

Special Educational Needs Policy



Heskin Pemberton's Church of England Primary School



MISSION STATEMENT

We are a happy Christian school, where everyone is helped to do the best they can.

JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS -
PERSEVERANCE - THANKFULNESS

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

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Introduction

We at Heskin Pemberton's C.E. Primary School are committed to meeting the educational needs of all pupils and ensuring that they make progress. In line with our mission statement, we aim to help everyone to achieve the best they can; we believe in achievement for all. We strive to create an inclusive school community and want all adults and children to participate in learning, so that all children regardless of need make the best possible progress.

Foremost, we value high quality teaching for all learners and actively monitor teaching and learning in school. We regularly monitor the progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. As such, we aim for all children to access the curriculum and make progress at their own level.

Roles and Responsibilities

- SENCo: Katie King
- SEN Governor: Tina Dean
- Local Authority SENDO: Diane Smith
- Designated Lead for Safeguarding: Alan Brindle

At Heskin Pemberton's C.E. Primary School, the person responsible for managing SEND provision in school is Katie King.

Objectives

By recognising that good practice for SEND pupils is good practice for all pupils, we aim to enable all children to progress through the following objectives:

- To create a stimulating environment that meets the individual needs of each pupil.
- To identify pupils with SEND and put relevant and purposeful intervention in place.
- To identify pupils who are underachieving and identify reasons for this.
- To support children to make the best progress of which they are capable.
- To maintain records and monitor pupil progress.
- To provide full access to the curriculum in all areas.
- To work in partnership with children and parents.

Identifying Special Education Needs

Special Education Needs and provision can be considered as falling into four broad areas as stated in the SEND Code of Practice 0-25 years:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

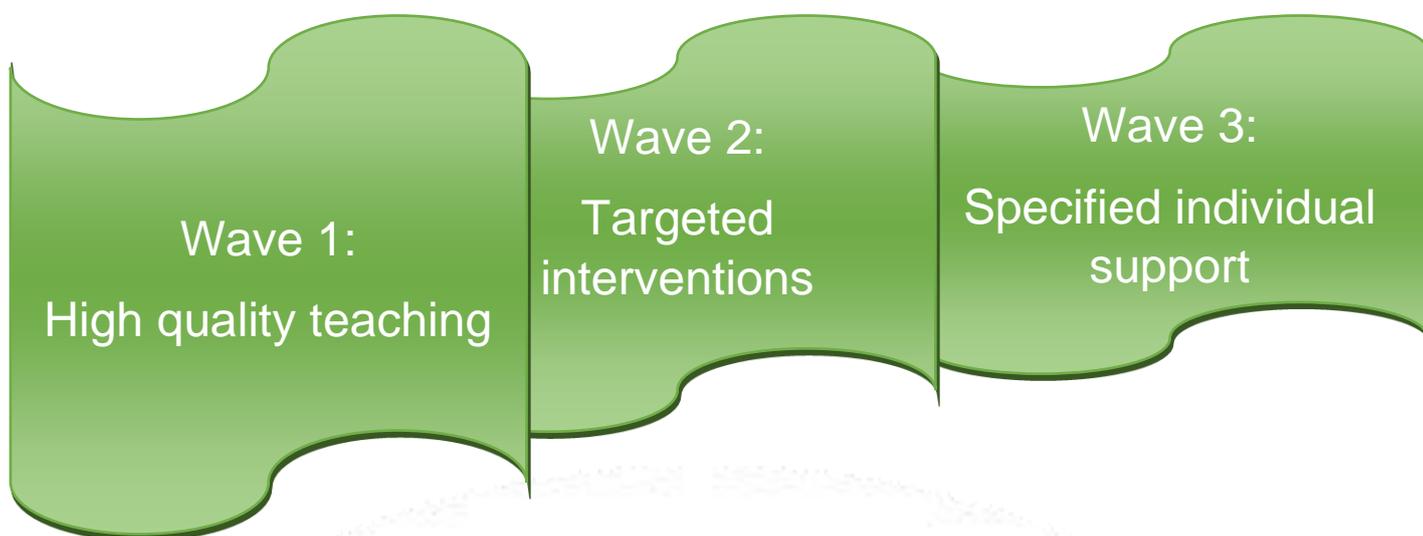
At school we place significant emphasis on the early identification of pupils experiencing difficulties when accessing learning and general school life opportunities. The SENCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. This is done in a variety of ways, which may include: baseline information, EYFS information, PIVATs, SATs, standardised scores and specialist teacher screening and assessment to identify children who may require additional intervention.

