

# **SEND Policy**

**SENCO – Richard Maiden**

**SEND Governor –**

## Mission statement

*Happiness at the heart, shaping children of the future.*

*Coates Lane Primary School is committed to safeguarding and promoting the welfare of children and young people.*

## **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*.

### 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 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 and senior leaders 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 and Head Teacher 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. Adjustments to the curriculum may be changed depending on the pupil's individual needs.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **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 means providing regular one to one meetings between pupils and their teacher / TA / SENCo. Pupil participation is important. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## **2. Identification of pupils needs**

### **Identification**

(See definition of Special Educational Needs at the end of policy)

### **A Graduated Approach;**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside the range of expected academic achievement/progress 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 class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progress and enable 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 child in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully at 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.
- h) The child is formally recorded by the school as being an SEN concern 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.
- i) Pupil progress meetings are used to monitor and assess the progress being made by a child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **3. Managing Pupils Needs on the SEND Register**

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this. 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 ongoing 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 teacher 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 recorded.

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 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 when the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the effective implementation of effective support will be provided by the SENCo. Delivering of interventions will be observed by the SENCo and feedback will be provided.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and 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. Parents will be provided with clear information about the impact of support to enable them to feel involved in planning the next steps. Once the review has been completed the SENCo will liaise with the headteacher and discuss the impact the extra provision has made.

## **Referral for an Education, Health and Care Plan (EHC 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 EHC plan will be taken at a progress review.

The application for an EHC Plan 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, actions points that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not 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 be found via the SEND Local Offer:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

### **Education, Health and Care Plans (EHC Plan)**

- a) Following Statutory Assessment, an EHC Plan will be provided by Lancashire County 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 on 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 the levels of support.

### **4. Supporting pupils and Families**

We believe 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 current interventions and provision.
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively.

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

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupils needs.

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 meetings with outside 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 – Astrid Middleton - may be contacted at any time in relation to SEN matters.

## **5. Supporting Children with Medical Conditions**

As a school we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education including educational visits 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 have SEN and may have a statement or Education, Health Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEN code of practice is followed.

For information on procedures for supporting pupils in school with medical conditions refer to - Policy for supporting pupils with medical needs in school.

Some children may have medical needs that do not require any special educational plans but instead require additional support in school. The pupils needs will be discussed with parents, educational and health professionals to ensure the correct support is in place.

## **6. Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health Care Plans and those without.

To enable us to have the full picture of a child's needs we would, in addition to our usual admission arrangements for SEND children, we would talk with parents about their child's needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meeting and additional visits.

Prior to children transferring schools or classes there is communication both written and verbal, regarding any children with SEND.

Further information can be found in our admissions policy.

## **7. Monitoring and Evaluating 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.

Pupil progress will be monitored on a termly basis in line with the SEN code of practice 2014.

There will be an annual evaluation of the effectiveness of the schools SEN provision and policy. The evaluation will be carried out by the SENCo, Headteacher and SEN Governor and information is gathered from different sources. This will be collated and published in a report for Governors and parents on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **8. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo/Headteacher, who will be able to advise on formal procedures for complaint.

## **9. In-Service Training**

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.

The SENCo attends relevant SEND courses and local cluster meetings and cascades information to other members of staff.

We recognize the importance of training to all our staff on SEN. 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.



## **10. 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; this includes health, social care and education.

Sharing knowledge and information between our support services is key to the effective and successful SEN provision within our school. As a school we seek support and advice from external agencies in the identification and assessment of, and provision for, SEN. The SENCo and headteacher are responsible for liaising with the following:

- Family Support Services
- Education Psychology Service
- Behaviour Support Service
- Social services
- Speech and language services

**This policy will be reviewed annually**

**R Maiden (SENCO) January 2021**