Glazebury C E Primary School

Policy Header

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This policy complies with WBC guidance	**Yes**
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Special Educational Needs Policy

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This policy has been reviewed and is in line with legislation; Children and Families Act 2014 Section 69, Special Education Needs and Disability Regs 2014 Schedule 1 and Equality Act 2010 Schedule 10.

Definition of special educational needs
In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:
1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
3. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision
For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Under the Every Child Matters Framework our overall aims at Glazebury CE Primary School are:

- To enable pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical challenges,
- To help children to acquire the knowledge, skills, concepts and behaviour necessary for them to develop intellectually, socially, physically, emotionally and spiritually,
- To enable pupils to use language, mathematics and ICT effectively,
- To instil respect for religious and moral values, and tolerance of other races, religions and ways of life,
- To foster strong links between home, school, Church and the community to meet the needs of the children,
- To provide a secure environment in which children can develop successful relationships with both adults and peers,
- To ensure all children regardless of sex, religion, race, special educational needs or disability, have equal opportunities within the curriculum.
- To provide opportunities for children to develop an aesthetic awareness.

Our school is:-

- A place where we learn things.
- Where we make friends and there is no fighting.
- A place where the atmosphere is at its friendliest and the activities involve everyone.

- A place where you make new friends straight away and you never get left out.
- Where we do hard work.
- A place where the people are caring and kind and are always there to talk to.
- A place where you can feel at home and where you can learn in a fun way.
- A place where a friendly atmosphere is spread and an enjoyable lesson is normal.

1. Aims and objectives

Aims
We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum differentiated where appropriate, through first quality teaching.
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings, where applicable, prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo, Mr Roberts, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This is facilitated by the regular pupil/teacher meeting that take place for all children. Pupil participation is a right. This is reflected in decision-making but also encouraged through wider opportunities for participation in school life and all extra-curricular activities.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr J. P. Roberts, School SENCo, and Mrs J. Hindley Head teacher

- The person co-ordinating the day to day provision of education for pupils with SEN is Mr J. P. Roberts, School SENCo.

Outside Agencies:

- Chrysalis Education Consultancy Ltd- Specialist teacher assessments/general consultation/Cluster INSET training/ In house training. Contact Tel: 07507105326.
- Pyramid Education Ltd- Specialist teacher assessments.
- Educational Psychologist- LEA- Contact: Anne Mcguire-Tel: 01925 443151.
- Living Systems Ltd- Education Psychology assessments/work in homes with 'video Interaction Guidance' (VIG). Contact Tim Greenwood.
- School Health Advisor- Contact- Pam Faulkner- Tel: 01925 843869.
- Speech and Language Service.
- Specialist Nurses at the Child Development Centre (or Wigan NHS)- Diabetic/Epilepsy/ASD/ADHD. Contact Tel: 01925 867867.
- Sensory Specialist teachers- LEA- Visual and hearing impaired. Contact- visual impaired- Teresa Dumencic, hearing impaired- Kevin Holloway- Tel: 01925 443151.
- St Joseph's Family Centre- Child counselling
- Peace Centre- Information for support/bereavement counselling.

3. Arrangements for coordinating SEN provision

The SENCo holds the documentation of all children with SEN and all information regarding SEN provision within the school.

All staff can access all information relevant to the children that they teach. In addition copies of key information are kept in SEN class files. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This includes:

- The Glazebury CE Primary SEN Policy;
- A copy of the current school provision map;
- Current and previous IEP's of children in the class, both group and single.
- Current agency reports for the children in their class.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

A copy of this SEN policy is available to all stakeholders on the school website and upon request at the school office, with links to the local offer.

4. Admission arrangements

All admissions to the school are based upon the school's Admissions Policy and The Children's and Families Act 2014, Section 69. There is no differentiation made between pupils with, or without, Special Educational Needs. There is no special unit attached to the school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 paragraph 3 of schedule 10. This includes children with any level of SEN; those with statements of SEN and those without.

All SEN paperwork is requested by the SENCo from the previous school or setting, as soon as possible, preferably before the child arrives at the school. This is to ensure that transition is as smooth as possible and the child's needs are provided for as soon they arrive. Where possible, face-to-face meetings are set up between Glazebury Primary School and the previous school/setting.

The school will do its best to ensure that the necessary provisions and preparations are made prior, where possible, to the start of the child's school year. Following arrival, the child will be closely monitored to ensure that all the appropriate provisions are in place. Children experiencing difficulties will be supported within the classroom by their class teacher, teaching assistant, SENCo, school leadership team and occasionally specialist support.

5. Role of the Governors

The Governor with specific responsibility for SEN is Julie Patterson.

The Governors, especially the SEN Governor, is given half termly summaries of the demographic and progress of SEN children throughout the school. The Governing Body evaluates the success of SEN provision through reports from the Governor with responsibility for SEN, and updates to the Curriculum Committee from SENCo. The Headteacher's report to the Governing Body also covers SEN developments. The Governing Body, through the School Development Plan, ensures that relevant INSET for staff is provided.

