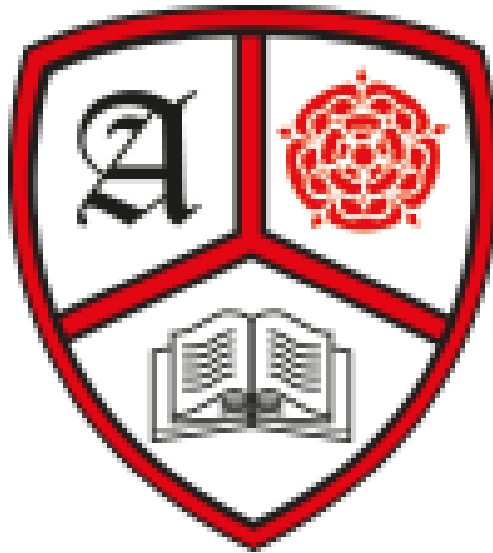


Anderton Primary School



Policy for Special Educational Needs Or Disabilities

SEND Leader Mrs K L Laithwaite
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At Anderton Primary school we are committed to meeting the special educational needs and disabilities of pupils and ensuring that they make progress. This is special education under section 21 of the Children and Families Act 2014. The education, safety, well-being, enjoyment and health of all the children at Anderton are of paramount importance.

At Anderton Primary School, we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If all pupils are to achieve their full potential, we must recognise this and plan accordingly, thus removing barriers to achievement. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need extra support for a short period to help overcome more temporary needs. Anderton Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

In line with our mission statement we endeavour:

- to aim high in all areas of school life.
- to provide a curriculum which inspires a love of learning.
- to treat ourselves and others with kindness and respect.
- to celebrate the individual.
- to challenge and encourage independent thinking.
- to have a strong relationship between home, school and the wider community

Definitions of SEN (Code of Practice 2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Legislation

Disabled children and young people **without** SEND are not covered by the Bill (Children and Families) or this Code of Practice but are covered by provisions elsewhere in legislation, including the Children Act 1989, the Equality Act 2010 and the Health and Social care Act 2012.

Principles underpinning the new Code of Practice

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Roles and Responsibilities

The **governing body** in co-operation with the **Head teacher** has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND Governor) who takes particular interest in this aspect of the school. Our named governor is Mrs Culshaw.

Governors

The Governors of the school, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with special educational needs and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements. The SEND Information Report and our local offer inform parents of SEND provision at Anderton Primary School. This document can be found on the school website.

Head Teacher

The head teacher has overall responsibility for management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

SENCo

The Special Educational Needs Co-ordinator (SENCo) is Mrs Laithwaite. She works closely with all staff, the head teacher, parents and outside agencies, striving to ensure a high quality provision for the children.

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping staff to identify pupils with special educational needs
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents including TAF's (Team Around the Family) and CAF's (Common Assessment Framework)
- maintaining the school's SEND register and SEND records
- contributing to the in-service training of staff
- liaising with the Designated teacher for looked after pupils with SEND (Mrs Laithwaite is currently the Designated teacher for Children Looked After).
- liaising with the governors' representative
- liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Teaching Staff and Teaching Assistants

First and foremost, the class teacher is responsible for quality first teaching. Class teachers implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. Where teachers are concerned about a child's rate of progress, they must initially find different ways for the child to have meaningful learning experiences. This may require different resources, content, teaching style or adult support. If this does not result in appropriate progress, the teacher is responsible for discussing the situation with the SENCo and the child's parents and deciding whether the child should be included in the school's SEN register.

Once a child has been identified as having SEND, the teacher is then responsible for identifying the child's specific area of difficulty and writing a Pupil Portrait to address this through specific strategies (small achievable targets) and use of named resources. Advice will be sought by outside agencies as appropriate to assist with this process. The teacher will instruct any support staff who work with the child. The teacher is responsible for the regular reviewing of the child's progress after discussion with the SENCo and the child's parents. The pupil will also be part of this process where appropriate. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Subject leaders have responsibility for various areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo. The SENCo will monitor Pupil Portrait targets.

Co-ordinating and Managing Provision at Anderton

The Head teacher and SENCo meet regularly to discuss SEN issues. The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at Staff Meetings. Special Needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents of pupils with SEND. Pupils with Education, Health and Care Plans also have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Early Intervention Team. The CAF/TAF process can also be used to engage support from other professionals in reference to the Continuum of Need.

Admissions

Pupils with SEND will be admitted to Anderton Primary School in line with the school's admissions' policy. Anderton strives to be a fully inclusive school. According to the Education Act 1996 (Section 316) the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parents, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN and what support might need to be put in place to enable the child to cope with transition and make progress. The school will contact feeder pre-school settings in order to ensure that transition for children with special needs is as smooth as possible.

