the staff in school who have responsibility for child protection, attendance and family support issues.
- liaises with the Co-ordinator for medical needs.
- works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

The SEN Support Staff

The school employs six TAs with fulltime responsibility to support the SENCO in delivering learning/intervention programmes across each area of SEN throughout the school and a family support worker who helps to collate Parent and Pupil viewpoint.

These TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO and Nurture Intervention Manager each week to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which are delivered by the child's classroom Teaching Assistant.

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In School, SEN children are supported by teaching literacy and numeracy skills as part of a Cognitive and Learning Intervention to small withdrawal groups and individuals. Diagnostic assessments of individual children including THRIVE profiles are completed termly. The Intervention Team plan and review Provision Maps with class-teachers and TAs across school at the beginning and end of each term.

Children with EHCP's and with funding at Enhanced Early Years are supported by TAs within the Nurture/Intervention team employed by the school from the funding delegated by the LA for this purpose.

It is acknowledged that children with SEND are vulnerable in terms of safe-guarding.(See School's Child Protection Policy) There are weekly SEN Support Staff Meetings to discuss both provision and progress for children currently on Education and Health Care Plans and SEN Support.

Admission arrangements

In line with current Academy policy a place at Skelton Primary School is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Skelton Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**



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Access

Access to the school environment

Skelton Primary School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There are special toilets and bathroom facilities. Ramps have been installed where school doors open into the playground.

Access to the National Curriculum

The SEN provision at Skelton Primary School is based upon the Inclusion statement in the National Curriculum 2014 document-

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.”

All class-teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child’s strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and “buddy” systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- access to extra-curricular clubs, and to the social life of the school.
- access to the school’s Nurture Team and Family Support Worker for both children and parents
- in-Service training for all staff on the needs of children with SEN



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Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, interactive whiteboards, visualisers and use of diagrams and pictures.

- Information about the school is available to all on the school's own website.
 - The 'Local Offer' pertinent to the school (A document providing guidance on SEN provision within Skelton Primary School for both Parents/Carers and children/Young people) can be found on the LA and School Website
 - Parents may also seek advice from the Parent Partnership Officer-Julie Robson
- A list of independent advisers is also available on the LA website- Search for SENDIASS.

Resource allocation

Resources for non EHCP provision for SEN at Skelton Primary School are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEN in both Key Stages. These funds also cover the cost of supply cover for class teachers attending termly reviews and Annual Reviews.

Resources for children with EHCP's are delegated (after the first 10hours) directly to the school from the LA. The delegated budget also pays for Specialist Teaching, in addition to the in-house SEN teaching, and some specialist equipment. All children at Skelton Primary School are now on EHCPs and no child is on the old Statement of SEN provision.

High Need funding for children to access support bases within the LA and Middlesbrough can be applied for, depending on the progress the child has made in that time. Currently this additional funding does not require the child to have an Education and Health Care Plan the additional funding is used to provide support from a specialist teaching as appropriate and other equipment deemed necessary. This equipment necessary may include IT based provision to support accessibility and/ or learning i.e laptop, speech recognition software, visualisers etc.

Identification and assessment

At Skelton Primary School, we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage One Year making use of home visits, communication with parents/ carers and also baseline assessment tools.

We understand that there is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment.

Children may have needs and requirements, which may fall into at least one of four areas. Many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and or physical

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At S.P.S. we identify the needs of the whole child which will include not just the special educational needs of the child or young person.

Other things that may impact on progress and attainment but are **NOT SEN** are as follows-

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being the child of a serviceman or woman

Behaviour is no longer an acceptable way of describing SEN. Any concerns we may have relating to a child's behaviour is seen as an underlying response to a need, we will seek to recognise and identify this need clearly consulting all stakeholders who know the young person well.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline at the start of Foundation Stage 2
- the Foundation Stage Profiles
- the P scales, using the PIVATS programme for both learning and behaviour alongside the DfE Pre-key stage assessment standards
- termly assessments of progress reported through Standards Meetings.
- annual Teacher Assessment spreadsheets for core subjects.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the P scales, using the PIVATS programme, for children working outside the national expectations for their age group alongside the DfE Pre-key stage assessment standards
- termly assessments of progress including termly optional tests in Years 3, 4 and 5 in English and Maths
- half termly Teacher Assessment spreadsheets for core subjects. These are reported termly at Standards Meetings
- the end of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are

- British Picture Vocabulary Scale (BPVS)
- Salford Reading Test
- BOXALL/WRAT tests for reading, spelling and mathematics.
- THRIVE online diagnostic assessment tool.

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The “triggers” for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child’s needs. We have adopted the “graduated” approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a curriculum level lower than their chronological Year Group
 - the attainment gap between the child and peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- PIVATS assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the class teacher’s annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child’s chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children, in liaison with Children’s Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns e.g. from medical services, Educational Psychologist, Specialist Teaching Service and Nurture/Intervention Team.



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The Graduated Response

1.) Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, "Identified Concerns".