6. Specialist SEN provision

The school has various intervention programmes that are available to children according to their individual needs. These are delivered 1:1 or in small groups as appropriate. Provision being delivered, at given time, is recorded on the whole school provision map and is overseen by the SENCo.

Interventions are implemented by trained members of staff. Each intervention has a specially trained TA which other members of staff can refer to for advice.

- Reading Together.
- Better Reading Partners.
- Numicon.
- Clicker 6.
- Teodorescu- Write from the start.
- Mentoring advice and intervention
- SALT
- Springboard
- Pre-teach sessions within the areas of English and maths

7. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place in compliance with the ***Children and Families Act 2014, Section 69.*** These are:

1. Physical environment- Ramps school on one level for wheelchair access, lighting and signs.
2. Laptops where required to support cognition or physical needs.

3. Equipment to use in the classroom, e.g. a range of voice recorders, sloping boards and colour overlays for visual stress.
4. Specific ICT programmes for example Clicker 6, Nessy Learning programme
5. Where appropriate, extra time is provided for internal and external assessments.
6. A range of specific interventions to support a range of needs. (Please see Section 6.)

8. Allocation of resources for pupils with SEN

The allocation of resources for SEN pupils is made according to the needs of the individual child this can result in any combination of TA support, access to specific interventions, classroom strategies and the seeking of implementation of the advice of outside agencies.

Decisions are made in consultation with the Head Teacher, SENCo, parents, class teacher, and specialist teacher. The allocation of funds for SEN has equal status with other subjects. The resources are usually selected by the SENCo in consultation with curriculum leaders. Care is taken that there will be continuity across the Key Stages

9. Identification of pupils needs

Identification

In compliance with the ***Special Educational Needs and Disability regulations, 2014, schedule 1,***
We believe in early intervention. The SENCo liaises closely with all staff. Detailed information about Year 6 children is passed on to the relevant High School and similar information concerning Pre-School children is given to EYFS staff.

The School offers a graduated approach to SEN and identification and provision.

1. Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and personal development, enabling the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Decisions regarding a suitable level of provision can be implemented and recorded on the whole school provision map..
e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

h) Regular pupil progress meetings are used to monitor and assess the progress being made by every child in the school. The frequency of these meetings is dependent upon the individual child's needs and the progress being made.

Additional Provision [AP]

a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Additional Provision the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
b. Class teachers and Teaching assistance in collaboration with the SENCO are ultimately responsible for evidence gathering and identification of progress made.
c. With this knowledge the SENCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
d. Detailed provision and how it will be co-ordinated is recorded on an IEP and copies are given to class teachers, TA and are shared with parents, who are consulted at various stages.
e. A further copy of the children's IEP's is kept in an individual, centrally held, SEN file and in the class SEN file. Parents are informed and consulted at every stage.

School Support (SS)
Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:
• Assess
• Plan
• Do
• Review
This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan
If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an Education, Health and Care Plans will combine information from a variety of sources including:
• Parents
• Teachers
• SENCO
• Social Care
• Health professionals
Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page
or by contacting:

Name: EHC Assessment Team
Telephone: 01925 444071
Address: New Town House, Buttermarket Street, Warrington
Postcode: WA1 2NH

Education, Health and Care Plans [EHC Plan]
a. Following Statutory Assessment, an EHC Plan will be provided by Warrington Borough Council or by Wigan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Senior Leadership Team and Staff, together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEN

The SENCo and Headteacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team, which includes the SENCo and governors to ensure that it promotes the inclusion of all pupils and needs including physical, sensory and mental disabilities and behavioural needs. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Information on progress will be collected by the SENCo through talking to staff, school progress data and by using Raise On-line data. This will be used to evaluate SEN provision and how successful it has been. Regular monitoring of interventions and provision will be performed by SENCo and specialist Teacher by speaking to pupils, observing interventions taking place and reviewing SEN file and TA evaluation sheets. Case studies will also be created for individual children, which will also show the impact of provision used and inform future planning.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, headteacher and SEN Governor. Information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings, school tracking data and monitoring children's work.
Evidence collected will help inform the school development plan.

13. Complaints procedure

A complaint from parents of pupils with SEN will, in the first instance, be dealt with by the SENCo/or Head teacher. This can be done by making an appointment at the office to see the Headteacher or SENCO on our Thursday SENCO/ Parent night.

If the parents wish to pursue the matter further, the Chair of Governors should be approached, whereupon the relevant Complaints Panel of the Governing Body should be assembled, in accordance with the school's Complaints Procedure.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and the child's parents.

16. Working in partnerships with parents

Glazebury CE Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor, Mrs J. Patterson, may be contacted at any time in relation to SEN matters.

17. Links with other schools

The school is a member of the Culcheth School Cluster group and the Birchwood SEN Cluster group. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

18. Safeguarding

If there are any issues regarding safeguarding of any children, including those with SEN, then these must be referred to the designated Senior Person.
These are: Mrs J Hindley, Head teacher is the designated contact point and in her absence Mr J Roberts will deputise.
Ms Robinson and Mrs Jones also make up our Safeguarding team and are able to provide advice to colleagues and others.

19. Links with other agencies and voluntary organisations

Glazebury CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Warrington and Wigan LEA Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.