Specialisms and Specialist Facilities

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted if this is appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs and suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers ensure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and all advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, with support available as and when necessary.

The SENCo and Governor with responsibility for Special Needs and Disability liaise regularly to discuss provision within the school for all children with SEND. The Accessibility Plan is reviewed annually by governors.

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TA's are reviewed as part of the CPD process in school.

Identification, Assessment and Provision

Allocation of Resource

All schools in Lancashire receive funding for pupils with SEND in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCo.
- The national SEND budget covers the additional educational support required.
- Specific funds are allocated to pupils with Education, Health and Care Plans.

Anderton Primary School, as part of regular budget planning and Lancashire Banding System, has a strategic approach to using resources to support the progress of pupils with SEND. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority will provide top-up funding if the child had an EHCP (Education, Health and Care Plan.)

Identification, Assessment and Review

The progress of children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is less than expected, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Head teacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be coordinated by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Anderton Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Early Years profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority. The Local Authority will expect to see evidence of the action taken by the school as part of SEND support.

A meeting to discuss the Pupil Portrait of children with SEND support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs.

Outside agencies such as the Vision Impairment teacher, Educational Psychologist, Speech Therapist, Occupational Therapist, Physiotherapist, CAMHS, Counsellors and the School Nurse are involved if necessary.

The class teacher and SENCo review progress termly or sooner if the targets have been achieved. They are discussed with the parents and pupils, who are asked to sign the Pupil Portrait document where appropriate.

For some children the support given by school and any outside agencies they have referred to may not be enough to help them make progress. School will then discuss with parents and the outside agencies already involved whether to request that the Local Education Authority make an assessment of education, health and care needs. A successful assessment will result in the authority preparing an Education, Health and Care Plan (EHCP).

Categories of Special Educational Need and Disabilities

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Code of Practice Needs	
Communication and interaction	Speech, Language and Communication needs. Autistic Spectrum Disorder including Aspergers and Autism.
Cognition and Learning	Learning difficulties. Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia.
Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
Sensory and/or physical needs	Hearing Impairment, Visual impairment. Physical disability, Multi-sensory impairment.

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

Curriculum Access and Inclusion

Anderton Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Evaluating Success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo where appropriate
- analysis of pupil tracking data and test results: for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- liaise with the SEND governor about procedures and practice
- school self-evaluation
- monitoring the quality of provision map, pupil portrait and review meetings
- the School Improvement Plan

Exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Partnership within and beyond the school

Staff Development

The school are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based INSET, training sessions for Teaching Assistants, SENCo and TA group meetings, attendance at County and Partnership meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / SENCo. They will ensure that any person appointed SENCo to Anderton Primary School following the change in the law in 2009 will either have already worked as a SENCo for at least 12 months prior to 2009 or that they complete the Masters level National Award within 3 years of their appointment to

the post of SENCo in this school. (The Education (SEN Co-ordinators) (England) (Amendment) Regulations 2009 No. 1397.

The SENCo and Head will keep fully up to date about SEN issues through attendance at training and cluster meetings.

Teaching staff and non-teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and INSET meetings. The SENCo will explain to new members of staff the SEND procedures in school. SEN provision for pupils and staff will be considered annually when planning for INSET and included in the School Improvement Plan.

Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after discussion with the Head teacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first and additional information may be required e.g. the service's own checklist, and information about strategies already in use.

Partnership with Parents

The staff at Anderton Primary School strive to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise.

There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings, Pupil Portrait Meetings and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the SEND Information, Support and Advice Service is available to parents so they may use it if they wish, and information is also available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

The Voice of the Child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Anderton Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally), this may be attending part of a review meeting, depending on their level of maturity
- talking to TAs and teachers about their learning

Every Child Matters focuses on the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances are to have the support they need to: be healthy, stay safe, enjoy and achieve,

make a positive contribution and achieve economic well-being. This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

Links with other schools and transfer arrangements

The SENCo, class teachers and Head teacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school. We actively liaise with secondary schools if children require additional transition days.

For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in school; these cabinets are locked overnight. SEND records will be copied, stored securely and then passed on to a child's next setting when he or she leaves Anderton Primary School. The school has a confidentiality policy which applies to all written pupil records.

Arrangements for Complaints

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Head teacher directly. The SEND Information and Advice Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Lancashire Local Authority procedure in the first instance. Parents may also contact the Governing Body. A copy of the Complaints Procedure is available on the school's website and from the school office.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes.

This policy will be reviewed annually.

Signed: Mrs K L Laithwaite (SENCO)

Signed: E Bilsborough (Chair of Governors)

Date: September 2018