At Heskin Pemberton we consider the whole child and consider what is not SEN, but may impact upon progress and attainment:

- Disability (the Code of Practice outlines that 'reasonable adjustment' is a duty for all settings and schools provided under the Current Equality legislations and as such, these alone do not constitute as SEN)
- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium funding
- Being a looked after child

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions and good quality personalised teaching available. As such, children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided.

Our Graduated Approach to SEN



Wave 1 – High quality teaching

- Teachers have the highest possible expectations for all pupils in their class.
- Teaching is built on what the children already now, can do and understand.
- Teachers differentiate lessons and objective for individual pupils.
- Different ways of teaching are used to ensure children are fully involved in learning.
- Teachers will apply specific strategies, which may have been suggested by outside agencies or specialist teachers, to support children to learn.
- Teachers will let parents know what their child is learning and give targets where appropriate.

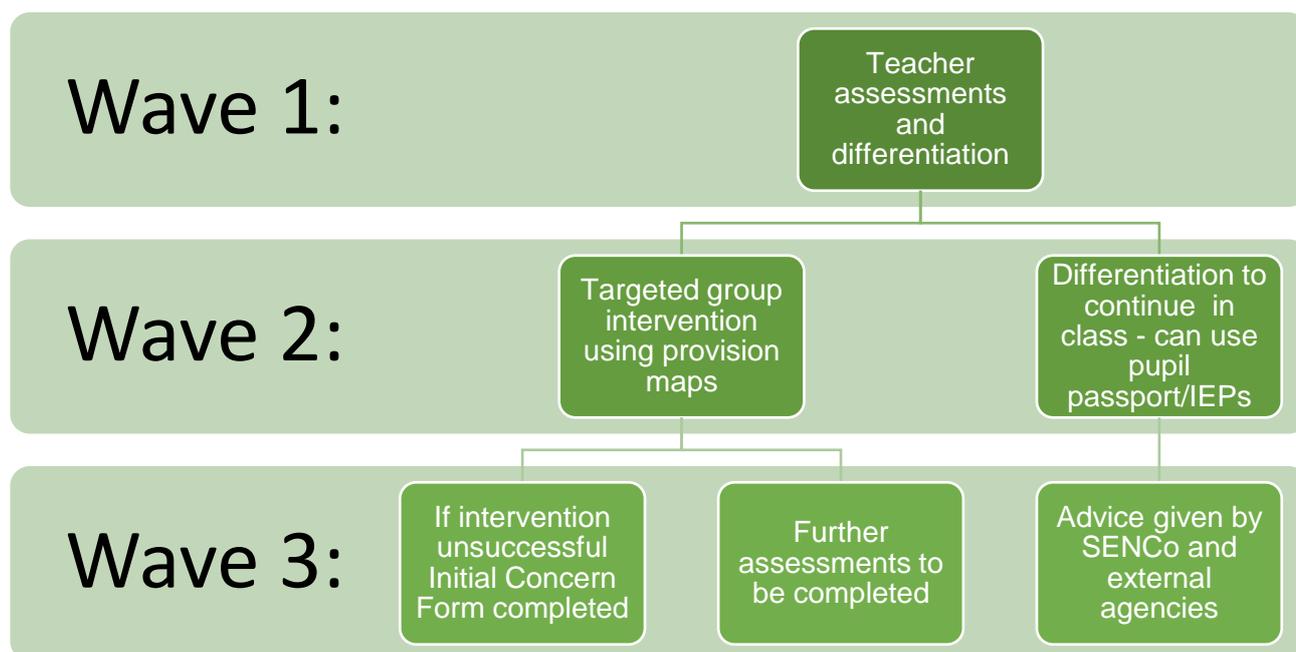
Wave 2 – Targeted interventions

- The class teacher will closely monitor the progress of children they have concerns about and will provide appropriate intervention strategies.
- Interventions may run in the classroom or in session outside of whole class learning.
- Interventions are teacher led and may be delivered by a teacher or teaching assistant.
- Interventions are usually group session with specific targets to enable the children to make progress.
- Interventions will be assessed and monitored by the school leadership team.