2.) Early Years SEN Support (for children in Foundation Stage)

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

A Short Term Target Plan (SEN support plan) is written by the class teacher with support from the SENCO for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the plan is shared with the parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCO.

At the Support Plan review, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

If a child continues not to make adequate progress at Early Years SEN Support the SENCO will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Doctor, Speech and Language Team, Early Years Inclusion Team, and specialist teaching Services. With their help strategies which are **additional to or different from** those already tried will form the basis of future short term target plans.

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Next review: Autumn 2020

SLT responsibility: A.Woolf



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At this stage a request for funding at Enhanced Early Years may be made to the LA for a placement within the Early Years Support Base provided that the child meets the LA criteria for their SEN.

At the level of Early Years SEN Support, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

3.) Criteria For Removing A Child From The SEN Register

When a Pupil is no longer deemed to be in need of special educational provision in order to learn alongside their peers they would be removed from the SEN Register.

Careful monitoring of pupil progress and target/intervention groups enable staff to make this decision.

4.) Request for Education and Health Care Plan

If the child continues not to make progress, the school, through the Headteacher and SENCO, requests a multi agency 'Referral Planning Meeting'. The purpose of this meeting is to collect information from all the people who have been involved with the child. From this a decision is made as to whether the child needs to follow the pathway to an Education and Health Care Plan to meet their needs. A 'Summary Assessment Meeting' follows a meeting by the 'Multi Agency Education Health Care Panel'(MAEHCP) At this stage Outcomes and Provision are carefully detailed.

5.) The Education and Health Care Plan

An Education and Health Care Plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Short Term Planning Documents are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists.



Arrangements for integration

Involvement of outside agencies

For those children with EHCP funding the involvement of outside agencies is specified on the EHCP. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the Medical services, including CAMHS
- the Social Services, especially for Looked After children

Liaison within the school

The SENCO shares information about pupils with SEN with

- class teachers and TAs, and Welfare Helpers if appropriate
- the Senior Leadership Team
- the School Year group leaders
- the curriculum team co-ordinators
- the co-ordinator for medical needs
- the member of staff responsible for child protection issues
- the school's Family Support Worker
- the manager and outreach workers at any attached partner agencies

Involve after school and pre-school provision.

- Children with SEN are actively encouraged to attend the wider curriculum offer. School will help enable outside providers to meet the child's needs to be actively involved.



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INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The SENCO regularly attends courses on SEN issues run by the LA. He also attends school INSET sessions about other areas of the curriculum so that he is aware of current practices in these areas and any future developments which may affect children with SEN. He attends the local SENCO "Cluster" meetings which are run by the SEN advisory team to discuss local and LA issues which affect SEN provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Members of the school's Intervention Team' lead regular training sessions for support staff and 1-1 support assistants.

Links with other schools

The SENCO and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Skelton Primary School. When a child already has an EHCP they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition, the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For Y6 pupils the SENCO arranges with the SENCO from the chosen Secondary School, the class teacher at Skelton Primary School, the parents and the child during the term prior to transition.



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Supporting Pupils and Families

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's SEN support Plan and are invited to review progress towards the targets at the class Parent's Evenings. Class-teachers and the SENDCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. Whenever referrals are made parents are given the opportunity to fill in a 'Parent Viewpoint' form. Guidance is given upon how to access the 'Local Offer' through the school and LA website. Contact details are also provided for Parent Partnership Officers and a range of Independent Service Providers.

Information about the Redcar and Cleveland Parent Partnership is displayed in the school entrance foyer. The SENCO brings the organisation to the notice of parents whenever possible.

Supporting Pupils at School With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality act 2010.

Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

The SEND Code of Practice 2014 is followed.

Further information can be found on the Medical Conditions Policy Document

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an Education and Health Care Plan for the child the parents again have the right to appeal to the SEN Tribunal.



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Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the SEN support Plan reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at Education and Health Care Planning levels

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs at Education and Health Care Planning Levels.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-agency approach whenever possible.



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Links with other services

LA

Schools Special Needs Officer for children with SEN
Educational Psychology Service
Specialist teachers from Specialist Teaching Services

Other External Staff

Specialist teachers from Educational Inclusion Support Bases
The Link

The Medical Services

Community Paediatrician
Community Nurse
Consultant Child Paediatricians
CAMHS
Physiotherapy Service – Tees Valley Health
Occupational Therapy Service – Tees Valley Health
Speech Therapy Service-Tees Valley Health

Surestart Children's Centre

Children's Services

Redcar and Cleveland Parent Partnership



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Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EY	Early Years
HI	hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
PSD	Physical and Sensory Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
SEN Support	Special Educational Needs Support
SEMH	Social, Emotional and Mental Health Disorder
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

Bibliography

Special Educational Needs Code of Practice: September 2015

SEN Toolkit: DfES 558/2001

The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission: Code of Practice 2002

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Next review: Autumn 2020

SLT responsibility: A.Woolf