



Special Educational Needs (SEN) Policy

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Introduction

At Layton, every child is entitled to have full access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour, religion or particular needs.

The new Code of Practice (2014) states that:

“A pupil with SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

We aim to provide access to a broad and balanced curriculum for all.

Our Aims

In order to meet the special educational needs of our children at Layton Primary we aim to:

- Identify those children who have additional needs.
- Provide high quality teaching differentiated for individual pupils.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Recognise and celebrate the achievements of those children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Encourage each child to participate fully in school life, including extra-curricular activities and develop a feeling of self-esteem within the individual.
- Provide ongoing training for all staff working with children with SEND.
- Support the ‘Every child matters’ agenda within the school.

Areas of Need

SEN is divided into four types:

1. Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism. Are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning:

Support for learning difficulties may be required when children and young people learn at a lower place than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support

in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

4. Sensory and/or Physical Need

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SENDCO

The SENDCO, Mrs Julie Barr, working with the Headteacher and Governors of the school has responsibility for:

- The day to day operation of the SEN Policy.
- Maintain a register of children with SEN and ensure that records of children with SEN are up to date.
- Works closely with both teaching and support staff in co-ordinating provision for our SEN children, providing support and advice.
- Liaises with outside agencies to gain advice and support for children with SEN.
- Leads staff training on SEN.
- Co-ordinating provision for children with special educational needs.
- Liaising with parents of children with SEN.
- Ensuring that cross-phase transfer, particularly into/out of the school is carried out with the child in mind.
- Keeping abreast of current policy changes and practice to ensure that the school is providing the best possible support for pupils, staff and parents.

Access to the National Curriculum

All class teachers, the SENDCO and SEN support staff carry out assessment, planning and reviewing that recognises each child's strength as well as areas for improvement.

Quality First teaching directs learning and challenges children to think. Our SENDCO will work closely with teachers, learning support assistants and external professionals to ensure that effective provision is made for all children. The curriculum is scaffolded and resources provided to enable children identified as having Special Educational Needs to access the curriculum.

Assess - Plan, Do, Review

Assess: Layton Primary School 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 Year. Throughout the school we monitor and track the progress and attainment of all children. Children with SEN may be identified at any stage of this process during their school life.

In Foundation Stage and Year 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage.
- Termly assessments of progress using Klips.
- The end of Key Stage 1 SATs tests
- Y1 Phonics test.

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas.
- Termly assessments of progress, using Klips.
- The end of Key Stage 2 SATs tests.

Physical or medical difficulties are discussed when pupils are admitted to the school. The class teacher is informed and the information is passed onto the SENDCO. If the medical problem is deemed to affect the child's ability to learn, such as hearing/visual impairment, The SENDCO will ensure all staff are aware of the needs of the child.

Learning difficulties are initially identified based upon the class teacher's professional judgement. Concerns are registered with the Special Needs Co-ordinator. Parents are contacted to discuss any problems.

Plan: Where it is decided to provide a pupil with SEN support, the parents will be notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments and support to be in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided should be selected to meet outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out should be readily available to discuss with pupil's parents.

Do: The class teacher remains responsible for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching. The SENDCO should support the class teacher in the assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of support should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Roles and Responsibilities

Class teacher

- The class teacher is responsible for the initial identification of a pupil's SEN through observation of classroom practice and ongoing assessment.
- It is the class teacher's responsibility to inform the SENDCO of their concern. A decision will be made together, to implement action.
- The class teacher must invite parents/carers to a meeting to discuss concerns and decide on a plan of action.
- A review meeting will be arranged to review progress for the next term.
- The class teacher must keep the SENDCO informed of any developments between reviews.

SENDCO

- It is the SENDCO's responsibility to collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- The SENDCO must monitor the work of the class teacher, to ensure that appropriate strategies have been formulated and resources are available.

- The SENDCO must ensure that there are adequate resources to meet the needs of all pupils on the SEN register.
- Provide advice and support to the class teacher and contact outside agencies for advice if necessary.
- Arrange additional support where appropriate and as the budget allows.
- The SENDCO reviews progress three times per year.
- Is responsible for all relevant paperwork for external agencies.
- Liaises with outside agencies to provide support and advice for the pupil, parent and teacher.
- Continues to monitor all paperwork etc.
- In consultation with the headteacher and outside agencies, makes the decision to proceed to request formal assessment, where necessary.
- To pass on detailed information about Year 6 children to the relevant secondary schools. The secondary SENDCO are contacted at the start of the summer term to discuss transition to secondary school. Transition books, photographs and visits are made to suit individual needs.

If the child fails to progress sufficiently, a request may be made to the PSAM panel to consider the need for statutory assessment.

The LEA considers the need for an Education and Health Care Plan and if appropriate, makes arrangements to monitor and review provision.

One Page Profile (1PP)

Children identified as having special needs may have a One Page Profile. At this stage, the child's class teacher will remain responsible for providing the child with appropriate resources to enable them to access the curriculum.

PDR (Plan, Do, Review) – The targets should be evaluated and as a result of the evaluation, new or simplified targets should be given. The PDR identifies area of development and how the targets may be achieved and who will be responsible.

If a small group of children have similar needs, a Group Plan may be written, with targets for the group.

If a child fails to make adequate progress over a period of time or if a specific support is identified, appropriate action will be taken. This may mean calling in specialist for example the Special Educational Needs Inclusion Team.

Progress will be reviewed regularly, at least twice a year and more often if necessary. The parents, class teacher, headteacher, SENDCO and any specialist involved may be invited to the review. The child, where appropriate, will be consulted as to how he/she views the programme.

The SENDCO will regularly monitor all of the children on the Special Needs register. If children are falling behind, appropriate action will be taken. Sometimes this additional support may only be necessary for a short period.

Governors

The Governors, will be kept informed, as children move through the stages.

The Governing body evaluates the success of SEN provision through reports from the Governor with responsibility for SEN and updates from the SENDCO. The headteacher's report to the Governing body also covers SEN developments.

The Governing body, through the School Improvement Plan (SIP), ensures that relevant inset for staff is provided.

Parental Partnership

At Layton Primary School, teachers and parents work in joint support of their children's educational needs. Close links are maintained throughout the children's time at school.

Resources are constantly reviewed and updated. Children learn at different rates, in a variety of ways.

The allocation of funds for Special Educational Needs has equal status with other subjects.

Practice

Our aim is to integrate the child with special needs so that he/she feels a valued member of school.

We aim to do this by:

- Providing opportunities for success at all levels.
- Providing a supportive environment where the child is encouraged to make mistakes and learn from them.
- Providing resources to enable children to access the curriculum, at their level, independently.
- Celebrating success –make the child feel important by sharing in their achievements.

Complaints

Please refer to our complaints policy.