Wave 3 – Specified individual support

- Some pupils will then follow 1:1 work; such as if the learner has a Statement of SEN, an Education, Health and Care Plan or if they have been assessed by outside agencies.
- For higher levels of need, school may liaise with external agencies and professionals.

Heskin Pemberton's Procedure for Children Causing Concern



Following implementation of a graduated approach, a Common Assessment Framework (CAF) may then be completed.

Managing Pupils Needs

Every class teacher, working alongside other professionals in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps are then put into place. A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans (IEPs)
- Individual Behaviour Management Plans
- Individual Nurture Plans
- Pupil Passports
- Provision Maps

Additional Needs Register

Through discussion with class teachers and data analysis, a child may be placed on the Additional Needs Register if:

- Despite receiving differentiation for targeted areas, they make little progress.
- They show difficulties in accessing the English and Mathematics curriculum, which results in poor attainment in other areas of the curriculum.
- They present emotional, social and/or behavioural difficulties.
- They have sensory or physical needs which are affecting attainment.
- They are exhibiting communication and/or interaction difficulties.

SEND Register

Following implementation of the Additional Needs Register, a child may be placed on the SEND Register if:

- They have a diagnosed specific need, such as autism or dyslexia.
- They require support beyond classroom differentiation and targeted intervention groups and are working at levels substantially below that which is expected of children of a similar age.
- They have emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class.
- They have sensory or physical needs and require specialist equipment, regular advice, or visits by a specialist service.
- They have communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Children placed on the SEND register will be placed in one of the following categories:-

1. SEN Support
2. Education, Health and Care Plan/ Statement

Supporting Children and Families

Families can be directed towards the school's SEN report and Lancashire's Local Offer in order to make decisions about next steps for their children.

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with a Statement of SEN / Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.

Supporting Children with Medical Conditions

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person responsible for coordinating provision for children with medical needs is Katie King.

Monitoring and Evaluating SEND Provision in School

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The Senior Leadership team is responsible for updating the provision map and overseeing provision in school.

Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENCo regularly attends training to keep up to date with local and national updates in SEND.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2014)

Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Complaints Procedure

If any parent has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see Katie King, the class teacher or the Headteacher in line with the school's Standard Complaints Procedure. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Bullying

Vulnerable children and their families in school have access to support from a member of the school's Pastoral Team. School liaises with a range of specialist services in order to provide full support for a range of additional needs.

Katie King & Alan Brindle
August, 2017

Appendix

Provision Map

2017/18



SEND register	Need	Additional Needs Register	Need

Maths	Writing	Phonics/Spelling
Reading	Nurture	



Individual Education Plan

Specific **M**easurable **A**ttainable **R**elevant **T**ime-bound

Name:		DOB:		Age:	
Current IEP Start date :			Review date :		
Year:	Class:	Stage: SEND/Additional	Teacher:	TA:	
Date:	Assessment: What can I do?	Targets: What is my next step?	Strategies and Resources How will I be helped to do that?	Evaluation of Progress What have I achieved? Date target achieved?	



Pupil's photo



My name is:



My Birthday:



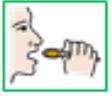
My Family (Who I live with)



My favorite activity (interests)



How I communicate (e.g. PECs, Sign)



Food / Drink (likes, dislikes, help, equipment)



Things I like/ what makes me happy?



Things I don't like/ what makes me sad?



Medical (allergies, medication)



Personal care



any other information you feel we should know?

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